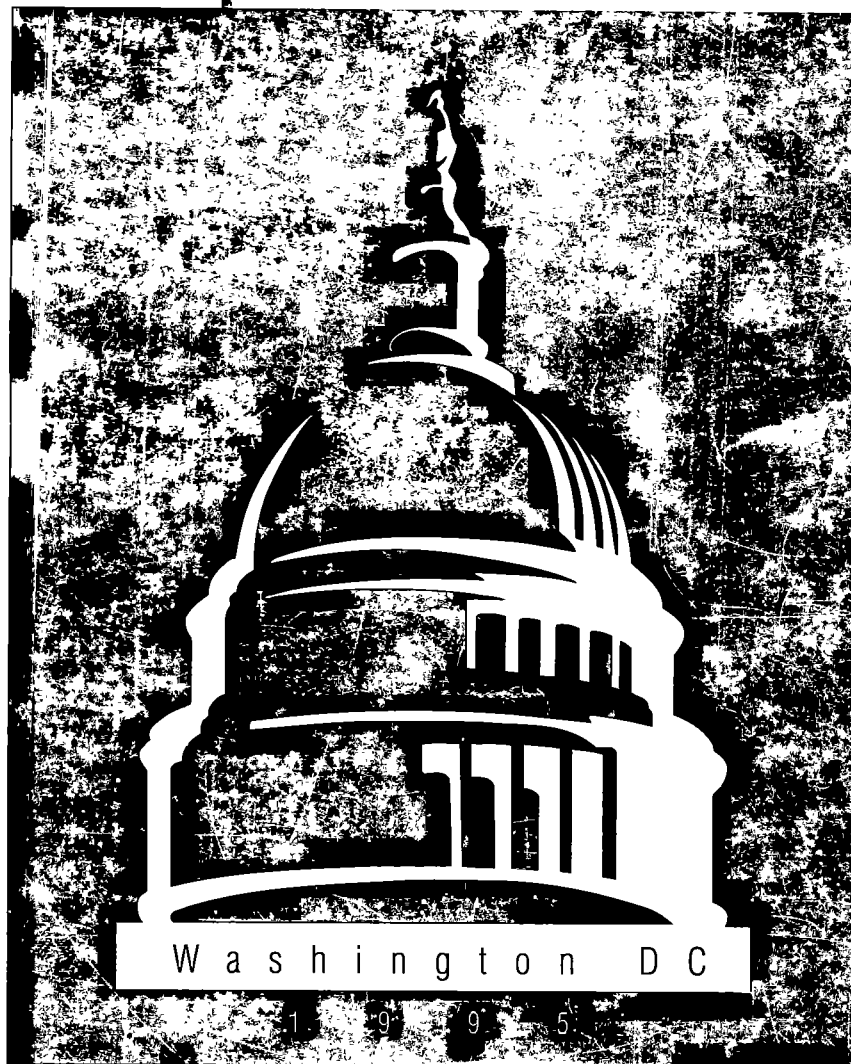


Association for Behavior Analysis

ABA Convention Program: Washington DC, 1995



An International Organization
21st Annual Convention

Association for Behavior Analysis

An International Organization
21st Annual Organization
May 26 - 30, 1995

18th Annual Preconvention Institute



Grand Hyatt Hotel Washington D.C.

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 members. Advancing behavioral science and its applications has become an international effort as witnessed by the countries represented by our members.

ACKNOWLEDGMENTS

Program Board Coordinator

Richard M. Foxx, *Pennsylvania State University*

Convention Program Chairs

Area 1: EAB, EDC, PRM, TOX, TPC, and VRB

Gregory Galbicka, *Walter Reed Army Institute of Research*

Area 2: CBM, CCS, DDA, DEV, ELS

Edelgard Wulfert, *State University of New York at Albany*

Program & Convention Management, Continuing Education Coordination

Maria E. Malott, *Malott & Associates*

Area Coordinators

CBM: Clinical & Behavioral Medicine

Robert D. Zettle, *Wichita State University*

ELS: Ethical, Legal and Social Issues

Richard F. Rakos, *Cleveland State University*

TPC: Theoretical, Philosophical and Conceptual Issues

Sam Leigland, *Gonzaga University*

CCS: Community Corrections

Anthony Biglan, *Oregon Research Institute*

DDA: Developmental Disabilities and Autism

Kent R. Johnson, *Morningside Academy*

DEV: Human Development and Gerontology

Jacob L. Gewirtz, *Florida International University*

EAB: Experimental Analysis of Behavior

William Payla, *Jacksonville State University*

EDC: Education

Dan Hursh, *West Virginia State University*

PRM: Performance Management and Training

Richard Fleming, *Auburn University*

TOX: Pharmacology and Toxicology

Steven I. Dworkin, *Bowman Gray School of Medicine*

Sherry Serdikoff, *Bryn Mawr College*

Area Coordinators, Continued...

VRB: Verbal Behavior

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SQAB: Society for the Quantitative Analyses of Behavior

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Mary Jane Filarski and Jim Harmon, *Conferon, Inc.*

Joe Keller, *Western Michigan University*

ABA Convention Presenters

This program contains the contributions of over 1,500 participants from several countries. Thanks to their work the Association for Behavior Analysis can offer this special convention program, including 38 business meetings, 138 papers, 133 symposia (including 495 presentations), 23 panel discussions, 470 posters, and a number of special events.

Special thanks to Gregory Galbicka and Edelgard Wulfert, Convention Program Chairs, and Henry James and Sylvia Dulaney, Scheduling Software Developers, for going an extra mile in the development and implementation of a customized scheduling software program for the ABA conventions.

Maria E. Malott
Executive Director

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ABOUT THE ASSOCIATION

Purpose

The Association for Behavior Analysis is dedicated to advancing the science of behavior and its application. It 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 with four issues per year, and an annual convention. ABA is affiliated with 34 state, regional, and international 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, Sigrid S. Glenn, Israel Goldiamond, Don F. Hake, Philip N. Hineline, 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 \$90.00; students pay \$35.00; chapter affiliates pay \$30.00. All

membership categories receive a new member discount.

Annual Meeting

The annual convention currently draws more than 1,600 registrants from around the world. It offers more than 800 presentations and poster sessions, invited talks and symposia, panel discussions, special interest groups meetings, workshops and social events.

Presidents

President (1993-1996)

Kennon A. Lattal, West Virginia University

President-Elect (1994-1997)

Richard M. Foxx

Pennsylvania State University

Past President (1992-1995)

Sigrid S. Glenn, University of North Texas

Council Representatives

Applied (1994-1997)

Nancy A. Neef, University of Pennsylvania

Experimental (1993-1996)

Marc N. Branch, University of Florida

Member-at-Large (1992-1995)

Karen S. Budd, DePaul University

Member-at-Large (1994-1997)

Gerald L. Shook, Au Clair

Student Representatives

Ken Alling, NIDA

Laura Methot

Western Michigan University

Mark A. Swain

University of Nevada, Reno

Executive Director and

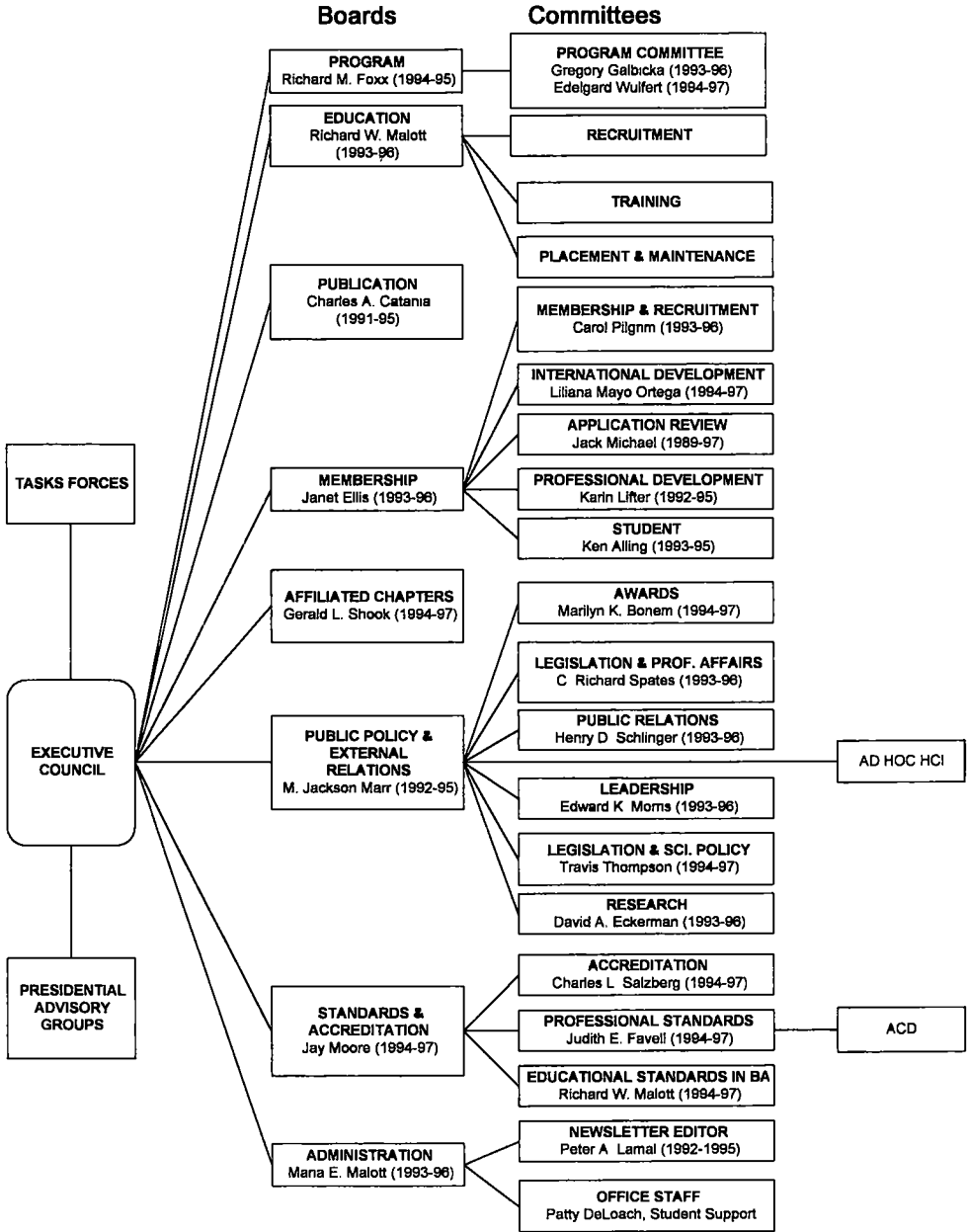
Secretary-Treasurer

Maria E. Malott (1993-1996)

Malott & Associates

About the Association, Continued....

Currently, ABA has 8 boards, 20 committees, and various task forces and presidential advisory groups.



REGISTRATION INFORMATION

Advanced Registration

Workshop and convention fees must be postmarked by April 1, 1995 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.

Forms

Forms for convention registration, workshops registration, membership dues payment, and hotel reservations are located at the end of this book.

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before May 1, 1995. A handling fee of \$10.00 will be deducted from all refunds. After May 1, 1995, only workshops and other events canceled by ABA are eligible for a refund. Handling fees will not be deducted from events canceled by ABA.

All costs associated with attending the 21st Annual ABA Convention in Washington D.C. (e.g., membership, registration, lodging, transportation, meals, etc.) are the responsibility of the presenter or registrants.

CONVENTION SERVICES

Convention services are located in Constitution Ballroom B: Information and Press Desk, Placement Service. The hours are:

Friday-Saturday	May 26-27	8am-5pm
Sunday-Monday	May 28-29	8am-4pm
Tuesday	May 30	8am-1pm

Convention Registration

Come to the Registration Desk at the entrance of the Constitution Foyer, 3B-level to pick up your advance registration packet or to register for workshops and the convention.

Information and Press Desk

If you have any problems or questions about a convention activity or a session during the Convention, visit the ABA Information Desk in Constitution Ballroom B. Journalists and other news media representatives are invited to visit the Information and Press Desk. A Message Board will be available for 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 page in this book.*)

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 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 Constitution Ballroom B 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 the Specialty Area. They are usually members of the Association.

A few guest speakers are invited each year with the approval of the President and President Elect. Guest speakers have made significant contributions in areas compatible with behavior analysis.

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 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.

Throughout the Convention, you can purchase audio tapes of presentations identified with the following icon:



ABA DIVERSITY STATEMENT

The Association for Behavior Analysis seeks to be an organization comprised of people of different ages, races, nationalities, ethnic groups, sexual orientations, genders, classes, religions, abilities, and educational levels. ABA opposes unfair discrimination.

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 (616-387-4495). At the Convention, stop by the Placement Service Desk in Constitution Ballroom B.

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 '95 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 \$20.00 by advance registration, and \$25.00 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 Constitution Ballroom B. 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 '95 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 \$35.00 by advance registration and \$45.00 for on-site registration. Use the Convention Registration Form in this book for Advance Registration. Your may register during the Convention at the Placement Service Desk in Constitution Ballroom B. Remember to bring the materials as specified above if you choose to register on site.

Book Sale

Don't miss this opportunity to update your behavior analysis library.

Buy books authored or referenced by convention presenters at the Book Sale, located in the Independence Foyer.

Open throughout the convention.

ABA '95 EXHIBITS

Exhibits provide an excellent opportunity to obtain information about new and existing products and services. The 1995 Convention Exhibit hours are:

Friday-Monday	May 26-29	8am-4pm
Saturday	May 27	9pm-11pm
Tuesday	May 30	8am-1pm

American Psychological Association

750 First Street NE, Washington, DC 20002-4242. Orders can be taken at the APA booth for any of the APA publications, including books, journals, and information regarding "PSYCINFO" and APA's newest PSYCSCAN--PSYCSCAN: BEHAVIOR ANALYSIS & THERAPY will be available.

Aubrey Daniels and Associates

3531 Habersham at Northlake, Tucker, GA 30084. Aubrey Daniels and Associates is a consulting firm dedicated to improving individual and organizational effectiveness through the application of Performance Management and the new information about human performance that is continually discovered through behavior analysis research. Training and Consulting is provided in the areas of quality management, performance teams, compensation and reward systems and behavioral safety. Performance Management Publications, a division of Aubrey Daniels & Assoc., offers books, videos and training materials on a wide variety of subjects related to applied behavior analysis. Precision Learning Systems, also a division of ADA, is a computer-oriented training system based on the learning principles of direct instruction and fluency building.

Brooks/Cole Publishing Company

International Thomson Publishing, 7625 Empire Drive, Florence, KY 41042. Be sure to stop by the Brooks/Cole booth during exhibit hours to see the latest in textbooks and professional reference books for students

and practitioners. Among our many books on display are Kazdin's *Behavior Modification in Applied Settings*, Fifth Edition; Matson's *Autism in Children and Adults*; Gardner, et al.'s *Behavior Analysis in Education: Focus on Measurable Superior Instruction*, and Walker, Colvin, and Ramsey's *Antisocial Behavior in School*.

Context Press

933 Gear Street, Reno, NV 89503-2729. Context Press features books on behavior analytic philosophy, research, theory, and application. We have new books on community intervention (Biglan), acceptance-based psychotherapy (Hayes, Jacobson, Follette & Dougher), and developmental psychology (Novak). These go along with our series of books on verbal behavior, a new version of Bijou's classic text on child development, a superbly scholarly book on social behavior (Guerin), a book on contextualism as a philosophy of science, ethical issues in developmental disabilities, and a book on Willard Day's writing. Stop by early - our discounts are greatest early in the convention.

Developmental Disabilities Services Managers, Inc.

PO Box 805, Morgantown, NC 28655. Developmental Disabilities Services Managers is a nonprofit organization of people interested in the management of staff performance in settings serving individuals who have developmental disabilities. The organization sponsors conferences and workshops as well as publications to disseminate an effective, practical and acceptable technology of staff management. The exhibit will be staffed - May 27, 28, and 29, 9:00am to 6:30pm.

Med Associates, Inc.

719-1/2 North 26 St., Lafayette, IN 47904. MED Associates, Inc. manufactures standard and custom products for the

behavioral pharmacologist, behavioral scientist, and neuroscientist. Items on display include modular test chambers for rodents, pigeons, or small monkeys; and an infrared open field activity environment. Computer interface systems feature the new SmartCtrl module, and software for behavioral control, cumulative recording, both rotational and open field activity, and startle reflex testing. Other items on display will include programmable shockers, square wave stimulators and audio stimulators; drug self-infusion systems; and liquid, pellet and grain feeders.

Society for the Advancement of Behavior Analysis

260 Wood Hall, Western Michigan University, Kalamazoo, MI 49008. SABA is a non-profit organization that receives financial donations to further the cause of behavior analysis. Donations are used for study grants, travel grants (e.g., to attend the ABA annual convention), public relations, research, support of publication efforts, etc. Donors can specify how the funds are to be used or deposit into a general fund for use at the discretion of the board of directors.

Cooperative Book Exhibit and Free-Take-One Display

Publishers send books and brochures to be displayed for review by convention registrants. Order forms will be available.

Authors Cooperative, Inc. 242 Beacon Street, Boston, MA 02116-1232. *Religion and Human Behavior*, W. N. Schoenfeld (\$16.95), *Radical Behaviorism: The Philosophy and the Science*, M. Chiesa (\$16.95), *Equivalence Relations and Behavior: A Research Story* (\$23.95).

Behavior Analysis Digest. P.O. Box 844, Hurricane, WV 25526.

British Psychological Society. 13A Church Lane, London, N2 8DX, UK. Journals brochure.

Cambridge Center for Behavioral Studies. 675 Massachusetts Avenue, Cambridge, MA 02139. Cambridge Center for Behavioral Studies Large Brochure and Small

Brochure, Speaker Series Brochure, Business Series Brochure.

CMS Software. Post Office Box 1514, Columbia, MD 21044.

University of Nebraska Press. 312 North 14th Street, Lincoln, NE 68588-0484. *Logical Learning Theory*, Joseph F. Rychlak (\$35 cloth). *Integrative Views of Motivation, Cognition, and Emotion*, William D. Spaulding, Ed. (\$17.95, paper).

Eden Family of Services. One Logan Drive, Princeton, NJ 08540. Eden Institute Outreach Services, and Eden Press brochures.

National Institute on Alcohol Abuse and Alcoholism (NIAAA). CSR, Inc., 1400 Eye Street, N.W. - #200, Washington, D.C. 20005.

Plenum Publishing. 233 Spring Street., New York, NY 10013-1578. *Practitioner's Guide to Clinical Neuropsychology*, R.M. Anderson, Jr. (\$49.50), *Handbook of Effective Psychotherapy*, T.R. Giles (\$75), *Diagnostic Interviewing*, M. Hersen, S.M. Turner (\$47.50), *Functional Analytic Psychotherapy*, R.J. Kohlenberg, M. Tsai (\$39.50), *International Handbook of Phobic and Anxiety...*, T.H. Ollendick, et. al. (\$75), *Handbook of Depression in Children and...*, W.M. Reynolds, H.F. Johnston (\$85), *Comprehensive Handbook of Psychopathology*, P.B. Sutker, H.E. Adams (\$95), *Behavior Analysis and Treatment*, R. Van Houten, S. Axelrod (\$65), *A Practical Guide to Head Injury Rehabilitation*, M.D. Wesolowski, A.H. Zencius (\$35).

Room to Grow. Dept. of Psychology. Queens College, Flushing, NY 11367. *The Reluctant Alliance: Behaviorism and Humanism*, Bobby Newman.

Society for Advancing Educational Research. 57 Allan Close, Red Deer, Alberta, Canada T4R 1A4. *FAILING GRADES: Canadian Schooling in a Global Economy* (\$17.95) and *Proposal for an Alternative Model School* (\$4), Joe Freedman.

The Psychological Record. Kenyon College, Gambier, OH 43022.

Association for Behavior Analysis

21st Annual Convention

Friday, May 26, 1995



Continuing Education Program
Workshops
Special Events
Announcements
SQAB Meeting

CONTINUING EDUCATION PROGRAM

The Association for Behavior Analysis (ABA) is an organization approved by the American Psychological Association to offer continuing education for psychologists. One of the primary objectives of ABA is to provide educational opportunities for members and other professionals to review recent research, to discuss current theoretical issues, and to learn new methods of 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. If you advance register, a packet will be prepared for you and may be picked up with your Advance Registration packet at the Registration Desk in the Constitution Foyer, 3B-level of the Grand Hyatt.

You may also pay membership dues and register on-site for workshops and the convention at the Registration Desk.

Workshops are subject to cancellation due to low enrollment. Registrations must be postmarked no later than April 1, 1995 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 pay late

payment fees. After the deadline, please call the ABA office at (616) 387-4495 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. Enter total on the Workshop Registration Form and on the Convention Registration Form.
4. 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).
5. All payments must be made in U.S. funds.

Mail all forms and payment to:

Association for Behavior Analysis, Attn: Workshops, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. Questions? Call (616) 387-4495 (Monday-Friday, 9am-5pm)

Registrations must postmarked by April 1, 1995 to be eligible for Advance Registration fees.

WORKSHOPS

Workshop # 1

9:00 - 4:00 PM Burnham

Duration: 6 hours

Introduction to Standard Celeration Charting.

OGDEN R. LINDSLEY (Behavior Research Company - Lawrence, KS), John O. Cooper (Ohio State University, Columbus, OH), Elizabeth Haughton (Haughton Learning Center - Napa, CA), Jim Pollard (Mediplex Lowell, Inc. - Lowell, MA), Clay Starlin (Western Regional Center - Eugene, OR), William D. Wolking, (University of Florida - Gainesville, FL).

Description: How to Read and Make Standard Celeration Charts.

Objectives: Throughout the entire workshop instructors coach as participants: (1) Read frequencies, celerations, celeration differences, turns, jumps, bounces, and outlier probabilities from Standard Celeration Charts at 60 per minute. (2) Chart frequencies on daily, weekly, monthly, and yearly Standard Celeration Charts at 10 per minute.

Activities: Morning: Paced choral reading (Point-See-Say) at 60 per minute of frequencies, celerations, turns, jumps, bounces, and outlier probabilities from Standard Celeration Chart practice sheets.

Afternoon: Each participant charts from tables of daily, weekly, monthly and yearly frequencies at 10 dots per minute. Coaches assist the instant a participant hesitates.

Participants are given materials and shown how to continue daily charting practice on their own to reach fluency above 30 dots correct per minute.

Target Audience: Graduate students, faculty, researchers, and consultants who have

heard about Standard Celeration Charting, but have no opportunity to learn how. Here is your chance! This proven workshop works!

Academic Level: Introductory

Workshop Fee: \$130 for ABA members, \$155 for all others.

Workshop # 2

9:00 - 12:00 PM Bulfinch

Duration: 3 hours

Teaching Behavior Analysis: How to Develop, Produce, and Use SAFMEDS.

STEPHEN A. GRAF (Youngstown State University - Youngstown, OH)

Description: 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 applications to new material, and objective performance standards have been reported by users and practitioners.

Objectives: Participants should be able to: (1) Develop sets of SAFMEDS for content areas in which they teach or train which conform to the rules provided and explained in the workshop. (2) Produce SAFMEDS masters from the Macintosh-based templates for Microsoft Word or Publish it Easy! provided to them as part of their materials. (3) Reproduce sets of SAFMEDS for students or trainees. (4) Implement the use of SAFMEDS in various settings, structuring

practice timings to interface smoothly within classroom or training sessions.

Activities: (1) Practice with conversion of different types of information to SAFMEDS. (2) Discussion of using the templates provided to produce SAFMEDS masters on the Macintosh to be printed as decks on card stock. (3) Discussion of alternatives for making the SAFMEDS available to students, clients, or trainees. (4) Demonstration of how to run timing with small or large groups. (5) Practice in use of Standard Celebration Charts to monitor SAFMEDS daily. (6) 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: Intermediate

Workshop Fee: \$70 for ABA members, \$95 for all others.

Workshop # 3

9:00 - 12:00 PM Cabin John
Duration: 3 hours

Radical Behaviorism and the Counseling Process.

JACK WILLIAMS (University of Waterloo - Waterloo, Ontario)

Description: This workshop will relate elements of the radical behavioral viewpoint to various standard practices, strategies, and concepts that are part of the 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 counseling 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/ psychotherapeutic practices and strategies, and experimental exercises to facilitate acquisition of this perspective.

Objectives: (1) To show the relationships between behavior analysis and current counseling 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: Activities will include presentation, discussion, exercises, and review of handouts.

Target Audience: Target audience is introductory (possibly to intermediate).

Academic Level: Intro/Introductory

Workshop Fee: \$52 for ABA members, \$77 for all others.

Workshop # 4

9:00 - 4:00 PM Constitution E
Duration: 6 hours

Critical Thinking in Clinical Practice: Sources of Error and How to Avoid Them.

EILEEN GAMBRILL (University of California at Berkeley - Berkeley, CA)

Description: Increased attention has been devoted to the description of errors that often occur in making clinical decisions. The purpose of this workshop is to identify sources of error, to describe why they occur and to suggest remedies for avoiding them. This workshop will help participants to become knowledgeable about and to take advantage of recent theory and research in

the areas of reasoning, judgment and inference to enhance the quality of practice decisions.

Objectives: Objectives of this workshop are to enhance skills in identifying sources of errors in making practice decisions and identify useful remedies to decrease their likelihood.

Activities: The framework presented integrates theory and research concerning problem-solving, critical thinking and cognitive biases. The kinds of errors likely to occur in different phases (assessment, intervention and evaluation) will be described and checklists offered to avoid them. Personal and environmental factors that may compromise the quality of decisions made in group conferences will be described as well as remedies for them. Vignettes illustrating errors will be used as well as exercises demonstrating common errors and remedies.

Target Audience: Target audience includes those who work directly with clients.

Academic Level: Intro/Intrmd

Workshop Fee: \$95 for ABA members, \$120 for all others.

Workshop # 5

9:00 - 4:00 PM Constitution D

Duration: 6 hours

Educational Design and the Precision Learning System.

GUY S. BRUCE, Jim Cowardin, John Eshelman, and Andrew Shamrao (Precision Learning Systems and Aubrey Daniels & Associates, Monmouth, IL)

Description: This workshop will teach the educational design process used by Precision Learning Systems to create computer-based teaching activities that build fluent performance.

Objectives: Participants will design teaching activities using the generative, fluency-building, design principles developed by Engelmann and Carnine (Direct Instruction), Tiemann & Markle, Lindsley (Precision Teaching), and Johnson & Layng (Generative Instruction).

Activities: This workshop will be both highly interactive and practice-intensive. Participants will work in small teams on all phases of the design process, from identifying client objectives, evaluating learner performance, designing teaching activities, and revising them when they do not meet criteria for effectiveness or efficiency. Instructors will be assigned as coaches to each team.

Target Audience: This workshop is intended for educational designers who work in the private or public sector. Although we will focus on the design of educational software, the same design skills can be used in any media: computer, live teacher, text and audiovisual.

Academic Level: Intro/Intrmd

Workshop Fee: \$105 for ABA members, \$130 for all others.

Workshop # 6

9:00 - 12:00 PM Roosevelt

Duration: 3 hours

Teaching Language to Autistic and Developmentally Disabled Children.

MARK L. SUNDBERG (Behavior Analysts, Inc. - Danville, CA)

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.

Objectives: 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.

Activities: 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.

Target Audience: 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

Workshop Fee: \$75 for ABA members, \$100 all others.

Workshop # 7

9:00 - 4:00 PM Renwick

Duration: 6 hours

Hypercard as a Research, Instructional, and Personal Productivity Tool.

WILLIAM F. POTTER (California State University, Stanislaus - Turlock, CA), Matthew A. Mason (Western Psychiatric Association, Pittsburgh, PA)

Description: Participants will be introduced to Hypercard and Hypertalk (the Hypercard programming language). This application (and similar ones for the PC environment) can be utilized for research, instructional or personal productivity purposes. For example, clinicians might find Hypercard useful for creating a personal client database, or

creating a report maker. Researchers may program experimental contingencies and record data given subject inputs via the keyboard or mouse, with relevant data collected by the computer (e.g., stimulus equivalence, matching and delayed matching to sample). Instructors will find it easy to develop Computer Assisted Instruction incorporating sound, graphics, evaluations, record keeping, and a host of response measures.

Objectives: Training Objectives: (1) Acquaint the user with Hypercard and Hypertalk (the English-like programming language). (2) Participants will learn how to navigate through Hypercard applications. (3) Participants will learn the nature of, and how to create stacks, backgrounds, cards, buttons, and fields. (4) Participants will learn how to create graphics and import graphics into a Hypercard stack. (5) Participants will learn the basics of Hypertalk. (6) Investigate and demonstrate some of the possible research and instructional applications of Hypercard.

Activities: A number of Hypercard stacks will be given to the participants including a grade converter, a basic tutorial and evaluation of Hypercard, an article 'summarize' with key words/reference/and printing capabilities, a delayed matching to sample program, and others. All of these programs will be reviewed and are modifiable by the participant and the "code" or programming script can be reviewed, and modified by the participant.

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 2-3 people per computer.

Academic Level: Introductory

Workshop Fee: \$110 ABA members,
\$135 for all others.

Workshop # 8

9:00 - 4:00 PM Latrobe

Duration: 6 hours

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

RICHARD W. MALOTT (Western Michigan
University - Kalamazoo, MI)

Description: Behavior analysis often seems simplistic in its treatment of the behavior human beings. For instance, people work or fail to work toward the distant goal of a college degree. How can we understand this in terms of something so simple as the rat's pressing a lever and immediately getting a drop of water? Lacking a plausible behavioral analysis, many clients, parents, teachers, staff, students, and professionals opt for cognitive or mentalistic analyses. This workshop provides a radical-behavioral alternative, by introducing the concepts of rule-governed behavior, direct-acting and indirect-acting contingencies, analog contingencies, rules that are hard and easy to follow, the myth of delayed gratification, the three-contingency model of performance management, the performance management model of cultural change, and contingency diagramming. These concepts help us rigorously relate the simple contingencies affecting laboratory animals to the complex contingencies affecting human beings in their daily lives. Also, we can understand better problems of self-management and performance management in applied settings. And we can design better self-management and performance-management systems.

Objectives: 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 achieve fluency with this complex verbal repertoire. But the students will acquire a sufficient repertoire and sufficient additional resources to independently continue working toward the achievement of fluency.)

Activities: This format is called the structured-seminar format - participants: (1) do paper-based workbook exercises (2) do slide-show based "workbook" exercises (3) diagram behavioral contingencies on transparencies (4) present their exercises and transparencies (5) react to the workbook exercises and participant presentations with group response cards in addition to oral comments and analyses (6) spend a minimal amount of time listening to lectures.

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

Workshop Fee: \$105 for ABA members,
\$130 for all others.

Workshop # 9

1:00 - 4:00 PM Cabin John

Duration: 3 hours

How to Make Your Program Survive After the Research is Over.

L. KEITH MILLER (University of Kansas -
Lawrence, KS)

Description: Methods for promoting the survival of behavioral programs after the research is over.

Objectives: (1) Each participant will learn how to evaluate the survival of their

program through direct observation. (2) They will learn the five most important features that promote program survival. (3) They will learn how to build these features into their program. (4) They will learn how to test and revise their program until it survives. (5) They will learn how to use single subject experiments to analyze the "survival" features they have added to their program.

Activities: Participants will view a light hearted slide show describing a typical behavioral program. They will analyze the features of that program that promote or impede survival and design an intervention to promote survival. They will formulate methods to directly observe program survival in that setting. They will design a single subject analysis of their intervention. They will then work in teams to apply the same approach to a behavioral program they are using or have used.

Target Audience: Behavior analysts who have developed and researched at least one behavioral program that did not survive after their research was over.

Academic Level: Intermediate

Workshop Fee: \$50 for ABA members, \$75 for all others.

Workshop # 10

1:00 - 4:00 PM Arlington

Duration: 3 hours

Using Statistical Process Control to Make Data-Based Clinical Decisions.

ALBERT PFADT (NYS Institute for Basic Research - 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 Behavioral 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 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.

Objectives: 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 topic: selecting appropriate control charts for the different types of data obtained in applied settings; using control charts to analyze baseline stability and to detect the presence of assignable causes of variation; constructing cause and effect diagrams to identify factors contributing to this variability; how to use SPC data analytic procedures on line to monitor treatment outcomes; and, 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 interested in learning about the data analytic procedures that provide the empirical foundation for total quality management.

Academic Level: Introductory - intermediate.

Workshop Fee: \$60 for ABA members, \$85 for all others.

Workshop # 11

1:00 - 4:00 PM Wilson

Duration: 3 hours

Behavioral, Instructional, and Medical Interventions for Children Diagnosed with Attention Deficit Hyperactivity Disorder.

GEORGE J. DUPAUL (Lehigh University - Bethlehem, PA), Gary Stoner (University of Oregon, Eugene, OR)

Description: The purpose of this 3-hour workshop is to provide state-of-the-art information about behavioral and instructional intervention strategies that are effective in enhancing the school and home performance of children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). The use of behavioral assessment data in determining response to stimulant medication also will be covered.

Objectives: The training objectives are: (1) Participants will be able to identify the most effective behavioral strategies for children with ADHD. (2) Participants will be knowledgeable of behavioral assessment techniques that can aid physicians in determining the effects of psychostimulant medications. (3) Participants will be able to apply antecedent-based interventions (e.g., changes to academic instruction) in the treatment of children with ADHD. (4) Participants will be able to apply consequent-based interventions (e.g., token reinforcement, response cost) in the treatment of children with ADHD. (5) Participants will be able to design strategies to enhance the maintenance and generalization of obtained treatment effects.

Activities: Workshop activities will include both didactic presentation of material and small/large group discussion of an application of behavioral techniques to sample cases. First, an overview of the various intervention strategies that have empirical support will be provided. Second, the application of behavioral assessment data to determining the effects of stimulant medications will be illustrated through examination of individual dose-response plots. Next, antecedent-based (e.g., posting of rules, effective command strategies, class-wide peer tutoring) and consequent-based (e.g., token reinforcement, response cost) interventions will be described thoroughly. Fourth, strategies to enhance maintenance and generalization (e.g., self-management interventions) of treatment effects will be outlined. Finally, participants will work in small groups to generate an intervention plan for a sample case study. Each of the treatment plans will be examined and discussed in a large group format at the conclusion of the workshop.

Target Audience: The target audience includes school psychologists, clinical child

psychologists, clinical social workers, as well as special education and general education teachers. Participants are expected to have a basic knowledge of ADHD and behavioral intervention strategies as this workshop is at the intermediate level.

Academic Level: Intermediate

Workshop Fee: \$60 for ABA members, \$85 for all others.

Workshop # 12

1:00 - 4:00 PM Bulfinch

Duration: 3 hours

Teaching Behavior Analysis: How to Develop and Use Practice Sheets.

STEPHEN A. GRAF (Youngstown State University - Youngstown, OH)

Description: Practice Sheets represent a procedure to promote fluency in verbal behavior developed by Eric and Elizabeth Haughton and Harold Kunzelmann about 30 years ago. Learners see a wide sample of problems concerning a topic and attempt to produce appropriate responses during a timed interval. Practitioners construct auxiliary sheets with questions and answers or answers alone, which can be used for monitoring learner performance. Use of the techniques provides an efficient way to provide monitored practice towards fluency with sufficient examples and nonexamples.

Objectives: Participants should be able to: (1) Gain experience from learner viewpoint as they try practice sheet samples. (2) Develop practice sheet examples of content for their own area of interest following the guidelines provided and explained in the workshop. (3) Decide whether SAFMEDS or practice sheets would be more appropriate in a given situation. (4) Decide whether text or graphic practice sheets would be more appropriate in their applications. (5) Decide whether to invest in either of the Practice Sheet software programs

available that generate practice sheets and answer sheets.

Activities: Activities include: (1) Practice with conversion of different types of information to practice sheets. (2) Discussion of guidelines developed by Elizabeth and Eric Haughton and Harold Kunzelmann for generating practice sheets. (3) Demonstration of choral responding technique with practice sheets. (4) Discussion of using software to generate practice sheets efficiently. (5) Demonstration of how to run timings with small or large groups. (6) Practice in use of Standard Celeration Charts to monitor practice sheets. (7) Discussion of how to incorporate SAFMEDS into larger patterns of learning.

Target Audience: Participants in this workshop should be interested in promoting fluent verbal behaviors via use of practice sheets.

Academic Level: Intermediate

Workshop Fee: \$60 for ABA members, \$75 for all others.

Workshop # 13

1:00 - 4:00 PM Constitution C

Duration: 3 hours

Agency or Individual Crisis? Developing a Statewide Program Which Empowers Agencies to Successfully Manage Crises: Conception to Application.

JEANINE MOREAU (Specialized Behavioral Support Services, Inc. - Albuquerque, NM), Paula L. Farkas (Specialized Behavioral Support Services, Inc. - Albuquerque, NM)

Description: The Urgent Response Model has been developed to address the needs of community providers who serve persons with developmental disabilities who may also have a behavioral or psychiatric need.

When a community program experiences a sudden and/or unanticipated inability to provide adequate services to a person with challenging behaviors as a result of environmental changes, medication changes, situational changes or when a chronic ongoing situation has proved too challenging to manage with the current level of staffing, the Urgent Response mechanism may be deemed appropriate.

It is always the primary goal of the Urgent Response Project to assist community programs in becoming self sufficient in handling any and all situations in which we provide assistance. The Urgent Response team does not want community providers to become dependent upon this service for managing challenging or difficult behaviors. The team desires to enhance staff skills and training so that each program will eventually be able to handle most urgent situations on their own.

Objectives: (1) Participants will have an understanding of how and why the Urgent Response Project began. (2) Participants will have an understanding of the process in developing an Urgent Response Project. (3) Participants will experience actual crisis examples and practice prioritizing the crisis and practice crisis intervention techniques.

Activities: (1) Large group case examples and discussions. (2) Small group prioritization exercise. (3) Small group case examples and discussions.

Target Audience: All professionals who work with developmentally disabled populations.

Academic Level: All

Workshop Fee: \$65 for ABA members, \$90 for all others

Workshop # 14

5:30 - 8:30 PM Arlington

Duration: 3 hours

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

JOHN CROSBIE (West Virginia University - Morgantown, WV)

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 (ITSA-CORR) 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, Wilson, & Gottman, 1975), ITSE (Gottman, 1981), and ITSACORR (Crosbie, 1993).

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 provided for behavioral researchers, academics, and graduate students who want to improve their data analytic skills with time-series data.

Academic Level: Intermediate

Workshop Fee: \$65 for ABA members, \$90 for all others.

Workshop # 15

5:30 - 8:30 PM Roosevelt

Duration: 3 hours

The Picture Exchange Communication System for Children and Adults.

LORI FROST (Pyramid Educational Consultants - Cherry Hill, NJ), Andrew S. Bondy (Delaware Autistic Program - Newark, DE)

Description: The Picture Exchange Communication System (PECS) is an initial language training package that is used to rapidly teach communication skills to those with limited functional speech. We previously have addressed theoretical and clinical issues related to the PECS training package (Bondy & Frost, 1992; Bondy & Frost, 1993; Bondy and Frost, 1994). Initially, PECS was used to teach young children with autism an effective means of communicating. During the past few years, PECS has been increasingly introduced as a functional communication system with individuals with social/communication deficits of all ages. PECS is a unique training program that does not require lengthy prerequisite training, and that promotes

communication in a social context that the user initiates. Rather than building to spontaneity, as promoted by many other systems, PECS begins with spontaneous actions. The sequence of PECS training's incorporates an individual's lack of sensitivity to socially-mediated reinforcers. It begins by teaching a pure mand repertoire and goes on to teach intraverbals, tacts, and mixed functions in accordance with Skinner's (1957) analysis of verbal behavior. Procedures associated with teaching these operants will be presented in a manner consistent with Skinner's analysis.

We will present a history of communication training programs and a comparison of PECS to these programs. A detailed training protocol, accompanied by a discussion of training procedures consistent with applied behavior analytic strategies, will be reviewed. Effective modifications for older populations and for those with various sensory impairments will be described. Data regarding rate of acquisition of the different operants will be provided. Data also will be presented on the large proportion of young children who acquire independent and functional speech after using PECS for more than one year. Finally, issues pertaining to parent and staff training will be addressed.

Objectives: (1) To provide an historical and theoretical overview of the language training programs used with nonverbal individuals. (2) To provide a detailed description of the Picture Exchange Communication System and its relationship to verbal behavior using Skinner's (1957) description of verbal operants. (3) To teach participants the procedural details and instructional techniques related to a behavior analytic orientation involved in implementing PECS with young children with autism. (4) To teach implementation strategies associated with PECS for adolescents and

adults with autism and related developmental disabilities.

Activities: (1) Lecture. (2) Demonstration of procedures. (3) Video tape of individuals at each level of training. (4) Role playing and direct feedback.

Target Audience: Participants will be those involved with students/clients with severe communication deficits who learn how to implement a unique communication training package.

Academic Level: Intermediate

Workshop Fee: \$60 for ABA members, \$85 for all others.

Workshop # 16

5:30 - 8:30 PM Constitution C

Duration: 3 hours

A Behavioral Diagnostic Paradigm for Integrating Behavior Analytic and Psychopharmacological Interventions for Dually Diagnosed Individuals (Mentally Ill and Developmentally Disabled).

DAVID A. M. PYLES (W. A. Howe Developmental Center - Tinley Park, IL)

Description: It can be very difficult to differentiate the functions of maladaptive behaviors that are the result of many years of institutionalization from those that are psychiatrically based. In addition, clients who have severely limited verbal repertoires often express pain or discomfort through aggression, crying, or engaging in bizarre behaviors that can mimic diagnostic criteria under the DSM-III-R or DSM-IV.

In order to provide the most appropriate treatment, a hypothesis testing approach is used. First, hypotheses about possible functions of the behavior are derived. The Interdisciplinary Team process is critical for determining a plan to derive and rule out hypotheses. Next, the individual is

examined to rule out pain, discomfort, drug side effects, or other physiological conditions that may result in maladaptive behavior. If these variables are discovered, appropriate interventions are implemented, and data collected on an ongoing basis. Third, functional and ecological variables are examined to determine the situations yielding differential probabilities of appropriate and maladaptive behaviors. Informal, descriptive, and experimental analyses are used in this process. Interventions based on these analyses are then implemented and evaluated. If hypothesis-based interventions are not effective, or if functional/ecological variables are not discovered, then psychopharmacological interventions may be necessary. Data are collected on the behaviors that comprise the DSM-III-R or DSM-IV criteria.

Objectives: How does the Interdisciplinary Team process interface with this treatment paradigm? How is the function of behavior determined? How should interventions be staged? When is it appropriate to consult the psychiatrist, and what kinds of information should be provided? How are data used in the process?

Activities: The use of a flow chart will be used to diagram the sequence of activities involved in conducting a Behavioral Diagnosis (Bailey & Pyles, 1989) and integrating it with psychopharmacological treatment. Methods for determining causes of behavior and resulting interventions will be discussed and presented on overhead transparencies. The process of ongoing data collection and evaluation, and their respective roles in assessing treatment efficacy will be presented for determining ethical, practical, and effective treatment interventions for addressing severe maladaptive behaviors. Methods of graphing data to analyze the effectiveness of psychopharmacological interventions will be included.

Target Audience: Behavior Analysts, Psychologists, Psychiatrists, Social Workers, QMRPs, and others who work with individuals who engage in severe maladaptive behaviors or who are dually diagnosed.

Academic Level: All

Workshop Fee: \$50 for ABA members, \$75 for all others.

Workshop # 17

5:30 - 8:30 PM Cabin John

Duration: 3 hours

Consulting in Educational Settings: A Social Influence Model for Promoting Cooperation.

RONNIE DETRICH (Spectrum Center - Berkeley, CA), Kari Bartlebaugh (Spectrum Center for Educational and Behavioral Development, Berkeley, CA)

Description: Consulting within any setting requires two sets of competencies: (1) technical skills in behavior analysis (2) social influence skills so that direct service providers will implement our recommendations. Historically, behavior analysts have concentrated more on the development of technical skills and relatively little formal attention has been given to social influence skills. Ironically, if we are not successful at social influence then our technical competencies become irrelevant.

Objectives: The focus of this workshop is to provide a model of social influence within educational settings. In the workshop, social influence will be defined and participants will be given: (a) strategies for promoting cooperation (b) tactics for establishing common goals (c) a conceptual model that allows the consultant to use the educational staff's motivation to gain cooperation from the teaching staff.

Activities: The teaching format will include didactic instruction, group discussion of the

issues, examples of actual cases and the group will determine how to proceed, and discussion of their own projects. Participants will be provided handouts that summarize the major components of these social influence model and worksheets they can use to guide their practice as they begin to apply the principles that were learned in this workshop.

Target Audience: This workshop is appropriate for anyone that works in educational settings who provide services to children through direct service staff. This would include private behavioral consultants, school psychologists, school social workers, etc. No prerequisite skills are required and participants are encouraged to bring specific projects for discussion and problem solving.

Academic Level: Introductory

Workshop Fee: \$70 for ABA members, \$95 for all others.

Workshop # 18

5:30 - 8:30 PM Constitution D

Duration: 3 hours

Behavioral Psychotherapy: A Radical Approach.

STEVEN ZLUTNICK (University of San Francisco - San Francisco, CA)

Description: Only a few practitioners have applied the radical behavioral approach to more traditional psychotherapy. More to the point, however, has been a paucity of attempts to address issues that traditional, non-behavioral clinicians rightly deem critical to the therapeutic process. These include therapist variables such as maturity, self-disclosure and common sense, developmental issues such as divorce, separation, individuation, etc., values clarification and conflict, caring and concern. Attempts to translate, incorporate or integrate rather than discount such controversial topics as transference, counter transference, insight,

resistance, the need for long term therapy, etc., are rare.

Objectives: The goals of this workshop include: (1) A chance for the participant in clinical practice to integrate the seemingly disparate views of radical behaviorism and traditional clinical psychology. (2) The opportunity for clinicians teaching applied courses in behavior therapy to develop coherent, reasonable explanations to students who are attempting to reconcile these issues during their training. (3) An opportunity to address and discuss issues and concepts historically avoided and discounted in "traditional" behavior therapy training environments.

Activities: Activities will include brief didactic presentations by the presenter designed to facilitate discussion as well as a mutual generation of topics and agenda by the presenter and participants.

Target Audience: All levels, although preference during discussions will be given to advanced practitioners and trainers.

Academic Level: All

Workshop Fee: \$50 for ABA members, \$75 for all others.

Workshop # 19

5:30 - 8:30 PM Wilson

Duration: 3 hours

The C-BAD System: Assessing, Diagnosing, and Prescribing Behavioral Interventions.

ENNIO CIPANI (California School of Professional Psychology - Fresno, CA)

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 intervention plan for clients referred for behavioral consultation and evaluation. Participants will be trained on the C-BAD System.

Objectives: The following skills will be taught to participants: (1) Ability to contrast differences between a traditional diagnostic system and a behavioral diagnostic system. (2) Ability to delineate characteristics of a behavioral diagnostic approach. (3) Ability to collect relevant data through interview, observation, and hypothesis testing using the C-BAD Manual. (4) Ability to identify four environmental functions a problem behavior may serve and use such as a basis for diagnosis. (5) Ability to identify antecedent behavior relationships. (6) Ability to identify alternative-replacement behavior(s) for each function. (7) Ability to identify a functional treatment, given diagnosis of problem and replacement behaviors. (8) Ability to identify current, effective, non-aversive strategies.

Activities: Activities include using the Report Writing Manual to diagnose a presented case study.

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: Intermediate

Workshop Fee: \$83 for ABA members, \$108 for all others.

SPECIAL EVENTS

- # 101 Society for Quantitative Analyses of Behavior (SQAB).**
7:00
10:00 PM Chairs: William L. Palya (Jacksonville State University - Jacksonville, AL)
Conference Theater See attached schedule for Thursday (May 25), Friday (May 26).
- # 102 ABA Boards, Committees, and Special Interest Groups.**
7:00
9:00 PM Chair: Kennon A. Lattal (West Virginia University - Morgantown, WV)
Burnham This meeting is for all Board Coordinators, Committee Chairs, and Coordinators of Special Interest Groups of ABA. Join us for an informal meal. Introduce yourself to the rest of the group and let us know about the major accomplishments or your Board, Committee or SIG.

ANNOUNCEMENTS

Opening Symposium

*Richard Herrnstein,
Scientist and Scholar:
A Memorial Symposium*

Saturday, May 27
12:00 - 2:00pm
Independence A

Former students, colleagues, and friends honor Dr. Herrnstein's contributions to the experimental and quantitative analysis of behavior and to the analysis of important social issues.

ABA EXPO

Saturday, May 27
9:00 - 11:00pm
Constitution A

Informational Displays by ABA Committees,
Chapters & SIGS, Graduate Training Programs,
International Associations and Programs.

The Behavior Analyst Business Meeting

Saturday, May 27
Burnham Room
6:30 - 7:30pm

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Announcing the 1995 ABA Awards Recipients

The Award for Effective Presentation of Behavior Analysis in the Mass Media is being awarded to **Gary Wilkes** of Behavior Modification and Training Services, Mesa, Arizona in recognition of his contribution in presenting the principles of behavior analysis to the general public in an accurate, concise, and yet, easily understood manner. The committee was impressed not only with a unique focus of media attention on operant animal behavior, but also with the staggering number of readers (3 to 20 million) reached on a continuing weekly basis by his column in the *New York Times*.

The Award for Distinguished Service to Behavior Analysis will be received by **Victor G. Laties** of the University of Rochester for his long and illustrious contribution to the field of behavior analysis. Beginning his first academic appointment in 1955 at Johns Hopkins University School of Medicine, he has served numerous editorial positions, supported more than a dozen professional organizations, served as an ongoing member of a number of national advisory science and research review committees, and his list of publications is pages long, with the main emphasis on behavioral psychopharmacology and schedules of reinforcement.

The Award for Excellence in Behavior Analysis in the Public Service is awarded to **Gina Green** of The New England Center for Autism for her outstanding service in upholding the merits of scientific scrutiny in the field of special education. She is well-known for her research in stimulus equivalence and in establishing behaviorally-based treatment programs, but this award is based more on her recent notoriety as spokesperson for researchers investigating the validity of facilitated communication. She has given information used in 30 legal hearings, testified in 6, and been scientific advisor to three nationally televised documentaries: PBS *Frontline: Prisoner of Silence*, NBC *Now*, and CBS *60 Minutes*.



Society for Quantitative Analyses of Behavior

Thursday Evening, May 25

Cabin John

7:00-10:00 *Cash Bar and Registration*

Friday, May 26

7:00 *Registration, Coffee and Pastries*

8:20 **Michael L. Commons** - Richard Herrnstein's Vision and the Society for Quantitative Analyses

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

8:40 **John E. R. Staddon** - Integration Over Time

9:16 **Phillip N. Hine, Paul Neuman, & William Ahearn** - Temporal Extension in Aversive and Appetitive Domains

9:52 **Edmund Fantino & Hernan Savastano** - Delay-Reduction Theory: Support for Still Another Counterintuitive Prediction

10:28 *Break*

10:43 **Gene M. Heyman** - The Matching Law: History and Implications

11:19 **Peter R. Killeen** - Why R_0 Means Galileo

11:55 **John A. Nevin**, Moderator - Remembering Richard Herrnstein: Open Discussion

12:30 *Lunch*

1:30 **Stephen Grossberg** - Adaptively Timed Reinforcement and Recognition Learning

2:06 **Jose Burgos** - The Evolution of Neural Networks in Pavlovian Environments

2:42 **John W. Donahoe** - Experimental-Analytical Constraints on Quantitative Modeling

3:18 *Break*

3:33 **Alejandro Kacelnik, Luis M. Bautista, & J. Tinbergen** - Dimensions of Foraging Decision-Making: Choosing with Mind and Body

4:09 **Leslie A. Real** - Foraging and Cognitive Models of Choice

4:45 **Dave W. Stephens** - Salutory Search Behavior: A Variational Approach

5:21 *Break / Cash Bar*

5:30 **Business Meeting**

6:30 -10:00 *Poster Session / Cash Bar*



Society for Quantitative Analyses of Behavior

Saturday, May 27

- 7:30 *Coffee and Pastries*
8:10 **Adam King & C. R. Gallistel** - Laplace Transform Models of
Anticipatory Feeding and Classical Conditioning
8:46 **Gregory Galbicka** - Manipulating Contingency in Response
Differentiation
9:22 **Hilary A. Broadbent, York A. Maksik, & Russell M. Church**
A Fractal Analysis of Random Interval Data
9:58 *Break*
10:13 **Frances K. McSweeney & John M. Hinson** - A Mathematical
Model for Within-Session Changes in Responding
10:49 **John M. Pearce** -
11:25 **Geoff White** - Quantitative Analysis of Remembering
-

The Society for Quantitative Analyses of Behavior (SQAB) was founded in 1978 to present symposia and publish material which bring a quantitative analysis to bear on the understanding of behavior. A quantitative analysis uses mathematical expression to: characterize one or more dimensions of an obtained data set, derive predictions to be compared with data, or generate novel data analyses.

For further information or registration, contact:

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Association for Behavior Analysis

21st Annual Convention

Saturday, May 27, 1995



W a s h i n g t o n D C

1 9 9 5

Workshops
Invited Presentations
Special Events
Breakfast
Business Meetings
Sessions
ABA Expo!
Announcements
Day Schedule

WORKSHOPS

Workshop # 20

9:00 - 12:00 PM Independence I

Duration: 3 hours

A Dozen Common Teaching Mistakes and What to Do Instead.

WILLIAM L. HEWARD (Ohio State University - Columbus, OH), Patricia M. Barbetta (Florida International University, Miami, FL), Rodney A. Cavanaugh (SUNY at Plattsburgh, NY) and Teresa A. Grossi (University of Toledo, Toledo, OH)

Description: This workshop will focus on twelve teaching mistakes committed frequently by teachers across curriculum areas and at all grade levels.

Objectives: After completing the workshop, participants should be able to (a) recognize the teaching mistakes in the lessons they plan and deliver, and (b) incorporate several of the "what to do instead" strategies and tactics into their own teaching.

Activities: Each mistake and the recommended alternatives (i.e., "What To Do Instead") will be presented in a three-part format. First, the mistake and examples of its occurrence will be presented and/or demonstrated with the audience (e.g., Mistake #3 - Asking students, "Do you understand?"). Second, logical and empirical rationale will be offered for why teachers should eliminate or greatly reduce the frequency with which they commit the mistake. Third, one or more classroom tested, empirically-supported alternative strategies will be presented, demonstrated, and/or practiced by participants. Participants will leave the workshop with a completed set of guided notes, annotated reference list, and sample instructional materials.

Target Audience: Teachers and those who are preparing to become teachers of all

types of learners at all levels (preschool, elementary, secondary, higher education).

Academic Level: Introductory

Workshop Fee: \$60 for ABA members, \$85 for all others.

Workshop # 21

9:00 - 12:00 PM Independence H

Duration: 3 hours

Beyond Consequences: How to Use Stimulus Control Procedures in Applied Settings.

MICHAEL J. CAMERON (Evergreen Center - Milford, MA)

Description: Despite the deep historical roots of stimulus-based interventions (Itard, 1800) and the demonstrated efficacy of these procedures (Munk & Repp, 1994) our behavior lexicon, literature, and professional practices reflect a behavioral culture that is more inclined to use "consequence control" rather than "stimulus control" technology. Accordingly, the purpose of this workshop is to provide an overview of stimulus control procedures that can be used for affecting the behavior of persons with developmental disabilities.

Objectives: Procedures based on the concepts of setting events, response covariation, behavioral momentum, and transfer of stimulus control will be compared and contrasted to "consequence control" methods for changing behavior. Moreover, workshop participants will be guided to consider eco-behavioral conditions such as crowding, noise levels, lighting and other environmental conditions that may impact on a person's ability to learn and engage in socially appropriate behavior.

Activities: Workshop presenters will discuss the sociological factors contributing to

the widespread use of consequence control methodologies and will rely on a data-based, case study format to demonstrate the economy and efficacy of stimulus control technology. The overall goal of this workshop is to expand the procedural repertoire of applied clinicians serving adults and children with developmental disabilities.

Target Audience: Anyone who works with persons with developmental disabilities and has the responsibility for the deceleration of challenging behaviors and uses primarily consequence-based applied behavior analysis procedures to achieve this deceleration.

Academic Level: Intermediate

Workshop Fee: \$50 for ABA members, \$75 for all others.

Workshop # 22

9:00 - 12:00 PM Independence F

Duration: 3 hours

Anxiety Management Training.

RICHARD M. SUINN (Colorado State University - Ft. Collins, CO)

Description: Anxiety Management Training (AMT) is a brief, behavioral intervention that emphasizes self-control of anxiety or of anger through the application of relaxation, guided rehearsal, anxiety induction and control, and homework assignments.

Objectives: Objective will be on training in the exact AMT steps, presented through demonstration, slide-lecture, and handouts.

Activities: Materials involve sample case illustrations. Emphasis will be from a practitioner orientation, with research findings to demonstrate the various clinical/practice applications of AMT. Such applications include generalized anxiety disorder, hypertension, cognitive ruminations, Type A behaviors, anger and aggression, and sports performance. AMT is suitable to a

diverse clientele, ranging from stress management consultation with executives and business personnel, to sports consultation, police or other occupations facing high risk stress, and other persons whose stress or anxiety requires relief. The anger control applications of AMT also broadens the opportunities for services as the control of aggression has become a community and national issue.

Target Audience: Target audience includes clinicians and researchers interested in an intervention for anxiety/anger control.

Academic Level: Introductory

Workshop Fee: \$50 for ABA members, \$75 for all others.

Workshop # 23

9:00 - 12:00 PM Independence D

Duration: 3 hours

Defining an Acceptable Treatment Environment.

JAMES F. MCGIMSEY (Au Clair Program - Mount Dora, FL), Gretchen Jacobs (Au Clair Program, Mount Dora, FL)

Description: Treatment environments for people with a variety of disabilities have steadily evolved over the last decades. The methods of habilitation and treatment have advanced, as have the overall service delivery systems of which they are a part. The primitive methods of teaching skills and treating behavioral problems applied within custodial, institutional environments have been steadily replaced by more effective, systematic, and well-conceived strategies of active treatment provided by more humane and therapeutic living environments. Despite the undeniable progress seen, the definition of the precise elements that constitute an acceptable treatment environment remain very much an issue of discussion and debate. Regardless of how valid an environment or process might appear at

face value, all dimensions of a program's adequacy must be analyzed for effectiveness and efficiency in benefiting its clients. In short, the definition of an effective treatment environment must be functional, specifying how its individual aspects and milieu actually affect the behavior of individuals within it. Thus the question of what defines an acceptable treatment environment may be productively addressed by developing a process of systematically analyzing the functional impact of an environment piece by piece, and where effects are found inadequate, examining and reordering the process.

Objectives: This workshop will focus on how an emphasis on functional effects alters the way an acceptable treatment environment is defined along a number of specific parameters, and how it changes the practices in that environment that are designed to promote acceptable and effective treatment.

Activities: Participants will learn to isolate and define a number of such environmental parameters, and will learn methods of assessing the impact of these parameters, on the acceptability and effectiveness of the overall treatment environment.

Target Audience: This workshop is designed for individuals who develop, administer, and practice in therapeutic environments for a variety of disabilities.

Academic Level: Introductory

Workshop Fee: \$52 for ABA members, \$77 for all others.

Workshop # 24

9:00 - 12:00 PM Independence C

Duration: 3 hours

Affecting Legislative Policy.

LIBBY M. STREET (Central Washington University - Arlington, VA), Katy Neas (American Association of University Affiliated Programs - Silver Spring, MD)

Description: This workshop is designed to assist behavior analysts in developing strategies that will ultimately affect legislation at the local, state, and national level.

Objectives: (1) Identify specific wording in legislation up for reauthorization for which modification would improve chances that legislated programs will be effective. (2) Identify organizations and agencies that would be appropriate members of a coalition with behavior analysts to lobby legislators. (3) Develop talking points and letters to use as the basis for discussions with and mailings to legislators.

Activities: Participants will work in groups to read and recommend changes to existing legislation that is slated for reauthorization in the 104th Congress and that might have an impact on the adoption of effective social/educational programs.

For each piece of legislation, the working groups will identify organizations and agencies that could work in coalition with behavior analysts to institute changes in legislation. Participants will develop talking points and letters for discussion with legislators.

Target Audience: Behavior analysts who wish to influence legislation for the purpose of ensuring the adoption of more effective social and educational programs.

Academic Level: Introductory

Workshop Fee: \$60 for ABA members, \$75 for all others.

Workshop # 25

9:00 - 12:00 PM Independence E

Duration: 3 hours

"Evolution and Behavior: Selection by Consequences as a Unifying Theme."

PAUL THOMAS ANDRONIS (Northern Michigan University)

Description: Parallels between organic evolution and the selection of behavior by its consequences have recently provided compelling formal models for analyzing operant behavior and relating research in the experimental analysis of behavior to mainstream biological theory. Many behavior analysts (and psychologists alike) have only a rudimentary understanding of evolutionary theory, often with an incorrect grasp of some of its more subtle points (fostered by prevalent "popular" views of evolution). This workshop will first introduce participants to modern evolutionary theory, focusing on several of its major themes, including the critical attributes of evolution by natural selection (e.g., variability, selection, and retention; panselectionism vs. neutral selection), organic and environmental bases of variability (e.g., genetic and epigenetic), the pace of evolutionary change (gradual and punctate), the outcomes of selection (adaptation/exaptation), and units of selection (e.g., genes, suites or characters, individuals, and populations). There will be a brief discussion of the impact of organic evolution on behavior, within a framework derived from classical ethology and modern neurobiology; accordingly several topics, like anatomical homology, functional equivalence, and Morgan's canon, and their theoretical importance, will be included for their relevance to the analysis of evolution and behavior. This discussion will address some of the more thoughtful criticisms of the experimental analysis of behavior made by ethologists and comparative psychologists. The instructor will then highlight

certain formal similarities between organic evolution and the ontogenic selection of behavior by its consequences, and also note some important differences between them. Finally, the instructor will introduce some evolutionary concepts, like the so-called "founder effect" and neoteny, that have not yet acquired currency as useful formal models for understanding the establishment of operant behavior.

Objectives: At the end of this workshop, participants should be able to: (1) describe the critical attributes of organic evolutionary theory; (2) distinguish between panselectionism and the "neutral theory" of evolution; (3) state the major sources of genetic variability; (4) briefly describe the molecular basis for retention of heritable characters and the mechanism of their expression; (5) state what is meant by punctuated equilibrium, and distinguish this mode from the traditional gradualist view of evolutionary change; (6) distinguish between "adaptations" and what Gould & Vrba have called "expectations"; (7) identify formal parallels between processes involved in organic evolution and the establishment of operant behavior; (8) apply correct evolutionary reasoning to such important issues in the analysis of behavior as the roles of instruction and rule-governance, symptom choice in clinically important patterns of behavior, the place of "innate" factors in human operant behavior, and the role of controlled behavioral variability in creative or insightful problem solving.

Activities: The didactic portion will be conducted in a lecture/discussion format. Participants will complete a series of brief "hands-on" exercises demonstrating several important evolutionary principles. Participants will be given a set of selected reading covering the major themes of the workshop.

Target Audience: Behavior analysts interested in evolutionary theory as an important

and necessary content area of behavior analysis, and as a source of useful formal models for furthering the analysis of behavior governed by its consequences.

Academic Level: Intermediate

Workshop Fee: \$70 for ABA members, \$95 for all others.

INVITED PRESENTATIONS

- #131 • Contingencies of Exclusion: Why We Need Diversity Training. Address. JO-ANNE K. ROBBINS (University of Illinois - Chicago, IL)
- #133 • Applied Behavior Analysis Meets the Sony Walkman: Is This a Marriage Made in Heaven? Address. WILLIAM L. HEWARD (Ohio State University - Columbus, OH), TERESA A. GROSSI (University of Toledo - Toledo, OH)

- #132 • A Mingled Yarn. Address. M. JACKSON MARR (Georgia Institute of Technology - Atlanta, GA)
- #134 • Understanding Behavior Analytic Theory. Symposium. SAM M. LEIGLAND (Gonzaga University - Spokane, WA), PHILIP N. HINELINE (Temple University Psych Dept - Philadelphia, PA) and LINDA J. HAYES (University of Nevada - Reno, NV)

SPECIAL EVENTS

- #127 • St. Cloud State University Reunion. Chairs: Jerry Mertens (St. Cloud State University - St. Cloud, MN) and Matthew L. Miller (Western Michigan University - Kalamazoo, MI)
- #128 • Welcome to ABA: Outreach to All New Members Sponsored by the Professional Development Committee. Chairs: KARIN LIFTER (Northeastern University, Boston), April Miller (University of Mississippi - Hattiesburg, MS), Shala Ala'i-rosales (University of North Texas - Denton, TX)
- #129 • An Introduction to the Association for Behavior Analysis. Newcomer's Session. Chairs: JACK MICHAEL (Western Michigan University - Kalamazoo, MI), W. Scott Wood (Drake University - Des Moines, IA), Kennon A. Lattal (West Virginia University)

- #130 • Richard Herrnstein, Scientist and Scholar: A Memorial Symposium. Opening Symposium. Chair: Philip N. Hineline (Temple University Psychology Department - Philadelphia, PA) Discussant: Peter Killeen (Arizona State University). Presenters: PHILIP N. HINELINE (Temple University), WILLIAM BAUM (University of New Hampshire), WILLIAM VAUGHAN, JR. (Salem State College), CHARLES MURRAY (American Enterprise Institute), JOHN A. NEVIN (University of New Hampshire),
- #161 • ABA EXPO! International. Featuring displays from behavioral programs around the world, ABA committees, and special interest groups.

BREAKFAST

- # 103 International Development Committee Breakfast.**
7:30 Liliana Mayo
9:00 AM LILIANA MAYO (Centro Ana Sullivan, Lima, Peru)
Burnham The goal of the International Development Committee is to study and recommend the Council policies and strategies to increase participation by non-U.S. residents in ABA activities and in the field of Behavior Analysis.

BUSINESS MEETINGS

- # 104 Society for Quantitative Analysis of Behavior.**
7:30 SQAB
11:25 AM Chairs: William L. Palya (Jacksonville State University - Jacksonville, AL)
Conference Theater
- # 105 Standard Celeration Society.**
8:00 Chair: Ogden R. Lindsley (University of Kansas - Lawrence, KS)
8:50 AM Cabin John
The Standard Celeration Society is a forum to facilitate the exchange and dissemination of information about current applications of precision learning and teaching and to encourage the use of the Standard Celeration because of its application as a measurement tool for learning, inner behavior, organizational, international, and historic data.
- # 106 Teaching Behavior Analysis Special Interest Group and the Education Board.**
8:00
8:50 AM Chairs: Richard W. Malott and William Boettcher (Western Michigan University, Kalamazoo, MI)
Latrobe To save the world with behavior analysis by teaching the world behavior analysis.
- # 107 Editorial Board, Journal of Precision Teaching.**
9:00 Chair: Claudia McDade (Center for Individualized Instruction - Jacksonville, AL)
9:50 AM Cabin John
To make decisions regarding editorial policy and the future of the Journal, including filling vacancies on the editorial board.
- # 108 New York State ABA Chapter.**
9:00 Chair: Deborah A. Shanley (Medgar Evers College CUNY - Brooklyn, NY)
9:50 AM Latrobe

The purpose of the meeting is to hold elections and to plan for the new year. Membership strategies and the annual convention will be included. Discussion of issues specific to New York State and review of this year's projects will be addressed.

- # 109 Membership Recruitment and Retention Committee.**
9:00 Chair: Carol Pilgrim (University of North Carolina - Wilmington, NC)
9:50 AM
Roosevelt Annual meeting of the MRR committee to discuss ongoing activities and future planning.
- # 110 Correctional Behavior Analysis SIG.**
9:00 Chair: Dudley J. Terrell (Federal Bureau of Prisons - Arlington, VA)
9:50 AM
Wilson The purpose of this meeting is to recruit ABA members with an interest in correctional issues, to discuss current behavioral work and job opportunities in correctional settings, and to share ideas for the next ABA conference program.
- # 111 BALANCE SIG.**
10:00 Chair: W. Joseph Wyatt (Behavior Analysis Digest - Hurricane, WV)
10:50 AM
Arlington The BALANCE meeting is open to all who are interested in responding to misrepresentations of Behavior Analysis in the academic works and popular media. The group also reinforces accurate presentations of our field. The past year's activities and plans for the coming year will be discussed. Newcomers are encouraged to attend.
- # 112 SIG-Education.**
10:00 Chair: Deborah A. Shanley (Medgar Evers College CUNY - Brooklyn, NY)
10:50 AM
Latrobe The purpose of the meeting is to hold elections and to revisit the goals and objectives of the SIG in relation to the on-going projects of current members. Discussion of regenerating the newsletter will be part of the agenda to provide a year round networking mechanism.
- # 113 Journal of Applied Behavioral Analysis.**
11:00 Chair: Nancy A. Neef (University of Pennsylvania - Philadelphia, PA)
11:50 AM
Arlington

Authors and others interested in the future of JABA are invited to attend this meeting with the Associate Editors and Board of Editors to discuss journal policies and procedures. Trends in submissions and the content of the journal, and other related matters will be reviewed.

- # 114** **International Association for the Right to Effective Treatment.**
11:00
11:50 AM
Constitution C
Chairs: Wayne S. Robb (International Association for the Right to Effective Treatment - Waltham, MA) and Ron Van Houten (Behavior Analysis Family Centre - 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.
- # 115** **Education and Treatment of Children.**
11:00
11:50 AM
Constitution D
Chairs: Dan Hursh (West Virginia University - Morgantown, WV), Bob Dickie (California University of Pennsylvania - California, PA), 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.
- # 116** **Mississippi Association for Behavior Analysis.**
11:00
11:50 AM
Roosevelt
Chair: Carlos F. Aparicio (University of Mississippi - University, MS)
The organization of the annual Business Meeting has the following aims (a) to inform MABA members of current and propose 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.
- # 117** **Standard Celeration Chart Data Sharing.**
6:30
7:20 PM
Arlington
Chair: Stephen A. Graf (Youngstown State University - Youngstown, OH)

Each year since 1980 this meeting has provided an opportunity for interested individuals to see, hear, and share information across the spectrum of behavior using daily, weekly, monthly, and yearly Standard Celeration Charts on overhead transparencies.

- # 118 Behavior Analysis and Cultural Design Special Interest Group.**
6:30
7:20 PM Chair: Leslie S. Burkett (University of North Texas - Denton, TX)
Cabin John

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.

- # 119 Questions and Answers about ABA Accreditation.**
6:30
7:20 PM Chairs: Jay Moore (University of Wisconsin - Milwaukee, WI) and Bill Hopkins (Auburn University - Auburn, AL)
Lafayette Park

The purpose of the panel discussion/meeting is to inform ABA members and representatives of graduate programs about the status of ABA accreditation. In addition, we hope to answer questions about the mechanics of the ABA procedure and the nature of ABA criteria.

- # 120 Autism Special Interest Group.**
6:30
7:20 PM Chair: Andy Bondy (Delaware Autistic Program - Newark, DE)
Constitution C

The Autism SIG provides a forum for ABA members who are interested in issues pertaining to children and adults with autism. The SIG sponsors panel presentations and other means of providing avenues for communication at the convention. The SIG also promotes members working together on common issues between meetings.

- # 121 Clinical Behavior Analysis Special Interest Group.**
6:30
7:20 PM Chair: Robert D. Zettle (Wichita State University - Wichita, KS)
Constitution D

This SIG attempts to expand the scope of behavior analysis to the understanding and treatment of psychological disorders presented by otherwise normally functioning adults or children. The contributions of behavior analysts to an understanding of the therapeutic relationship and of possible commonalities across verbal psychotherapies are also being explored.

- # 122 Direct Instruction Special Interest Group.**
 6:30 Chair: Paul Weisberg (University of Alabama - Tuscaloosa, AL)
 7:20 PM
 Constitution E Dedicated to achieving excellence in education, those endorsing the Direct Instruction approach emphasize finding sameness across content 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.
- # 123 Experimental Analysis of Human Behavior-Special Interest Group.**
 6:30 Chair: Dean C. Williams (Parsons Research Center - Parsons, KS)
 7:20 PM
 Renwick The purpose of this SIG is to facilitate communication among researchers involved in the Experimental Analysis of Human Behavior and to encourage high quality research. The meeting is to review the past year's activities toward this purpose and discuss ideas for future activities.
- # 124 Organizational Behavior Management Network - Special Interest Group.**
 6:30 Chair: Richard K. Fleming (Auburn University - Auburn, AL)
 7:20 PM
 Roosevelt The OBM Network consists of ABA members who are interested in organizational research and practice. Members work in academic, business, consulting, human service, and school settings. The purpose of the Network is to distribute information concerning OBM research and application, recognize contributions by individuals applying OBM technology, and support OBM research.
- # 125 Lesbian-Gay-Bisexual Informal Social Gathering.**
 6:30 Chairs: Kent R. Johnson (Morningside Academy - Seattle, WA) and Kathleen Morrow (Western Michigan University - Kalamazoo, MI)
 7:20 PM
 Wilson Come out and join us as we gather for professional support and networking as gay/lesbian/bisexual behavior analysts. Join us afterward for a night on the town: bring suggestions and your dance shoes! Significant others definitely invited.
- # 126 Society for the Experimental Analysis of Behavior.**
 7:00 Chair: Michael Perone (West Virginia University - Morgantown, WV)
 9:50 PM
 Conference Theater

The Society meets annually to conduct business related to the publication of the Journal of the Experimental Analysis of Behavior and the Journal of Applied Behavior Analysis.

127 St. Cloud State University Reunion.

7:00 Reception

9:50 PM Chairs: Jerry Mertens (St. Cloud State University - St. Cloud, MN) and Matthew L. Miller (Western Michigan University - Kalamazoo, MI)

Bulfinch

A reunion/meeting of the behavior analysts who have attended (or are attending) St. Cloud State University, as well as St. Cloud State University faculty. Spouses, significant others, invited guests, and all others are emphatically invited to attend.

SESSIONS

128 Welcome to ABA: Outreach to All New Members

8:00 Sponsored by the Professional Development

10:00 AM Committee.

Independence B Special Event

ELS

Chairs: KARIN LIFTER (Northeastern University, Boston), April Miller (University of Mississippi - Hattiesburg, MS), Shahla Ala'i-Rosales (University of North Texas - Denton, TX)

The goal of this panel discussion is to enhance the welcome of new members of ABA, and to enhance the professional development of all members of ABA. All members of ABA are welcome, with particular attention to those who would like to take an active role in the professional development of an increasingly diverse membership.



129 An Introduction to the Association for Behavior Analysis.

10:00

12:00 PM Newcomer's Session

Independence A

Presenters: Jack Michael (Western Michigan University - Kalamazoo, MI), W. Scott Wood (Drake University - Des Moines, IA), Kennon A. Lattal (West Virginia University)

An overview of ABA, its history, structure and function as the international locus of the field of behavior analysis. Awards, special interest groups, and other features will also be dealt with. There will be slides of famous ABA contributors.

Professors Michael and Wood, two of ABA's founding members, review the origin and organization of ABA as well as describe the principles of behavior analysis that form the scientific foundation of the field.



130
12:00
2:00 PM
Independence A

Richard Herrnstein, Scientist and Scholar: A Memorial Symposium.

Opening Symposium

Richard J. Herrnstein was a major contributor to the experimental and quantitative analysis of behavior and to the analysis of important social issues. In this memorial symposium, some of his former students, colleagues, and friends honor his life.

Chair: Philip N. Hineline (Temple University Psychology Department - Philadelphia, PA)

Discussant: Peter Killeen (Arizona State University - Tempe, AZ)

- Molar Behavior Analysis. WILLIAM BAUM (University of New Hampshire)
- Melioration and Concept Formation. WILLIAM VAUGHAN, JR. (Salem State College)
- The Scholar in the Arena: RJH, IQ, and Politics. CHARLES MURRAY (American Enterprise Institute - Washington, DC)
- From Matching and Natural Categories to Thinking Skills: The Venezuela Barrio Schools Project. JOHN A. NEVIN (University of New Hampshire)



131
2:00
2:50 PM
Farragut Square
DEV SIG

Contingencies of Exclusion: Why We Need Diversity Training.

Invited Address

Chair: Rhonda Lewis (University of Kansas - Lawrence, KS)

Presenter: JOANNE K. ROBBINS (University of Illinois - Chicago, IL)



132
2:00
3:00 PM
Lafayette Park
DEV SIG

A Mingled Yarn.

Invited Address

Chair: Martha Pelaez-Nogueras (International University - Miami, FL)

Presenter: M. JACKSON MARR (Georgia Institute of Technology - Atlanta, GA)



133
2:00
2:50 PM
McPherson Square
CBM

Applied Behavior Analysis Meets the Sony Walkman: Is This a Marriage Made in Heaven?

Invited Address

Chair: Robert W. Montgomery (Auburn University - Auburn, AL)

Presenters: WILLIAM L. HEWARD (Ohio State University - Columbus, OH) and Teresa A. Grossi (University of Toledo - Toledo, OH)



134

2:00

3:50 PM

Conference Theater

Understanding Behavior Analytic Theory.

Invited Symposium

Chairs: Linda J. Hayes and Mark A. Swain (University of Nevada - Reno, NV)

Discussant: M. Jackson Marr (Georgia Institute of Technology - Atlanta, GA)

•Questions Regarding the Nature of Behavior Analytic Theory. SAM M. LEIGLAND (Gonzaga University - Spokane, WA)

•When we Speak of Theorizing. PHILIP N. HINELINE (Temple University Psych Dept - Philadelphia, PA)

•Going all the Way. LINDA J. HAYES (University of Nevada - Reno, NV)

135

2:00

3:20 PM

Constitution E

EDC

Educational Methods: Pioneers and Innovators.

Paper Session

International

Chair: Dan Hursh (West Virginia University - Morgantown, WV)

•Say, "Cheese": Using Personal Photographs as Prompts. BELINDA S. LAZARUS (University of Michigan - Dearborn, MI)

•An Empirical-Inductive Approach to the Teaching of Statistics Using Bootstrap Resampling Techniques. DONALD A. COOK (Cambridge Center for Behavioral Studies - Cambridge, MA), Normand Peladeau (Provalis Research - Montreal, Canada)

•Beth Sulzer-Azaroff an ABA Pioneer and Hero: A Presentation of her 1985 Understanding of Applied Behavior Analysis in Education Including Extensions and Commentary. JOHN O. COOPER and Randy Seevers (Ohio State University - Columbus, OH)

•Problems in Identifying the Functional Properties of Feedback in Instructional Tasks. LYLE GRANT (Athabasca University - Athabasca, AT)

136

2:00

4:00 PM

Renwick

VRB

Verbal Behavior.

Paper Session

International

Chair: Kenneth R. Huntley (University of Nevada, Reno - Reno, NV)

•Verbal Processes in Relational Matching to Sample. BARRY LOWENKRON (California State University Psychology - Los Angeles, CA)

- Verbal Behavior, Conflict, and the Electrodermal Response. JOEL GREENSPOON and Peter Lamal (University of North Carolina - Charlotte, NC)
- Category Mistakes and the Notion of "Emergence" in Stimulus Equivalence. MANISH VAIDYA (University of Florida - Gainesville, FL)
- Self Descriptions Instigation as a Way of Promoting Increases in the Linguistic Level of College Students, Using a Conditional Discrimination Task. OLIVIA TENA, Hortensia Hickman, Maria L. Cepeda and Rosa Maria Larios (Universidad Nacional Autonoma de Mexico - Iztacala, Mexico)
- Recombining Minimal Tacts in a Matrix System: The Case of Learning Tenses. GIOVAMBATTISTA PRESTI, Simona Ravera (Milano, Italy), Maria Lea Ziino, Elvira Moncada Monforte, Paolo Moderato (University of Palermo - Palermo, Italy)

Teaching of Behavior Analysis: Implementing Systems to Help Students and Faculty Complete Research Projects.

137
2:00
3:50 PM
Constitution C
EDC

- Symposium International
- Chair: Howard E. Farris (Western Michigan University - Kalamazoo, MI)
- Discussant: Stephen A. Graf (Youngstown State University - Youngstown, OH)
- Implementing Research Supervisory Systems that Work in the University Structure: Not an Easy Task! MARIA E. MALOTT (Malott & Associates - Kalamazoo, MI)
 - The Evaluation of a System of Thesis Supervision for Master's Students: An Application of Research Supervisory Systems in Mexico. MARCO S. MARTINEZ, Daniel Gomez Fuentes (Universidad Veracruzana - Veracruz, Mexico), Maria E. Malott (Malott & Associates - Kalamazoo, MI)
 - Helping Students and their Professors Complete Research Projects: The Venezuelan Experience. GUILLERMO E. YABER, Elizabeth Valarino (Universidad Simon Bolivar - Caracas, Venezuela)
 - Let your Conscience be your Guide: An Application of Research Supervisory Systems in Canada. JOSEPH A. PARSONS (University of Victoria - Victoria, BC)
 - Establishing Win-Win Relationships Between University and Business. DALE M. BRETHEROW (Western Michigan University - Kalamazoo, MI)

- # 138 Making it Relevant: Animals and Practical Applications to Enhance Comprehension in the Classroom.**
 2:00
 3:50 PM
 Constitution D
 EDC
 Symposium
 Chair: Karen W. Pryor (North Bend, WA)
 Discussants: Robert E. Bailey and Marion Breland Bailey (Eclectic Science Prod and Henderson State University - Little Rock, AR)
 •Using Trained Animals to Help Children Learn New Skills. MARY BURCH (Behavior Management Consultants, Inc. - Tallahassee, FL)
 •Rat Olympics: An Educational Experience. HILARY J. KARP (University of Houston - Clear Lake, Houston, TX)
 •Animal Training Sessions to Teach Human Students. MARGERY GIBBS (Lincolnshire, IL)
- # 139 Treatment of Self-Injurious Behavior and Medically Dangerous Behaviors with Contingent Electric Shock.**
 2:00
 3:20 PM
 Franklin Square
 DDA
 Symposium
 Chair: Thomas R. Linscheid (Ohio State University - Columbus, OH)
 Discussant: James A. Mulick (Ohio State University - Columbus, OH)
 •Rapid and Effective Treatment of SIB Using SIBIS. HEIDI REICHENBACH (Fairfield County Board of MR/DD - Lancaster, OH), Thomas R. Linscheid (Ohio State University - Columbus, OH)
 •Treatment of Long Standing SIB and Positive Side Effects In a Non-Ambulatory Individual Treated with SIBIS. JAMES B. HALE (Ohio State University - Columbus, OH), James Dunne, Sue Goldsbury and Jane Martin (Heinzerling Memorial Foundation - Columbus, OH), Thomas R. Linscheid (Ohio State University - Columbus, OH)
 •The Use of SIBIS to Treat Medically Dangerous Behaviors in two Children Fed Via Tubes. ELAINE BROWN, James B. Hale, Thomas R. Linscheid (Ohio State University - Columbus, OH)
- # 140 Is it Possible to Study Basic Behavioral Process in Humans?**
 2:00
 3:50 PM
 Independence B
 EAB
 Symposium
 International
 Chair: Timothy Hackenberg (University of Florida - Gainesville, FL)
 Discussant: Richard L. Shull (University of North Carolina - Greensboro, NC)

- Human Performance on Negative Slope Schedules of Reinforcement: A Test of Reinforcement Maximization. ERIC A. JACOBS, Timothy D. Hackenberg (University of Florida - Gainesville, FL)
- Effects of Varying Variable-Interval Length in a Successive-Choice Schedule on Operant Behavior in Humans. URSALA STOCKHURST (Heirich-Heine University - Dusseldorf, Germany)
- Human Sensitivity to Concurrent Variable-Interval Schedules of Reinforcement: What Happens when Subjects Observe Schedule-Related Stimuli? GREGORY J. MADDEN, Michael Perone (West Virginia University - Morgantown, WV)
- Conditioned Reinforcement by Stimuli Correlated and Uncorrelated with Schedules of Reinforcement: Comparative Research with People and Pigeons. MICHAEL PERONE (West Virginia University - Morgantown, WV)

141 Unconditioned and Conditioned Modifications of Feeding and Grazing Habits.

2:00

3:50 PM

Independence C

Symposium

Chair: Brady J. Phelps (South Dakota State University - Brookings, SD)

Discussants: Carl D. Cheney (Utah State University - Logan UT) and Brady J. Phelps (South Dakota State University - Brookings, SD)

•Investigations of Post-Ingestive Consequences of Noxious Weeds: Rats as an Animal Model for Grazing Animals. BRADY J. PHELPS, SCOTT KRONBERG, Juliane Covais and Heidi Charlson (South Dakota State University - Brookings, SD)

•Operant Analysis of Effects of Toxic Plant Ingestion by Livestock. JAMES A. PFISTER (USDA-Animal and Range Science Poisonous Plant Research Lab. - Logan, UT), Carl D. Cheney (Utah State University - Logan, UT)

•Wildlife Responses to Chemical Cues. DALE NOLTE and Bruce Kimball (USDA/APHIS Denver Wildlife Research Center - Olympia, WA)

142 Behavior Analyses of Social Phenomena.

2:00 Symposium

3:50 PM

Independence D

VRB

Chair: Philip N. Chase (West Virginia University Psychology - Morgantown, WV)

Discussant: Daniel J. Bernstein (University of Nebraska Psy - Lincoln, NE)

- A Behavior-Analytic Reformulation of Attribution Theory: The Naive Observer's Causal Analysis in a Social-Verbal Context. JOHN P. FORSYTH, Philip N. Chase, Scott L. Schauss, Carrie L. Masia, James P. Davig (West Virginia University - Morgantown, WV)
- More Change for a Buck and Other (Re-) Interpretations of Cognitive Dissonance. SCOTT L. SCHAUSS, Philip N. Chase, James P. Davig, John P. Forsyth, Carrie L. Masia (West Virginia University- Morgantown, WV)
- Observational Learning Revisited: A Contemporary Behavior Analytic Interpretation. CARRIE L. MASIA, Philip N. Chase, John P. Forsyth, James P. Davig, Scott L. Schauss (West Virginia University - Morgantown, WV)
- A Behavior Analytic Critique of Attitude Similarity and Interpersonal Attraction. JAMES P. DAVIG, Philip N. Chase, Carrie L. Masia, Scott L. Schauss, John P. Forsyth (West Virginia University - Morgantown, WV)

143 Behavioral Economics and Pharmacology.

2:00 Symposium

3:50 PM Chair: Steven R. Hursh (Walter Reed Army Institute - Washington, DC)

Independence E Discussant: James Woods (University of Michigan Medical School - Ann Arbor, MI)

TOX

- Degree of Tolerance to Morphine's Response-Rate-Decreasing Effects: A Unit-Price Analysis. CHRISTINE HUGHES, Stacey Sigmon, Raymond Pitts, Linda Dykstra (University of North Carolina - Chapel Hill, NC)
- Effects of Drugs on Demand for Food or Cocaine. JOHN R. GLOWA (NIH/NAT Inst of Diabetes - Bethesda, MD), Thomas A. Tatham (Uniformed Services University of the Health Sciences - Bethesda, MD)
- Normalized Demand: A Dose Independent Measure of Abuse Liability. STEVEN R. HURSH (Walter Reed Army Institute for Research - Washington, DC), Gail Winger (University of Minnesota Medical School - Minneapolis, MN)
- Interventions to Alter Demand for Drugs. MARILYN E. CARROLL (University of Minnesota - Minneapolis, MN)

144 Actively Caring for Communitywide Health and Safety: Evaluations of Intrinsic and Extrinsic Interventions.

2:00

3:50 PM

Independence H

Symposium

Chair: Timothy D. Ludwig (Appalachian State University - Boone, NC)

Discussant: E. Scott Geller (Virginia Polytechnic Institute - Blacksburg, VA)

- Community Signs Can Increase Safe Behavior: A Two-Year Field Analysis. JASON N. FORTNEY, Tammy Shurts, Soo Kang, R. Casey Brown, Mark McMahon (Virginia Polytechnic Institute - Blacksburg, VA)

- Sex, Violence, and Safety Belts: An Analysis of Modeling on Prime Time Television. JASON P. DEPASQUALE, Kristy L. Maddox, Amie Gee, Jennifer M. Heath, Amy B. Gershenoff (Virginia Polytechnic Institute - Blacksburg, VA)

- College Students, Drinking, and Sex: Are They Really Practicing what They Know? KRISTY L. MADDUX, Brenda R. Wetzel, Jaime B. Wheeler, Kareen L. Ramsby (Virginia Polytechnic Institute - Blacksburg, VA)

- Alcohol Consumption Around Campus: How Drunk Do Students Really Get? KENT E. GLINDEMANN, Cyndi Delinocci, Jamie M. Spisak, Candice Chevaillier, Laila Nawroz (Virginia Polytechnic Institute - Blacksburg, VA)

- Prevention on the "Electronic Superhighway": An Avenue for Promotion, Dissemination, and Service Delivery. STEVEN W. CLARKE, Mark Montroy, Curtis M. Buermeyer, Jason N. Fortney (Virginia Polytechnic Institute - Blacksburg, VA)

145

2:00

3:50 PM

Independence I

DDA

Data-Based Decision Making in the Development of Services to Children With Autism in Public Schools.

Symposium

Chair: Shahla Ala'i-Rosales (University of North Texas - Denton, TX)

Discussant: Gail G. McGee (Emory University School of Medicine - Atlanta, GA)

- Outcome Studies from Autism Intervention Agencies: What Do the Data Tell Us? CRAIG S. PARLATO, Kevin J. Brothers (University of Kansas - Lawrence, KS)

- Student Outcomes Driving Decision Making in a Public School Setting. KEVIN J. BROTHERS (University of Kansas - Lawrence, KS)

- Social Validity: A Parent-Designed Evaluation Protocol to Facilitate Decision Making. TROY A. FRY, Kevin J. Brothers (University of Kansas - Lawrence, KS)

- Social Validity: A Staff-Designed Evaluation Protocol to Facilitate Decision Making. LOIS A. ORTH-LOPES, Kevin J. Brothers (University of Kansas - Lawrence, KS)

- # 146 Attacks on Some Icons of Organizational Behavior.**
 2:00 Symposium
 3:50 PM Chair: Tina L. Mason (Auburn University - Auburn, AL)
 Latrobe Discussant: Scott L. Fraser (Florida International University -
 PRM Miami, FL)
- Is Performance Affected by Self-Efficacy? BRIAN COLE, Bill L. Hopkins (Auburn University - Auburn, AL)
 - Is Performance Affected by Goals Set? FRANK P. IGOU (University of Wisconsin at Oshkosh - Oshkosh, WI), Bill L. Hopkins (Auburn University - Auburn, AL)
 - Is Feedback a Fundamental Variable for Behavior? TRACY A. THURKOW, Alanna Mahone, Bill L. Hopkins (Auburn University - Auburn, AL)
 - The Importance of Critical Scrutiny of Icons. BILL L. HOPKINS (Auburn University - Auburn, AL)
- # 147 Measuring Choice and Its Effects on Students With Severe Disabilities.**
 2:00 Symposium
 3:50 PM Chair: Myrna E. Libby (The New England Center for Autism - Southborough, MA)
 Wilson Discussant: Kathleen Dyer (Bancroft, Inc. - Haddonfield, NJ)
 DDA Southborough, MA)
- The Effects of Choice of Reinforcer on Performance. RICHARD B. GRAFF, Myrna E. Libby (The New England Center for Autism - Southborough, MA)
 - Student-Selected, Experimenter-Varied or Constant Reinforcers: Effects on Task Performance. BETHANY RICE, Myrna E. Libby (The New England Center for Autism - Southborough, MA)
 - Assessing Verbal and Non-Verbal Indicators of Work Preferences by Individuals with Autism and Mental Retardation. DANIEL COHEN-ALMEIDA, Julie Weiss, Joyce Ford, John Richmond, Kristen Bridges (The New England Center for Autism - Southborough, MA)
- # 148 Common and Critical Elements of Preschool Programs for Children with Autism.**
 2:00 Panel Discussion
 3:50 PM Chair: Judith E. Favell (Au Clair Palms - Mt. Dora, FL)
 Burnham Panelists:
 ELS •STEPHEN ANDERSON (The May Institute - Arlington, MA)
 •ANDY BONDY (Delaware Autistic Program - Newark, DE)
 •IVAR LOVAAS (University of California - Los Angeles, CA)



- RAYMOND ROMANCZYK (Binghamton University - Binghamton, NY)
- PHILIP STRAIN (Saint Peters Child Development Center - Pittsburgh, PA)

- # 149**
3:00
4:50 PM
Farragut Square
DEV SIG
- Leontyev, Luria, Vygotsky, and Behavior Analysis.**
Symposium
Chair: Hayne W. Reese (West Virginia University - Morgantown, WV)
Discussant: James P. Byrnes (University of Maryland - Catonsville, MD)
- Philosophical Similarities and Substantive Differences. HAYNE W. REESE (West Virginia University - Morgantown, WV)
 - A Behavioral Approach to the Dialectics of Stage Performance and Stage Change. MICHAEL L. COMMONS (Harvard Medical School - Cambridge, MA)
 - Vygotsky's Developmental Method. JESUS ROSALES-RUIZ (University of Kansas - Lawrence, KS)
- # 150**
3:00
4:50 PM
Independence F
DEV SIG
- Laboratory Analogs of the Development of Verbal Behavior.**
Symposium
Chair: Philip N. Chase (West Virginia University - Morgantown, WV)
Discussant: Paul T. Andronis (Northern Michigan University - Marquette, MI)
- History Effects in the Development of Rule-Governed Behavior. KEITH RUCKSTUHL, Philip N. Chase (West Virginia University - Morgantown, WV)
 - Developing Syntax and Meaning. DAVID ELLENWOOD, Philip N. Chase (West Virginia University - Morgantown, WV)
 - The Development of Novel Verbal Relations through Generative Instruction. JENNIFER M. O'DONNELL, Philip N. Chase, Gregory Madden (West Virginia University - Morgantown, WV)
 - Implications of Generative Instruction Training for the Acquisition of Emergent Equivalence Relations. GREGORY J. MADDEN, Philip N. Chase (West Virginia University - Morgantown, WV)
- # 151**
3:00
4:50 PM
Independence G
DEV SIG
- Video Self-Modeling to Promote Generalization in Children With Developmental Disabilities and Their Parents.**
Symposium
Chair: Michael P. Brady (Florida International University - Miami, FL)

Discussant: Diane Saintano (Ohio State University - Columbus, OH)

- Conceptual and Methodological Bases of Video Self-Monitoring. MICHAEL P. BRADY (Florida International University - Miami, FL)

- Video Self-Modeling to Promote Fluency and Generalization of Self-Care Tasks in Adolescents with Autism. MARY LASSATER (Educational Service Center - Houston, TX)

- Video Self-Monitoring to Promote Parents' Interactions with Their Children with Autism. ROBIN REAMER (University of Houston - Houston, TX)

152

3:30

4:50 PM

McPherson Square

Overcoming Barriers to Integrating Applied Behavior Analysis in Rehabilitation for People with Brain Injury.

Symposium

International

Chair: John R. Davis (McMaster University - Hamilton, Ontario, Canada)

Discussant: Harvey E. Jacobs (Moss Rehabilitation Hospital - Philadelphia, PA)

- Increasing Access to Contemporary Behavior Analysis within Neurobehavioral Rehabilitation. MARTIN J. MCMORROW (Center for Comprehensive Services - Carbondale, IL)

- Competing Models of Rehabilitation: Integrating Behavior Analysis with Neuropsychology. ALI UZUNOZ (Chedoke-McMaster Hospitals - Hamilton, Ontario, Canada)

- Interdisciplinary Collaboration as a Route Toward Integration. MICHAEL D. WESOLOWSKI (Florida Department of Health and Rehabilitative Services - Miami, FL)

- Barriers to the Use of Applied Behavior Analysis: A Community Perspective. JOANNE C. DAVIS-ZULIK (Brain Injury Services of Hamilton - Hamilton, Ontario, Canada)

153

3:30

4:50 PM

Arlington

CBM

Nebraska Internship Consortium in Professional Psychology: Opportunities for Training in Applied Behavior Analysis.

Symposium

Chair: Wayne C. Piersel (University of Nebraska - Lincoln, NE)

Discussants: Lee C. Zlomke (Beatrice State Developmental Center - Beatrice, NE) and Keith Allen (University of Nebraska Medical Center - Omaha, NE)

- Internship in School Psychology: School and Residential Based Opportunities in Applied Behavior Analysis. LYNN ROGERS (Beatrice State Developmental Center - Beatrice, NE)

- Internship in School Psychology: Contrasts Between the Roles in a School Site and an Outreach Site. LYNN BOGART, Leland Zlomke (Beatrice State Developmental Center - Beatrice, NE), Kathleen Johnson (Lincoln Public School - Lincoln, NE)

- A School Psychology Student's Experience in a Medical Setting. MARK D. SHRIVER (Meyer Rehabilitation Institute - Omaha, NE)

154 Food Refusal: Genesis, Emesis, Analysis and Synthesis.

3:30

4:50 PM

Cabin John
CBM

Symposium

Chair: Mary Louise Kerwin (Children's Seashore House - Philadelphia, PA)

Discussant: Thomas Reimers (Children's Memorial Hospital - Omaha, NE)

- Effects of Medical Management of Emesis on Food Acceptance. SHIRLEY A. HARRIS-CARLSON, Sandra K. Morgan, Audrey Mars, Peggy Eicher, Mary Louise E. Kerwin (Children's Seashore House - Philadelphia, PA)

- An Assessment of the Effectiveness of Physical Guidance and Escape Extinction in an Alternating Treatments Design. W. H. AHEARN, Jocelyn Shantz, Wendy Swearingin (Children's Seashore House - Philadelphia, PA)

- Improving Oral-Motor Skill of Children Presenting with Food Refusal. CECILIA MANNO, Catherine Fox, William Ahearn (Children's Seashore House - Philadelphia, PA)

- Food Refusal and Self-Injurious Behavior: Exploring Cause of Common Function. MARY LOUISE KERWIN, W. H. Ahearn, Wendy Swearingin (Children's Seashore House - Philadelphia, PA)



155 Establishing Clinically Responsive Environments to Address Challenging Behaviors.

3:30

4:50 PM

Franklin Square
DDA

Symposium

Chair: Frank Bird (The May Institute - Revere, MA)

Discussant: Richard M. Foxx (Pennsylvania State University - Middletown, PA)

- The Reduction of Aggression and Use of Restraint with a Dually-Diagnosed Individual. JIM SPERRY, Kevin Brennan, Frank Bird (The May Institute - Revere, MA)

- Bridging the Gap from a Restrictive-Based Setting to a Consumer-Driven Model. HELENA CARREIRO, John Blackington, Frank Bird (The May Institute - Revere, MA)

•Creating a Therapeutic Environment for a Brain-Injured Individual. RITA M. GARDNER, Frank Bird (The May Institute - Revere, MA)

- # 156 Human Behavior Analysis: Applications in a Long Term Residential Setting for Persons with Mental Retardation.**
 3:30 Symposium
 4:50 PM Roosevelt
 DDA Chair: Lynn Rogers (Beatrice State Developmental Center - Beatrice, NE)
 Discussant: Mark Shriver (University of Nebraska Medical Center - Omaha, NE)
- Manipulation of Diet and Activities in the Long Term Treatment of Rumination. JEFF SEE, Maria-Louisa Knobel, Jill McConnell, Lynn Rogers (Beatrice State Developmental Center - Beatrice, NE)
 - The Use of Psychoactive Medication and Response Interruption in the Treatment of a Mildly Retarded Adult with Chronic Schizophrenia to Reduce Severe Assaultive and Self-Injurious Behavior. TERESA WHITE, Lee Zlomke, Brett Hemstreet (Beatrice State Developmental Center - Beatrice, NE)
 - Expanding Skills of Telephone and Calculator Use in a Mildly Retarded Adult. ANGELA GONZALES, Lynn Rogers, Brett Hemstreet (Beatrice State Developmental Center - Beatrice, NE)
 - The Use of Contingent Response Interruption with a Mildly Retarded Adult with a History of Non-Response to Less Restrictive Interventions for Severe Self-Injury, Assault and Property Destruction. AMY BREEDEN, Lee Zlomke, Brett Hemstreet (Beatrice State Developmental Center - Beatrice, NE)

POSTER SESSIONS

- # 157 Experimental Analysis of Behavior.**
 5:00 Poster Session International
 6:30 PM 1. Delay-Reduction Accounts of the Effects of Uncertain Reinforcement on Choice. ADAM S. GOODIE and Edmund Fantino
 Constitution A (University of California, San Diego - La Jolla, CA)
 EAB 2. Within-Session Responding as a Function of Rate of Reinforcement when Amount of Reinforcement is Held Constant.
 AMANDA THIES, Cam L. Melville (McNeese State University - Lake Charles, LA)

3. Response Force and Rhythm in Rats. ANDREW B. SLIFKIN, Jasper Brener (SUNY Stony Brook - Stony Brook, NY)
4. Effects of a Cooperative Home-School Token Economy System on School-Based Performance. BELINDA S. LAZARUS (University of Michigan - Dearborn, MI)
5. Modifying Curricular Content to Improve Classroom Behavior. BETH DELANEY (Children's Seashore House - Philadelphia, PA) and Lee Kern (University of Pennsylvania - Philadelphia, PA)
6. The Use of Warning Signs to Promote Energy Conservation Behavior. BETH M. ANACLERIO and Donald E. Jackson (Indiana University NW Psych - Gary, IN)
7. A Minimum Deviation Model of VI Schedule Performance. BRYAN D. WITTE and James D. Dougan (Illinois Wesleyan University - Bloomington, IL)
8. Examination of the Residuals Produced by a New Method of Fitting the Power Function Matching Equation to Concurrent Schedule Data. C.W. LEJUEZ, J. J. McDowell (Emory University - Atlanta, GA)
9. The Effects of Varying the Size and Rate of Reinforcement on Within-Session Changes in Responding. CARI B. CANON, Frances K. McSweeney (Washington State University - Pullman, WA)
10. The Competent Learner Model: An Evaluation of Competent Learner Repertoire Development. DAN HURSH (West Virginia University - Morgantown, WV) Vicci Tucci (Tucci Ed Services - La Selva Beach, CA), Bob Rentschler, Sue Buzzee, Diane Ouimet (Murrayfield Elementary School - Huntington, MA)
11. The Effects of Description of Stimulus Relations in the Acquisition and Transference in Matching-to-Sample Tasks. DIANA MORENO RODRIGUEZ, Carlos Martinez Munguia (National Autonomous University of Mexico - Mexico City, Mexico)
12. DMTS Performance with Differential, Mixed, and Same Outcomes. DIANNE C. MCCARTHY and Steve Perrin (University of Auckland - Auckland, NZ)
13. Individual Differences in the Dose-Response Relationship Between Alcohol and Aggression in Women. DONALD M. DOUGHERTY, Don R. Cherek, and Robert H. Bennett (UT-Psychiatry - Houston, TX)

14. Impact of Ratio Component Sizes upon Extended Choice Allocations. DOUGLAS P. FIELD and Philip N. Himeline (Temple University - Philadelphia, PA)
15. Alternative Communication in Cerebral-Palsy: What is Controlling Access to Blissymbols in Communication Boards. FERNANDO C. CAPOVILLA, V.O. Thiers, and A.G. Seabra (Universidade de Sao Paulo - Sao Paulo, Brazil)
16. Comparing two Strategies for Teaching Vocal Verbal Behavior to a Four Year Old Language Impaired Child. GLADYS WILLIAMS (Williams and Williams: Applied Behavior Analysis - New York City, NY) and Corrine Donley (University of Wisconsin)
17. The Effects of Social Skill Instruction and Parent Participation on Aggressive Behaviors, Antisocial Behaviors, and Prosocial Skills of Primary-Aged Students. Myra Middleton and GWENDOLYN CARTLEDGE (Ohio State University - Columbus, OH)
18. The Segmentation Effect and Temporal Stimulus Control. HERNAN SAVASTANO (University of California - La Jolla, CA)
19. A Comparison of Three Instructional Strategies to Train Generalized Independent Living Skills to Persons with Intellectual Disabilities. IAN TAYLOR and Mark F. O'reilly (University College Dublin - Dublin, Ireland)
20. Backward US-CS Pairings On and Off of an Operant Baseline. JAMES J. JAKUBOW, Nancy S. Hemmes, Bruce L. Brown, Soledad Cabeza de Vaca (Queens College, CUNY - Flushing, NY)
21. Within-Session Response Distribution when Humans Respond During a Choice Paradigm: Cocaine vs Money. JOHN M. ROLL, Stephen T. Higgins, Warren K. Bickel, Angela J. Desranleau, Mary R. Lynn (University of Vermont Psychiatry - Burlington, VT)
22. The Evolution of a Behaviorally-Focused, Community-Based Educational and Neurorehabilitation Program for Children and Youth with Neurobehavioral Disorders. KAREN BENNETT and Carryl P. Navalta (The May Center for Education and Neurorehabilitation - Randolph, MA)
23. The Effects of Dopamine D-2/D-3 Receptor Stimulation and Blockade on Learned and Unlearned Behavior in the Squirrel Monkey. KEN ALLING, Jonathan L. Katz (NIDA Addiction Psychology - Baltimore, MD)

24. Effects of Self-Monitoring, Self-Evaluation, and Reinforcement on the Acquisition of Cursive Handwriting Skills in an Intact Regular Education Classroom. KENNETH B. MAGUIRE (Beatrice State Development Center - Beatrice, NE), Wayne C. Piersel (University of Nebraska - Lincoln, NE), and Lisa C. Maquire (Beatrice Public Schools - Beatrice, NE)
25. Skinner's Verbal Behavior: A Ten Year Update on Its Influence. KENNETH R. HUNTLEY and Patrick M. Ghezzi (University of Nevada - Reno, NV)
26. The Effects of Topography - and Selection - Based Training and Testing on the Emergence of Symmetry. KEZIA TAN, Judy Bredin, David Polson, Diana Grabavac, Joseph A. Parsons (University of Victoria - Victoria, BC, Canada)
27. The Effects of Blocked-Response Conditioned Establishing Operations on Manding During Recreational Activities. KIMBERLY WEBER, Kelly A. Heckaman, Randy Seevers, Brian Tam (The Ohio State University - Columbus, OH)
28. A Matching-To-Sample Training Procedure Based on the Manipulation of the Comparisons Position. LUIS A. PEREZ-GONZALEZ (University of Oviedo - Oviedo, Spain)
29. The Effects of Repeated Reading Instruction and Self-Monitoring on Recall of Text by Middle School Students with Severe Behavior Handicaps. Jill E. Bender, LYNNE M. SHIELDS, and Ralph Gardner, III (The Ohio State University - Columbus, OH)
30. A Program to Teach Reading and Writing Skills: Analysis of the Performance of an Adult with Auditory Deficiency. MARIA A. DA COSTA and Patricia Abreu Fernandes Pinheiro (Universidade Federal de Sao Carlos - Sao Carlos, Brazil)
31. Asymmetry in Relating Spatially. Linda J. Hayes, MARK A. ADAMS, Otto H. MacLin (University of Nevada - Reno, NV)
32. The Acute Effects of MDMA, Cocaine, Mescaline, and D-amphetamine in Pigeons Performing under a Repeated-Acquisition Procedure. Rodney D. Clark (Allegheny College - Meadville, PA), MARK L. LESAGE, Melissa Wilson, Alan Poling (Western Michigan University - Kalamazoo, MI)
33. Inapparent Events in the Generation of Derived Stimulus Relations. MICHAEL CLAYTON, Linda Hayes, and Tom Brundige (University of Nevada - Reno, NV)
34. The Effects of a Reward System and Error Drill on Improving the Typing Fluency of a 21-Year-Old Female College Student. MOLLY M. SKELDON, T.F. McLaughlin, and William J. Sweeney (Gonzaga University Spec Ed - Spokane, WA)

35. Delayed Matching and Stimulus Equivalence. PER HOLTH and Erik Arntzen (University of Oslo - Oslo, Norway)
36. Schedule-Induced Polydipsia: An Attempt to Elicit Drinking with Odors Paired with Reinforcer Presentation. James T. Todd and PRISCILLA J. TAYLOR (Eastern Michigan University - Ypsilanti, MI)
37. The Possibility that Descriptive Feedback to a Preschool Child can Simulate a Self-Instruction Effect. RICHARD J. THOMSON, Irene Grote, Rebecca Perez, and Donald Baer (University of Kansas - Lawrence, KS)
38. An Analysis of Slot Machine Play. RUTH STEINAGLE and Patrick M. Ghezzi (University of Nevada - Reno, NV)
39. Differential Discrimination of Equivalence Classes. SCOTT D. LANE and Thomas S. Critchfield (Auburn University - Auburn, AL)
40. Effects of Cocaine in Pigeons Performing under a Progressive-Ratio Schedule of Food Delivery. Claudia Ann Jones, Mark LeSage, STEPHEN M. SUNDBY, Alan Poling (Western Michigan University - Kalamazoo, MI)
41. Effects of Self-Correction on the Spelling Performance of Third Grade Students. Marti McGuffin (Columbus Public Schools - Columbus, OH), TIMOTHY E. HERON, Stacy A. Martz, and Sylvia Plattenburg (Ohio State University - Columbus, OH)
42. The Effects of Self-Monitoring with Preschool Children. TRACY J. STEPHENS (The University of Iowa - Iowa City, IA), Nancy Fenrick, Raquel De Cunha, Kathryn Miller, Cindy Nichols-Anderson, and Mary Short (Mankato State University - Mankato, MN)
43. Use of a Multielement Design to Compare CAI Versus Text Based Instruction on Algebra Achievement. William S. McDonald (Kamloops School District, Kamloops, BC, Canada) and VIKKI F. HOWARD (Gonzaga University - Spokane, WA)
44. An Ecobehavioral Analysis of a Methadone Maintenance Program. NORMAND PELADEAU, Celine Mercier (Hospital Douglas - Verdun, Quebec, Canada), Pierre Lauzon, and Andrea D'Elia (Hospital St-Luc - Montreal, Quebec, Canada)

158
5:00
6:30 PM
Constitution A
CCS

Research in Community Applications.

Poster Session

45. Supported Living Counselor Services: Combining Record Keeping and Systems Analysis with Bar Code Survey Software. RICHARD R. SAUNDERS (Parsons Research Center - Parsons, KS), Rosemarie A. Abbruzzese, Tara L. Cornell, Michael F. Seibold (Alternatives Unlimited, Inc. - Whitinsville, MA), Jay L. Saunders (University of Kansas - Parsons, KS)
46. Evaluating the Use of Group Contingencies and Publicly Posted Data with Children with Social and Emotional Disturbances. TODD A. HARRIS (Delaware Autistic Program - Newark, DE), Donna Janicki (Au Clair Programs - Bear, DE), Scott Helsingier (Remed - Conshohocken, PA), Robert Nass (Au Clair Programs - Middletown, DE), Judith Favell (Au Clair Programs - Mt Dora, FL)
47. Providing BAC Feedback During Alcohol Awareness Week: Combining Research with Community Service. MARY SPILLER, Jamie M. Spisak, Jennifer Lamonica, Amy Yaeger, Tammy Shurts (Virginia Polytechnic Institute and State University - Blacksburg, VA)
48. Some Factors Associated with Public Participation in Video Poker in Oregon. JOHN MOCK, Charles A. Lyons (Eastern Oregon State College - La Grande, OR)
49. Drinking, Eating and Driving: Evaluating the Effects of Partially Removing a Sunday Liquor Sales Ban. JAN LIGON, Bruce A. Thyer (University of Georgia School of Social Work - Athens, GA)
50. The Impact of State-Wide Regulations Governing Behavioral Interventions on the Frequency of Behavioral Emergencies in a Special Educational Setting. RONNIE DETRICH, Mike Ward, Pam Raymond (Spectrum Center - Berkeley, CA)
51. Guns, Knives, and Fistfights: The Portrayal of Violence on Television. AMIE D. GEE, C. Matt Rashleigh, Tim Murray, Alex Gulino (Virginia Polytechnic Institute and State University - Blacksburg, VA)
52. The Modeling of Irresponsible Sexual Behavior on Prime-Time Television. AMY B. GERSHENOFF, Mary Spiller, Diane Barger, Jennifer Walker, Jennifer Lamonica (Virginia Polytechnic Institute and State University - Blacksburg, VA)
53. A Systematic Analysis of Irresponsible Driving Behavior on Prime-Time Television. JENNIFER M. HEATH, Mark Newell, Ivan O. Haskell, Soo Kang, Trish Dorsey (Virginia Polytechnic Institute and State University)

- # 159 Developmental Disabilities: Treatment of Severe Behavior Problems.**
5:00
6:30 PM Poster Session International
Constitution A
DDA
54. The Reduction of Self-Injury through Sensory Extinction. PATRICIA A. RUNDQUIST, Susan F. Thibadeau, Priscilla Blew, Paul Reedy, Jeffrey K. Withstandley (The May Center for Child Development - Chatham, MA)
55. Comparison of Treatments in Attention and Tangible Maintained Problem Behavior with and without Extinction. SEAN D. CASEY (Children's Seashore House - Philadelphia, PA), Joseph S. Lalli (University of Pennsylvania, School of Medicine - Philadelphia, PA)
56. Outpatient Treatment of Aggression and other Inappropriate Behavior in a Six Year Old Boy with Autism and Above Average Intelligence. SUSAN M. WILLIAMS (Children's Seashore House - Philadelphia, PA)
57. Transcutaneous Electrical Nerve Stimulation in the Treatment of Severe Self Injury. RACHEL THOMPSON, Lynn G. Bowman, Wayne W. Fisher, Julianna Jung (Kennedy Krieger Institute - Baltimore, MD), Gad Alon (University of Maryland - Catonsville, MD), Larry Burd (University of North Dakota - Grandforks, ND)
58. The Assessment and Treatment of Covert Self Injury. Nancy Grace, Wayne Fisher, Whitney Johnson, RACHEL THOMPSON, Arthur E. Wilke (Kennedy Krieger Institute - Baltimore, MD)
59. Effects of a Reductive Intervention on Targeted Maladaptive Behavior and Collateral Adaptive Behavior. SHEILA M. WILLIAMSON (Kennedy Krieger Institute - Baltimore, MD), Nancy Grace, Carl Feinstein, Heather Maratta, Tracy Frank (Kennedy Krieger Institute - Baltimore, MD)
60. Behavior Modification vs. Psychopharmacological Intervention in the Treatment of Self-Injurious Behavior: A Case Study. SCOTT J. BARK (Surrey Place Center - Toronto, Ontario, Canada)
61. An Experimental Analysis of the Generalized Effects of the Assessment and Treatment of Attention Maintained Self-Injury. K. MARK DERBY, Wayne W. Fisher, Cathleen C. Piazza, Arthur E. Wilke, Whitney Johnson (Kennedy Krieger Institute - Baltimore, MD)
62. Assessment and Treatment of Self Restraint and Self Injury. LINDA HOCH, Mark W. Steege, Amy Littelli-Simpson (University of Southern Maine - Gorham, ME)

63. Teaching Functional Skills as a Treatment for Self Restraint and Self Injury. AMY LITTELI-SIMPSON, Mark W. Steege, Linda Hoch (University of Southern Maine - Gorham, ME)
64. Between Session and Within Session Response Patterns During Extinction. AMY E. BOYAJIAN (Children's Seashore House - Philadelphia, PA)
65. Restraint Avoidance Training: An Alternative to the Use of Emergency Restraint in the Treatment of Severe Aggressive Disruptive Behavior. ARTHUR R. CAMPBELL, George Kostinas (The May Institute - Centerville, MA)
66. An Increase in Participation and Decrease in Aggression using an Innovative Token Economy. PATRICK F. HEICK (Schoonmaker Day Treatment Facility - Boonville, NY)
67. Effects of Combining Behavioral and Psychopharmacological Interventions in the Treatment of Self-Injury in two Children with Autism: A Data Based Analysis of the Long Run. ANTHONY M. FOTI, Joanne Gerenser (Eden II School for Autistic Children - Staten Island, NY), Ira Cohen, John Tsiouris (Institute for Basic Research - Staten Island, NY)
68. The Florida Center on Self Injury. BRIDGET A. SHORE, Brian A. Iwata, Iser G. DeLeon, Han-Leong Goh, Sung Woo Kahng, Dorothea C. Lerman, Jodi L. Mazaleski, Sonya M. Ulrich (University of Florida - Gainesville, FL)
69. Increasing the Effectiveness of Intermittent Punishment via Schedule Fading. DOROTHEA C. LERMAN, Brian A. Iwata (University of Florida - Gainesville, FL)
70. Preference for Hand vs. Mouth Stimulation as an Indicator of the Reinforcing Properties of Hand Mouthing. HAN-LEONG GOH, Brian A. Iwata, Bridget A. Shore, Iser G. DeLeon, Dorothea C. Lerman, Sonya M. Ulrich (University of Florida - Gainesville, FL), Richard C. Smith (University of North Texas - Denton, TX)
71. Social Interaction as an Antecedent and Consequence for Attention-Maintained Self-Injurious Behavior. SONYA M. ULRICH, Brian A. Iwata (University of Florida - Gainesville, FL)
72. Content Validity of Rating Scales used to Identify the Function of Behavior Disorders. ISER G. DELEON, Brian A. Iwata (University of Florida - Gainesville, FL)
73. Treatment of Self-Injurious Behavior with Opioid Antagonists: A Methodological Review of a Clinical Research. SUNG-WOO KAHNG, Iser G. DeLeon, Brian A. Iwata (University of Florida - Gainesville, FL)

74. Treatment of Self-Injurious Behavior Maintained by Multiple Reinforcement Contingencies. JODI L. MAZALESKI, Brian A. Iwata, Dorothea C. Lerman, Bridget A. Shore (University of Florida - Gainesville, FL), Joel Ringdahl (Louisiana State University - Baton Rouge, LA), Richard G. Smith (University of North Texas - Denton, TX), Jennifer R. Zarcone (Johns Hopkins University School of Medicine - Baltimore, MD)
75. Correspondence Between Descriptive and Experimental Analyses of Self-Injury, Aggression, and Disruption. ZBIG-NIEW GOLONKA, Amy Boyajian (Children's Seashore House - Philadelphia, PA), F. Charles Mace, Jennifer McComas (The University of Pennsylvania - Philadelphia, PA)
76. Treating Automatically-Reinforced Self-Injury with Noncontingent Reinforcement. KIRK LOCKWOOD, Don E. Williams (Richmond State School - Richmond, TX)
77. Analog Analysis of Dangerously Aggressive Behaviors: A Longitudinal Examination. JAMES MANCHACK, George Zukotynski (Behavior Treatment and Training Center - Richmond, TX)
78. A Biopsychosocial Approach for Individuals at Risk for Institutionalization. SHERRI FRUGE, George Zukotynski (Richmond State School - Richmond, TX)
79. Positive Response to Inderal in the Reduction of Severe Aggression Behavior in a Twenty-One Year Old Man with Developmental Disabilities. DWAYNE WHITE, Monique Marty, Anthony Costello, Myrna E. Libby (New England Center for Autism - Southborough, MA)
80. Discontinuation of Multiple Behavioral Control Medications: Four Case Studies. MONIQUE MARTY, Janice Decosta, Scott Barnes, Stephen Madden, Anthony Costello, Myrna E. Libby (New England Center for Autism - Southborough, MA)
81. Lithium as an Adjunct to Behavioral Programming for the Control of Explosive, Aggressive Behavior: Three Case Studies. JANICE DECOSTA, Bethany Rice, Monique Marty, Anthony Costello, Myrna E. Libby (New England Center for Autism - Southborough, MA)
82. The Treatment of Multiple Function Aberrant Behavior. KELLY KATES (Children's Seashore House - Philadelphia, PA), Joseph Lalli (University of Pennsylvania - Philadelphia, PA)

83. Decreasing Physical Aggression and Property Destruction in an Autistic Male Using DRO, Time-Out and a Visual Screen. VICTORIA SWEENEY, Carolyn A. Robinson and Paul A. Nau (Bancroft, Inc. - Haddonfield, NJ)
84. The Effects of Restraint Fading on Self-Injury and other Aberrant Behavior in a Client with Lesch-Nyhan Syndrome. JAMIE S. OWEN, Wayne Fisher, Lynn G. Bowman (Kennedy Krieger Institute - Baltimore, MD)
85. The use of Noncontingent Reinforcement and Time-Out for the Treatment of Aggressive Behavior Maintained by Physical Attention. LATANYA O'NEILL-MCFADDEN (Kennedy Krieger Institute - Baltimore, MD)
86. Relation Between Tegretol Dosage Levels and Rates of Aggression and Self-Injury. MONIQUE MARTY, Richard B. Graff, Myrna E. Libby, Margaret Bauman (The New England Center for Autism - Southborough, MA)
87. Reduction of Self-Injurious and Aggressive Behavior in a Fourteen Year Old Boy with Autism. ERIK ARNTZEN (University of Oslo - Blindern, Norway)

160 Developmental Disabilities: Methodological Issues.

5:00 Poster Session International

- 6:30 PM
Constitution A
DDA
88. Ratings of Journals in Special Education. ALAN C. REPP, Carol M. Dahlquist, Jesse W. Johnson (Educational Research Services Center - Dekalb, IL)
 89. A Preliminary Investigation of a Method for Analyzing Components of Videotape Feedback. PHYLLIS A. REILE , Richard Fleming (Auburn University - Auburn, AL)
 90. An Antecedent Analysis. PATRICIA E. BRIERLEY-BOWERS, John Cannon, Francis Curtis, Ronald Euler, Carol Moskowitz, Gretchen Tangeman, Hope Wright (Rosewood Center - Owings Mills, MD)
 91. Contextual Analysis and Intervention for Problem Behavior. John Umbreit, KWANG SUN BLAIR (University of Arizona - Tucson, AZ)
 92. A Methodology for Assessing Reinforcers for a Child Diagnosed with Rett Syndrome. JENNIFER CANNON, Lynn G. Bowman, Elizabeth Rainville (Kennedy Krieger Institute - Baltimore, MD)
 93. The Aversives Controversy: Journal Publication Trends. DAVID B. MCADAM (University of Kansas - Lawrence, KS)

94. Alternative Methods for Obtaining Data about Target Behaviors in a Residential Facility. JEROME H. FELDSTEIN, Patricia Brierley-Bowers, John Cannon, Geeta Sarphare (Rosewood Center - Owings Mills, MD)
95. A Comparison of Three Forms of Graphical Representations of Functional Assessment Data on Ability to Identify Maintaining Variables. KURT A. FREEMAN, Cynthia M. Anderson, Kimberly Mullen, Karen Boccio, Joseph R. Scotti (West Virginia University - Morgantown, WV)
96. Identification of an Alternative Means for Selecting Reinforcing Stimuli. HENRY S. ROANE, Timothy R. Vollmer, Joel E. Ringdahl, Bethany A. Marcus (Louisiana State University - Baton Rouge, LA)
98. Effects of Computer-Assisted Feedback upon Individual Treatment Plan Observer Performance. Paul Reedy, THOMAS O'CONNOR, Andrew Longoria, Susan F. Thibadeau (The May Institute - Chatham, MA)
99. A Survey of Assessment Procedures for the Severe Behavior Problems of the Developmentally Handicapped. MARCIE DESROCHERS, Tarsha Williams-Moseley (College of Charleston - Charleston, SC), Matthew Hile (Missouri Institute of Mental Health)
100. Computerized Analysis of Psychopathology in the Mentally Retarded. MICHAEL A. BLUESTONE (Great Oaks Center - Silver Spring, MD)
101. Quantitative and Qualitative Differences in Data Collection Systems for Resident in Less Restrictive Condominium Setting. DAVID TRANQUILLI (Datahr Rehabilitation Institute - Brookfield, CT)
102. Examining the use of Functional Assessment and Analysis Strategies to Determine the Role of Setting Events in Severe Aggression. MARK O'REILLY (University College Dublin - Belfield, Dublin)

ABA EXPO

<p># 161</p> <p>9:00</p> <p>11:00 PM</p> <p>Constitution A</p>	<p>ABA EXPO!</p> <p>EXPO</p> <p style="text-align: right; padding-right: 20px;">International</p> <p>Featuring displays from behavioral programs around the world, ABA committees, and special interest groups.</p>
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Graduate Training Programs.

1. Human Behavioral Pharmacology Laboratory, University of Vermont. Chair: CONRAD WONG (University of Vermont). Research at the Human Behavioral Pharmacology Laboratory uses principles of the experimental analysis of behavior to study environmental and pharmacological factors that influence the behavioral effects of drugs of abuse.
2. Behavior Analysis, West Virginia University. Chair: DAVID W. SCHALL (West Virginia University). The Behavior Analysis program trains students in basic research, theory, and applications of behavior principles. Through courses, research, and practica, students develop skills the experimental analysis of animal and human behavior, as well as a strong conceptual background. Students may emphasize either basic or applied research.
3. Behavior Analysis Program, University of Nevada. Chair: LINDA J. HAYES (University of Nevada, Reno - Reno, NV). Master's and doctoral programs in behavior analysis with emphasis on behavioral philosophy, research and application.
4. Department of Psychology, Auburn University. Chair: RICHARD FLEMING (Auburn University - Auburn, AL). Concentrations available in Behavioral Pharmacology and Substance Abuse, Developmental Disabilities, Organizational Behavior Management, Developmental, Basic EAB, and Applied Behavior Analysis.
5. Behavior Analysis and Therapy Program, Southern Illinois University - Rehabilitation Institute. Chair: LOY GIORDANO and CLAYTON RATHBUN (Southern Illinois University, Carbondale, IL). This program offers a Master's degree and a specialty within the Doctor of Rehabilitation. Training is provided in behavioral research and in disability, mental illness, traumatic head injury, childhood abuse or neglect, and chronic stress or pain disorders.
6. Masters Degree in Psychology, North Dakota State University. Chair: RAYMOND G. MILTENBERGER (North Dakota State University - Fargo, ND). NDSU offers a masters degree in clinical psychology with a behavioral emphasis. Opportunities for training in applied behavior analysis, developmental disabilities, behavior therapy, and behavioral medicine. Student research is encouraged and supported. NDSU masters graduates enter clinical PhD programs or work in applied settings.

7. Department of Psychology, Western Michigan University. Chair: HOWARD FARRIS (Western Michigan University, Kalamazoo, MI). 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.
8. The Learning Processes Ph.D. Program, The Graduate Center City of New York/Queens College. Chair: ANDREA GOLD (Grad Center - New York - Flushing, NY). 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.
9. Internship in Applied Behavior Analysis, Developmental Disabilities, & Behavioral Pediatrics, Kennedy Krieger Institute and the Johns Hopkins Medical Institutions. Chair: GINA S. RICHMAN (The Kennedy Institute - Baltimore, MD). Internship will offer training in applied behavior analysis in the treatment of childhood disorders. Supervised experience in both inpatient units and outpatient clinics (including family therapy, behavior management, and developmental disabilities) and application of behavioral principles and methodology to all aspects of service delivery is emphasized.
10. University of North Texas, Center for Behavior Analysis. Chair: RICHARD G. SMITH (University of North Texas - Denton, TX). Master's degree in behavior analysis, accredited by ABA, includes coursework in experimental analysis, applied behavior analysis and theory/philosophy. Human operant, at UNT Health Science Center. Application sites include developmental disabilities/autism, organizational behavior management, educational technology, and parenting/child management.
11. Bancroft, Inc. Chair: KATHLEEN DYER (Bancroft, Inc.). Student Intern & Practicum Training Program. 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.

12. Temple University. Chairs: PAUL NEUMAN and DOUGLAS P. FIELD (Temple University - Philadelphia, PA). Students may acquire expertise in basic and applied behavior analysis at Temple University within Ph.D. programs in Experimental Psychology, Social & Organizational Psychology, interdisciplinary M.A. program in Applied Behavior Analysis is offered cooperatively by the faculty affiliated with these doctoral programs.

13. Graduate Programs in Special Education Emphasizing a Behavior Analytic Approach, The Ohio State University. Chairs: WILLIAM HEWARD and BRIAN TAM (Ohio State University - Columbus, OH). The graduate program in ABA trains professionals for leadership roles as teachers and researchers in higher education, public and private schools, government, and human service agencies serving individuals with disabilities. The curriculum entails an intensive sequence of formal coursework, special topic seminars, research activities, and supervised teaching and advising experiences.

14. Utah State University, Dept. of Special Education and Rehabilitation - Applied Behavior Analysis in Education, Utah State University. Chair: K. RICHARD YOUNG (Logan, UT). We offer master's and doctoral degrees with emphasis in applied behavior analysis. Students also specialize in areas such as emotional/behavioral disorders, at-risk students, anti-social behaviors, early childhood education, teacher education, parent training, students with mild/moderate/severe disabilities, transition, multimedia and computer technological applications, and effective instruction.

Behavior Analysis Around the World

1. Japanese Association for Behavior Analysis. NAOKO SUGIYAMA (Keio University - Bunkyo, TK, Japan) and Ono Koichi (Komazawa University - Japan)

2. Peruvian (Centro Ann Sullivan) Revolution in the Centro Valle del Roncal in Pamplona, Spain for Seniors with Developmental Disabilities. ESTER NAVALLAS (Centro Anne Sullivan - Lima, Peru), Teresa Subirats (Centro Valle del Roncal - Pamplona, Spain), Liliana Mayo (Centro Anne Sullivan - Lima, Peru), Judith Leblanc (University of Kansas - Lawrence, KS). Sponsored by the Autism SIG.

3. Implementation of a Functional-Natural Curriculum in a Classroom of Students with Developmental Disabilities in the APAE Marilia Center, Brazil. REGINA KATO (State University Paulista - Marilia, Brazil), Claudia Chicarelli de Andrade (APAE - Marilia, Brazil), Liliana Mayo (Centro Ann Sullivan - Lima, Peru), Judith Leblanc (University of Kansas - Lawrence, KS). Sponsored by the Autism SIG.
4. Children with Autism Functioning in Daily Life: Results from the use of a Modified Version of the Program of the Centro Ann Sullivan and the TEACCH Method in AMA Riberton Prieto - SP, Brazil. MARGHERITA MIDEA, Catia Crivelenti de Figureiredo, Beatriz Collet e Silva, Carmen Lucia Marins (Ama Riberton Prieto - Sao Paulo, Brazil). Sponsored by the Autism SIG.
5. Training Extended Families of Children with Autism in the Centro de Educacion Especial "Ann Sullivan" in Lima, Peru. LILIANA MAYO (Centro Ann Sullivan - Lima, Peru), Judith LeBlanc (University of Kansas - Lawrence, KS). Sponsored by the Autism SIG.
6. The Norwegian Association for Behavior Analysis ERIK ARNTZEN, Per Holth, Tor Jessen (University of Oslo - Oslo, Norway)
7. A Program to Teaching Children Reading and Writing Skills: Analysis of the Performance of an Adult with Auditory Deficiency. M. PIEDADE RESENDE DA COSTA, Patricia Abreu Fernandes Pinheiro (Universidade Federal de Sao Carlos - SP, Brazil)

Committees and SIGS

1. ABA Student Committee Poster. Chair: KEN ALLING (NIDA), Laura Methot (Western Michigan University - Kalamazoo, MI), Mark Swain (University of Nevada - Reno, NV). The ABA Student Committee poster describes services to ABA student members by the Student Committee. The purpose of the poster is to provide information to students and other ABA members regarding the activities of the Student Committee.
2. Behavior Analysis and Cultural Design Special Interest Group. Chair: EDWARD R. CERVENKA (Texas Department of Licensing and Regulation). This poster is designed for presentation at the ABA EXPO during the 21st Annual Convention of the Association for Behavior Analysis, Friday, May 26, 1995, Washington, D.C. Issues of the Newsletter will be displayed and names and addresses of interested persons will be collected.

3. The Teaching Behavior Analysis SIG. Chairs: WILLIAM BOETTCHER and Richard W. Malott (Western Michigan University - Kalamazoo, MI). This will be a presentation of the goals, accomplishments and activities of the TBA SIG.
4. BALANCE Special Interest Group. Chair: W. JOSEPH WYATT (Behavior Analysis Digest). The activities of BALANCE will be summarized and information about the group's efforts to insure accurate representations of behavior analysis will be made available.

ANNOUNCEMENTS

ABA Professional Development Committee Breakfast

Sunday, May 28
7:30 - 8:50 AM
In Independence A

Guest Speaker:
LAURA SCHREIBMAN
(University of California, San Diego)

Do not miss this special breakfast!
*You can order tickets with your convention
registration or buy tickets at the registration
counter at the Convention*

Presidential Scholar Address

Skinner's Behavioral Atom: A Cellular Analogue of Operant Conditioning and Its Implications.

Sunday, May 28, 4:00 - 5:00 PM
In Independence A

Chair:
Kennon A. Lattal, ABA President

Presenter:
LARRY STEIN
(University of California, Irvine)
*See this special address and
get it on tape.*

The New England Center for Autism invites you to a reception in Honor of Dr. Murray Sidman

Sunday, May 28
7:00 - 9:00 PM
Independence E, D, C

Saturday, May 27, 1995

Place	7:00 am	8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm
Conference Theater	#104 SQAB						
Constitution Ballroom							
Constitution A							
Constitution B							
Constitution C					#114 Effective		
Constitution D					#115 Education		
Constitution E							
A Arlington				#111 Balance	#113 Journal		
B Cabin John		#105 Standard	#107 Journal				
C Roosevelt			#109 Recruit.		#116 Mississippi		
D Wilson			#110 Correct.				
Burnham Room		#103 International Breakfast					
Latrobe Room		# 106 TBA SIG	#108 ABA	#112 SIG			
Bulfinch Room							
Renwick Room							
Washington Boardroom							
Potomac Boardroom							
Independence Ballroom							
Independence A				#129 Newcomer's Session	#130 Hernstein Memorial		
Independence B		#128 Professional					
Independence C			#24 Affecting Legislative Policy				
Independence D			#23 Defining an Acceptable Treatment				
Independence E			#25 Evolution and Behavior				
Independence F			#22 Anxiety Management Training				
Independence G							
Independence H			#21 Beyond Consequences				
Independence I			#20 Dozen Common Teaching Mistakes				
Farragut Square							
Lafayette Park							
Franklin Square							
McPherson Square							

Saturday, May 27, 1995

Place	2:00 pm	3:00 pm	4:00 pm	5:00 pm	6:00 pm	7:00 pm	8:00 pm
Conference Theater	#134 Understanding Behavior					#126 EAB Society Meeting	
Constitution Ballroom							
Constitution A							
Constitution B							
Constitution C	#137 Research Project Help					#120 Autism SIG	
Constitution D	#138 Making it Relevant					#121 Clinical SIG	
Constitution E	#135 Pioneers,					#122 Direct SIG	
A Arlington			#153 Training		#117 Celeration		
B Cabin John			#154 Food Refusal		#118 Cultural SIG		
C Roosevelt			#156 Human Behavior		#124 OBM SIG		
D Wilson	#147 Measuring Choice					#125 G/L/B Social	
Burnham Room	#148 Preschool Programs					***** TBA Meeting	
Latrobe Room	#146 Icon Attacks						
Bulfinch Room						#127 St. Cloud State Reunion	
Renwick Room	#136 Verbal Behavior					#123 Exp. Ana.	
Washington Boardroom							
Potomac Boardroom							
Independence Ballroom							
Independence A							
Independence B	#140 Is it Possible						
Independence C	#141 Feeding & Grazing Habits						
Independence D	#142 Social Phenomena						
Independence E	#143 Economics, Pharmacology						
Independence F			#150 Laboratory Analogs				
Independence G			#151 Video Self-Modeling				
Independence H	#144 Communitywide Health						
Independence I	#145 Autism, Public Schools						
Farragut Square	#131 Diversity		#149 Leontyev, Luria, Vygotsky				
Lafayette Park	#132 Mingled						
Franklin Square	#139 Electric Shock		#155 Establishing				
McPherson Square	#133 Walkman		#152 Overcoming				

#157 - #160
Poster Sessions

#120
Autism SIG
#121
Clinical SIG
#122
Direct SIG
#117
Celeration
#118
Cultural SIG
#124
OBM SIG
#125
G/L/B Social

TBA Meeting

#127
St. Cloud State Reunion

#123
Exp. Ana.

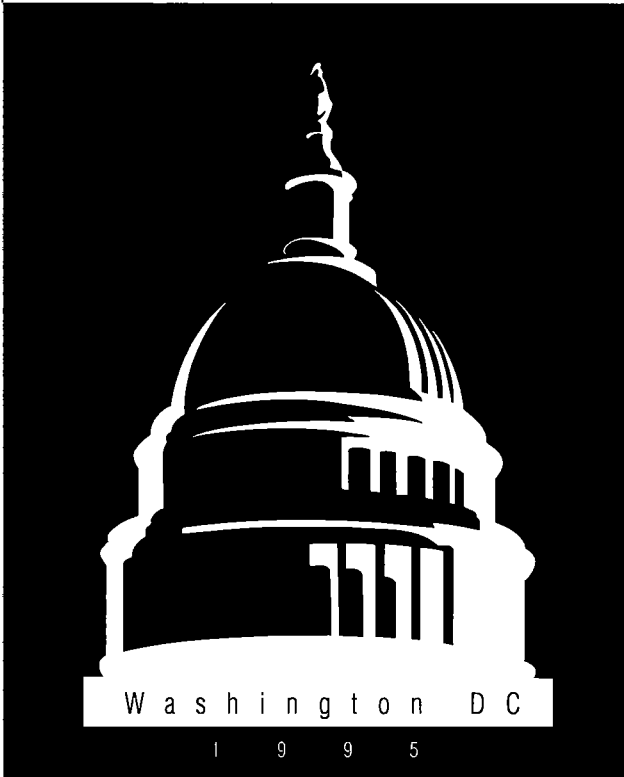
Check Out
The ABA EXPO
9 p.m. - 11 p.m.
in Constitution A

#119
Accredit

Association for Behavior Analysis

21st Annual Convention

Sunday, May 28, 1995



Invited Presentations
Special Events
Breakfasts
Business Meetings
Sessions
Social Events
Announcements
Day Schedule

INVITED PRESENTATIONS

- #207 • Behavior Modification and Adult Residential Treatment Settings: Divorce or Reconciliation. Chair: Richard F. Rakos (Cleveland State University - Cleveland, OH). Presenter: JUDY PETERS (Hill House - Cleveland, OH)
- #242 • Is the Associative Bond the Phlogiston of Psychology? Chairs: Peter Killeen (Arizona State University - Tempe, AZ). Presenter: RANDY GALISTEL (University of California at Los Angeles - Los Angeles, CA)
- #246 • Performance Science. Chair: DORA LEZOVICH (Western Michigan NSPI - Kalamazoo, MI). Presenter: THOMAS GILBERT (National Society for Performance and Instruction)
- #247 • Self-Esteem: Does It Matter?, What Is It?, and Where Might It Come From? Presenter: ROBERT P. HAWKINS (West Virginia University - Morgantown, WV)
- #248 • Operant Tools in Work with Infants. Chair: Lewis P. Lipsitt (Brown University - Providence, RI). Presenter: T. G. R. BOWER (University of Texas - Dallas, TX)
- #263 • Psycholinguistics Through Behavior Analytic Lenses. Chair: John H. Mabry (University of North Carolina, Chapel Hill - Chapel Hill, NC). Presenter: KURT SALZINGER (Hofstra University 127)
- #278 • Behavior Analysis and Animal Welfare. International Event. Chair: Alan D. Poling (Western Michigan University - Kalamazoo, MI). Presenter: WILLIAM TEMPLE (University of Waikato - Hamilton, NZ)

SPECIAL EVENTS

- #284 • Skinner's Behavioral Atom: A Cellular Analogue of Operant Conditioning and its Implications. Presidential Scholar Address. Chair: Kennon A. Lattal (West Virginia University - Morgantown, WV). Presenter: DR. LARRY STEIN (University of California, Irvine - Irvine, CA)
- #288 • In Honor of Dr. Murray Sidman. Reception. Sponsored by The New England Center for Autism (Southborough, MA)
- #289 • Behavioral Follies. Social event organized by the University of Nevada

BREAKFASTS

- #200 • ABA Professional Development Committee Breakfast. Karin Lifter (Northeastern University - Boston, MA). Guest Speaker: LAURA SCHREIBMAN (University of California, San Diego - San Diego, CA)
- #201 • Breakfast for Student Members. Ken Alling (NIDA - Baltimore, MD). Breakfast sponsored by Spectrum Center and ABA's Student Committee.

BREAKFASTS, continued...



- # 200 ABA Professional Development Committee Breakfast.**
7:30
8:50 AM Karin Lifter (Northeastern University - Boston, MA)
Independence A Guest Speaker: LAURA SCHREIBMAN (University of California, San Diego - San Diego, CA)

Ruth's Law of Achievement: The Only Thing in Your Way is What You Allow to be There. This talk will focus on ways in which we sometimes allow ourselves to be blocked in our goals and our efforts. What strategies might we employ to assist students, and others, in recognizing perceived as well as real obstacles? Importantly, what strategies might we employ to remove these obstacles, prevent new ones, and open the doors to realizing our professional goals?
- # 201 Breakfast for Student Members.**
7:30
8:50 AM Ken Alling (NIDA - Baltimore, MD)
Latrobe Breakfast sponsored by Spectrum Center and ABA's Student Committee.

BUSINESS MEETINGS

- # 202 Behavior Analysis Society of Illinois (BASIL).**
8:00 Chair: David Pyles (Wa Howe Dev Ctr - Tinley Park, IL)
8:50 AM Discuss status of BASIL, outline goals for year, plan for annual conference.
Arlington
- # 203 Behavior Analysis in Personal Training and Fitness - Special Interest Group.**
8:00
8:50 AM Chair: Bobby Newman (Queens College and the Grad Center/CUNY - Flushing, NY)
Cabin John

To form a SIG for those interested in the use of behavior analysis in personal fitness training and exercise science.
- # 204 ABA Student Committee.**
8:00 Chair: Ken Alling (NIDA Addiction Psychology - Baltimore, MD)
8:50 AM
Roosevelt The Student Committee Business Meeting allows student members to meet and discuss the Student Committee's current and proposed activities.

205 ABA Accreditation Committee.

5:00 Business Meeting

6:30 PM Chair: Charles L. Salzberg (Utah State University - Logan,
Latrobe UT)

206 Business Meeting of the ABA Membership.

6:30 Chair: Kennon A. Lattal (West Virginia University, Morgan-
7:30 PM town, WV)

Conference Theater

The meeting agenda will consist of a review of past Meeting Minutes and current Board reports and its corresponding Committees: (a) Administration Board -- Finances, Office Management, and Publications, (b) Program Board, (c) Publication Board, (d) Membership Board, (e) Affiliated Chapters Board, (f) Public Policy and External Relations Board, (g) Education Board, and (h) Standards and Accreditation Board. Election results will also be discussed. Informal items from attendees will be welcome.

SESSIONS



**# 207 Behavior Modification and Adult Residential
9:00 Treatment Settings: Divorce or Reconciliation?**

9:50 AM Invited Address

Independence H Chair: Richard F. Rakos (Cleveland State University - Cleve-
ELS land, OH)

Presenter: JUDY PETERS (Hill House - Cleveland, OH)

**# 208 Procedures, Products and Problems: Preparing
9:00 Preservice and Inservice Teachers to Empirically
10:20 AM Evaluate Instructional Effectiveness.**

Constitution E Panel Discussion

EDC Chair: Rodney A. Cavanaugh (SUNY Plattsburgh - Platts-
burgh, NY)

Panelists:

- APRIL MILLER (University of Southern Mississippi - Hattiesburg, MS)
- CAROLYN TALBERT-JOHNSON (The University of Dayton - Dayton, OH)
- JOHN O. COOPER (Ohio State University - Columbus, OH)
- PATRICIA BARBETTA (Florida International University - Miami, FL)
- RALPH I. GARDNER (The Ohio State University - Columbus, OH)

- RODNEY A. CAVANAUGH (SUNY Plattsburgh - Plattsburgh, NY)
- WILLIAM J. SWEENEY (Gonzaga University, Special Education - Spokane, WA)

- # 209 Animal Training and Child Behavior: The use of Behavior Analysis.**
 9:00 Panel Discussion
 10:50 AM Chair: Lewis P. Lipsitt (Brown University - Providence, RI)
 Lafayette Park Panelists:
 DEV SIG •JACOB L. GEWIRTZ (Florida International University - Miami, FL)
 •PETER HARZEM (Auburn University - Auburn, AL)
 •MARK S. LIPSITT (Lipsitt Training Services, Sugarland Kennels - Poolesville, MD)
 •KAREN W. PRYOR (Washington)
- # 210 Select Topics in Self-Injurious Behavior.**
 9:00 Paper Session
 10:20 AM Roger R. Davies (The May Institute - Revere, MA)
 Arlington •The Evolution of Self-Injurious Behavior in Children with Developmental Disabilities. SCOTT HALL (University of London - London, England), Chris Oliver (University of Birmingham - Birmingham, UK), Glyn Murphy (University of Kent - Kent, UK)
 DDA •The Effect of Non-Contingent Sensory Reinforcement, Contingent Sensory Reinforcement, and Response Blocking on Stereotypical and Self-Injurious Behavior. JEFFREY SPRAGUE (University of Oregon - Eugene, OR)
 •Shaping Response Interruption in Self-Injurious Behavior. BRUCE G. HAUSER, Kenneth B. Maguire (Beatrice State Developmental Center - Beatrice, NE)
 •Comprehensive Crisis Intervention for Severe Self-Injurious Behavior. NANCY WAGNER, Vicki Taylor (Tarrant County MHMR Services - Fort Worth, TX)
- # 211 Graphical Analyses.**
 9:00 Paper Session International
 9:50 AM Chair: John M. Roll (University of Vermont Psychia - Burlington, VT)
 Bulfinch •Graphiti—Everything You Wanted to Know About Bad Graphic Presentation but were too Embarrassed to Ask!
 TPC BARRY S. PARSONSON (University of Waikato- Hamilton, NZ)

•Graphical Data Analysis: What do we Really Know?
JAMES MCEWAN (The University of Waikato - Hamilton, NZ)

212 Behavior and Biology.

9:00 Paper Session

10:50 AM Chair: Jay Goldschmidt (University of California Psy - La
Conference Theater Jolla, CA)

TPC

- B. F. Skinner's Dualism: Nature and Nurture. BRYAN D. MIDGLEY, Edward K. Morris (University of Kansas - Lawrence, KS)
- Evolutionary Ontology. EDWARD K. MORRIS (University of Kansas - Lawrence, KS)
- Genetic Theories of Human Behavior in the Popular Press: Should Behavior Analysts be Concerned? HENRY D. SCHLINGER (Western New England College - Springfield, MA)
- Some Thoughts on the Relation Between Behavior Analysis and Behavioral Neuroscience. JAY MOORE (University of Wisconsin - Milwaukee, WI)
- It's All Phylogeny. MANFRED W. HAERTEL (The Ohio State University - Columbus, OH)

213 Recent Research in Behavioral Pharmacology.

9:00 Paper Session International

10:20 AM Chair: Kelly R. Campbell (Auburn University - Auburn, AL)

Independence E
TOX

- Progressive-Ratio Schedule Analysis of the Effects of Naloxone on Differing Concentrations of Sucrose Reinforcement. D. T. WELDON, E. O'Hare, J. Cleary (University of Minnesota and Veterans Affairs Medical Center - Minneapolis, MN), K. J. Tierney (University of Ulster), A. S. Levine (Veterans Affairs Medical Center, University of Minnesota - Minneapolis, MN)
- Psychotropic Medication Prevalence in Adults Diagnosed with Mental Retardation: The Paradigm Shift. DEBORAH L. GROSSETT (CRI - Houston, TX), William Landers (MHMRA - Houston, TX)
- Discriminative Stimulus Effects Following Paraventricular/Perifornical Nucleus Injections of Neuropeptide Y or Saline in the Rat. E. O'HARE, D. T. Weldon, A. S. Levine, J. Cleary (University of Minnesota and Veterans Affairs Medical Center - Minneapolis, MN), R. A. Shephard (University of Ulster - Ulster, N. Ireland)
- Human Oral Ethanol Self-Administration: Effects of Response Requirement and Concentration. RALPH SPIGA, (University of Texas HSC - Houston, TX)

214 Select Topics in Clinical and Behavioral Medicine (CBM)
 9:00
 10:20 AM Paper Session International
 Roosevelt Chair: Kent E. Glindemann (Virginia Tech - Blacksburg, VA)
 CBM •Cue Exposure and Choice in Excessive and Moderate Drinkers. M. Gutierrez, HECTOR E. AYALA (National University of Mexico - Mexico City, Mexico)
 •Bridging the Gap Between the Experimental Analytic Literature and Clinical Practice. LUC VANDENBERGHE (Private Practice - Brugge, Belgium)
 •Undermining the Underlying Psychopathology Assumption: The Example of Thumbsucking. PATRICK C. FRIMAN (Father Flanagan's Boys' Home - Boys Town, NE)
 •Behavioral Mechanisms Driven Treatment for the Traumatic Brain Injured. MICHAEL STOUTIMORE, Teresa A. Rodgers (Optimal Environments, Inc. - Tampa, FL)



215 Behavioral Analysis and Zen.
 9:00 Symposium International
 10:20 AM Chair: Rocio Hernandez-Pozo (Ciudad Universitaria UNAM Psy Fac - Mexico City, DF, Mexico)
 Burnham Discussant: Peter Harzem (Auburn University - Auburn, AL)
 TPC •Counseling and the Uses and Abuses of the Internal Dialog. JOHN L. WILLIAMS (University of Waterloo - Waterloo, Ontario, Canada)
 •Buddhism and Japanese Culture: A Behavioral Analysis. MASAYA SATO (Keio University - Tokyo, Japan)
 •Behavior Analysis of Zen Monastic Training, Chado (The Way of Tea Ceremony) and Budo (The Way of Japanese Martial Arts). ROCIO HERNANDEZ-POZO (Ciudad Universitaria UNAM - Mexico City, DF)

216 Teaching Behavior Analysis: Computers and Multimedia.
 9:00
 10:20 AM Symposium International
 Constitution C Chair: Darrell E. Bostow (University of South Florida - Tampa, FL)
 TPC •Teaching Behavior Analysis: A Multimedia Approach. MICHAEL KEENAN (University of Ulster Psy Dept - Londonberry, N. Ireland)
 •A Computer-Interactive Test/Review of Major Points from the Classics in Behavior Analysis. DARRELL E. BOSTOW (University of South Florida - Tampa, FL)

- Getting Sniffy to Behave. JEFF GRAHAM, Tom Alloway, and Les Kranes (University of Toronto - Mississauga, Ontario, Canada)
- Teaching Instructors to Create Programmed Instruction: Data about Effectiveness. KALE M. KRITCH, Darrell E. Bos-tow, James A. White, and Ann Barron (University of South Florida - Tampa, FL)
- Respond. MELISSA DAWS (Western Michigan University - Kalamazoo, MI)

217
9:00
10:20 AM
Constitution D
EDC

**Providing Services to Project Head Start:
Assessment, Identification and Intervention.**

Symposium

Chair: Valeri A. Farmer Dougan (Illinois State University - Normal, IL)

Discussant: Susan Fowler (University of Illinois - Champaign, IL)

- Providing Services to Project Head Start: Assessment, Identification and Intervention. LISA SCHUCK (Illinois State University - Normal, IL)
- Play Based Assessment: Observation of Play as a Parallel to Traditional Assessment. TAMMI KAZSUBA (Illinois State University - Normal, IL)
- Social Skills from a Behavioral Perspective: A Three-Component Approach. VALERI A. FARMER-DOUGAN (Illinois State University - Normal, IL)

218
9:00
10:50 AM
Franklin Square
CBM

**Clinical Service as Science: Use of Data for
Monitoring and Decision-Making.**

Symposium

Chairs: Robert P. Hawkins (West Virginia University - Morgantown, WV), Judith R. Mathews (University of Nebraska Medical Center - Omaha, NE)

Discussant: Dan Hursh (West Virginia University - Morgantown, WV)

- Monitoring Outcomes with Simple Data: Improving Effectiveness Scientifically. ROBERT P. HAWKINS (West Virginia University - Morgantown, WV), Judith R. Mathews (University of Nebraska Medical Center - Omaha, NE)
- Letting Continuous Data Guide Intervention Strategy: Family-Based Treatment of a Severely Conduct-Disordered Adolescent. DOUGLAS W. NANGLE, Rebecca E. Carr-Nangle (University of Maine - Orono, ME), David J. Hansen (University of Nebraska - Omaha, NE)

- Behavioral Treatment of Pediatric Migraine. KEITH D. ALLEN (University of Nebraska Medical Center - Omaha, NE)
- Level I Research: Multitude of Uses for Applied Clinicians in the Treatment of Serious Mental and Physical Health Problems. KEVIN J. MOORE (Oregon Social Learning Center - Eugene, OR)
- A Parent and Adolescent as Data Collectors: A Team Approach to Decreasing Physical Aggression. KIMBERLY J. UJCICH (University of Mississippi Medical Center - Jackson, MS), Leslie E. Spieth (Mailman Center for Child Development - Miami, FL), Robert P. Hawkins (West Virginia University - Morgantown, WV)
- Using "Data" to Enhance a Time-Out Procedure for an Eight Year-Old Boy. DAVID REITMAN, Ronald S. Drabman (University of Mississippi Medical Center - Jackson, MS)
- Behavioral Treatment of Functional Voice Disorders. KEITH D. ALLEN (University of Nebraska Medical Center - Omaha, NE)
- System Wide Behavior Analysis: Graphical Presentation of Data for Decision Making. LARA M. DELMOLINO (Rutgers University - Piscataway, NJ), Raymond G. Romanczyk (Binghamton University - Binghamton, NY)



219

9:00

10:50 AM

Independence B

EAB

Ubiquity of Aversive Control.

Symposium

Chair: Christine Hughes (University of North Carolina - Chapel Hill, NC)

Discussant: Timothy Hackenberg (University of Florida - Gainesville, FL)

- Fundamental Misconceptions about Aversive Control. MICHAEL PERONE (West Virginia University - Morgantown, WV)
- Direct and Indirect Effects of Response Cost on Topographically Dissimilar Human Responses. JOHN CROSBIE, Mark Reilly, Amy Odum (West Virginia University - Morgantown, WV)
- Extinction of Behavior Maintained by Timeout from Avoidance. MARK GALIZIO (University of North Carolina - Wilmington, NC)
- Dynamic Effects of Reinforcement Amount on Schedule-Induced Attack. RAYMOND C. PITTS, Jennifer L. Johnson, Janna M. Cloninger (University of North Carolina - Chapel Hill, NC)



- # 220**
9:00
10:50 AM
Independence C
EAB
- Adduction: A Principle Uniting the Science of Behavior and the Art of Teaching and Training.**
Symposium
Chair: Philip N. Himeline (Temple University Psychology Department - Philadelphia, PA)
Discussant: Paul T. Andronis (Northern Michigan University - Marquette, MI)
- Video Examples of Planned and Spontaneous Adduction in Animal Training and Management. KAREN W. PRYOR, (North Bend, WA), Melinda Miller (West Hartford, CT)
 - Contingency Adduction in Mathematics and Language Arts. KENT R. JOHNSON (Morningside Academy - Seattle, WA)
 - Practical Demonstrations of the Principle of Adduction with a Live Subject. GARY WILKES (Mesa, AZ)
 - It Could Be You: Contingency Adduction and Higher Order Thinking Skills, Live! T. V. JOE LAYNG (Malcolm X University - Chicago, IL)
- # 221**
9:00
10:20 AM
Independence D
EAB
- The Role of Derived Relational Responding in Complex Human Behavior.**
Symposium
Chair: Richard T. Bissett (University of Nevada, Reno - Reno, NV)
Discussant: Joseph E. Spradlin (Parsons Research Center - Parsons, KS)
- A Behavior-Analytic Approach to Executive Function: Executing the Homunculus. ELIZABETH V. GIFFORD, Adam M. Grundt and Steven C. Hayes (University of Nevada at Reno - Reno, NV)
 - Resurgence of Derived and Direct Relational Responses. KELLY G. WILSON (University of Nevada - Reno, NV)
 - Semantic Priming: A Relational Frame Analysis. RICHARD T. BISSETT (University of Nevada, Reno - Reno, NV)
- # 222**
9:00
10:20 AM
Independence F
DEV SIG
- Teaching Socially Appropriate Skills to Children with Autism in School and Home Settings.**
Symposium
Chair: Angeliki Gena (Alpine Learning Group - Alpine, NJ)
Discussant: Patricia J. Krantz (Princeton Child Development Institute - Princeton, NJ)
- Teaching Children with Autism to Seek Information: Acquisition of Novel Information Generalization of Responding. BRIDGET A. TAYLOR (Rutgers University - Piscataway, NJ)

- Training the Generalization of Social Initiations to Pre-schoolers with Autism through Systematic Fading Procedures. STACEY SHOOK (Temple University - Philadelphia, PA), Saul Axelrod, Philip N. Hineline, Leslie Skinner (Temple University - Philadelphia, PA), Patricia J. Krantz (Princeton Child Development Institute - Princeton, NJ)
- Reduction of Darting Behavior in Children with Autism through the Systematic Implementation of Reinforcement and Prompting Procedures. Angeliki Gena, SUSAN C. JOHN-SON, Effie Kymissis (Alpine Learning Group - Alpine, NJ)

223 Behavioral Treatment of Substance Abusers: Issues and Prospects.

9:00

10:20 AM

Independence G
CBM

Symposium

Chair: Mark Peyrot (Loyola College - Baltimore, MD)

- Outcomes and Processes of Behavioral Treatment for Female Substance Abusers. STEPHANIE B. DEXTER (Aware Counseling Center - Baltimore, MD)
- Post-Traumatic Stress Disorder (PTSD) in a Behavioral Treatment Program for Female Addicts. CINDY HENDERSON (Aware Counseling Center - Baltimore, MD), Mark Peyrot (Loyola College - Baltimore, MD)
- A Behavioral Intervention to Increase Appointment Compliance in a Substance Abuse Treatment Program. STEPHANIE B. DEXTER, Jane Goetzke (Aware Counseling Center - Baltimore, MD)

224 Applications and Evaluation of Brief and Extended Functional Analysis Procedures.

9:00

10:50 AM

Independence I
DDA

Symposium

Chair: David P. Wacker (University of Iowa - Iowa City, IA)

Discussant: Raymond G. Miltenberger (North Dakota State University - Fargo, ND)

- Inducing Aberrant Behavior via Antecedent Contrast Effects in Outpatient Settings. STEPHANIE M. PECK (Gonzaga University - Spokane, WA), David P. Wacker, Jennifer Asmus (University of Iowa - Iowa City, IA), K. Mark Derby (Kennedy Krieger Institute - Baltimore, MD), Pamela Frischmeyer (Johns Hopkins University - Baltimore, MD), Kimberly Brown (University of Iowa - Iowa City, IA)
- Using Brief Functional Analyses in Research: The Utility of Within-Session Data Analysis. TIMOTHY R. VOLLMER (Louisiana State University - Baton Rouge, LA), Bethany A. Marcus, Joel E. Ringdahl, Henry S. Roane (Louisiana State University - Baton Rouge, LA)

- Evaluating the Effects of Treatment Based on Brief Functional Analyses of Self-Injury. KIMBERLY BROWN, David P. Wacker (University of Iowa - Iowa City, IA), K. Mark Derby (Kennedy Krieger Institute - Baltimore, MD), Stephanie M. Peck (Gonzaga University - Spokane, WA), David M. Richman, Gary Sasso, Claudia Knutson (University of Iowa - Iowa City, IA)
- On the Clinical and Theoretical Implications of Molar and Molecular Functional Analyses. WAYNE FISHER, Cathleen C. Piazza, Jennifer R. Zarcone, Julia O'Connor, H. A. Chris Ninness (Kennedy Krieger Institute - Baltimore MD)

225

9:00

10:50 AM

McPherson Square
CBM

Behaviorally Based Alternative Healthcare Delivery Systems - Current Best Practices in Healthcare.

Symposium

Chair: Dennis C. Russo (May Center for Health and Rehabilitative Services - Randolph, MA)

Discussant: Philip G. Leventuskey (McLean Hospital - Belmont, MA)

•Advancing Pediatric Home Care - An Exciting Enterprise for the Adventuresome Analyst. JOHN PARRISH, Dana Klar (Children's Seashore House - Philadelphia, PA)

•To Leave, Never To Be Seen Again - Creating a Balanced Psychiatric Rehabilitation Program in a Managed Care Adolescent Inpatient Unit. ROGER R. DAVIES (The May Institute - Revere, MA)

•Beyond the Brain Injury... Educating Children and Adolescents. KAREN BENNETT, Rita Gardner (The May Center for Education and Neurorehabilitation - Randolph, MA)

•Transition from Hospital to Community - A Comprehensive Approach to Medical and Behavioral Management of Traumatically Brain Injured Children. JANET REGAN, Rita Gardner, Andrea Potoczny (The May Center for Education and Neurorehabilitation - Randolph, MA)

226

10:00

11:50 AM

Farragut Square
DEV SIG

How do we Persuade Linguists and Developmental Psychologists that Language is Learned?

Panel Discussion

International

Chair: Ullin T. Place (University of Wales - Bangor, UK)

Panelists:

- JULIE TETEL-ANDRESEN (Duke University - Durham, NC)
- PHILIP N. HINELINE (Temple University - Philadelphia, PA)
- ERNST L. MOERK (California State University - Fresno, CA)
- ROBERT E. SANDERS (State University of New York - Albany, NY)

- # 227 Theoretical and Conceptual Issues Relating to Therapy and Social Interactions.**
10:00 Paper Session International
11:50 AM Chair: Deirdre L. Gonzales (University of Nevada-Reno - Bulfinch Reno, NV)
TPC
- Synthesis of Single-Case Designs: Conceptual, Methodological and Pragmatic Issues. COLLEEN MCMAHON (University of California - Riverside, CA)
 - Maintaining Precision, Scope and Coherence in the Application of Behavior Analysis to the Study of Group Phenomenon. DUANE C. LORD, Linda J. Hayes (University of Nevada - Reno, NV)
 - Social Interaction. ERIK JAHR (Habilitation Services - Akershus, Norway)
 - Using Research from the Laboratory to Inform the Psychotherapeutic Process: A Case Formulation. LUCIANNE HACKBERT and David R. Perkins (University of New Mexico - Albuquerque, NM)
 - Validating Behavioral Observations and Interviews in Evaluation of Deinstitutionalization. TOR JENSSEN (University of Oslo - Oslo, Norway)

- # 228 Verbal Behavior: Acquisition.**
10:00 Paper Session International
11:50 AM Chair: Douglas P. Field (Temple University - Philadelphia, Renwick PA)
VRB
- Teaching Autistic Children Skills in Verbal Interaction: A Method for Promoting Novel, Uninstructed Verbal Responding. ERIK JAHR (Habilitation Services - Akershus, Norway)
 - Interventions which Teach the Mand Repertoire: Correspondence Between Theory and Practice. ESTHER H. SHAFER (Central School of Speech and Drama - London, England)
 - Early Language Acquisition in Ape and Child: A Behavioral Analysis of Emergent Listener Relations. GENAE HALL (Agnews Developmental Center - Berkeley, CA)
 - Teaching Verbal Behavior to Nonhumans. MARK L. SUNDBERG (Behavior Analysts, Inc. - Danville, CA)

- Analysis of a Generalized Autoclitic Repertoire with a Non-Verbal Matrix System. GIOVAMBATTISTA PRESTI, Simona Ravera (Milano, Italy), Paolo Moderato (University of Palermo - Palermo, Italy)

229 A Continuum of Treatment to Develop Social Interest in Children with Autism.

10:00

11:20 AM

Cabin John
DDA

Symposium

Chair: Gail G. McGee (Emory University School of Medicine - Atlanta, GA)

Discussant: Todd R. Risley (University of Alaska - Anchorage, AK)

- Establishing a Foundation During the Toddler Years. MICHAEL MORRIER, Teresa Daly (Emory University School of Medicine - Atlanta, GA)

- Engineering a Preschool to Maximize Social Learning Opportunities. HEIDI A. JACOBS, Sharon Hynes (Emory University School of Medicine - Atlanta, GA)

- Polishing Conventional School-Related Social Behavior in a Pre-Kindergarten Program. HEIDI A. JACOBS, Susan Hawkins (Emory University School of Medicine - Atlanta, GA)

- Preparing Families for Continual Social Coaching. Melanie Regnier, TERESA DALY, Toni Thomas, Edward Bovey (Emory University School of Medicine - Atlanta, GA)

- Rethinking Social Interventions for Children with Autism. TREVOR C. PARADIS, Gail G. McGee (Emory University School of Medicine - Atlanta, GA)

230 Why are Some Swords Sharpened while Others are Beaten Into Plowshares?

10:00

11:50 AM

Independence H
ELS

Symposium

Chair: Peter A. Lamal (University of North Carolina - Charlotte, NC)

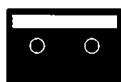
- Reinforcement and the Initiation of Interstate War Since 1945. JOHN A. NEVIN (University of New Hampshire - Durham, NH)

- Reinforcement and the Maintenance of Interstate Peace. ERNST L. MOERK (California State University - Fresno, CA)

- Marshaling Popular Support for War: A Behavioral Analysis of Media Manipulation. RICHARD F. RAKOS (Cleveland State University - Cleveland, OH)

- # 231** **Data Analytic Formats for the Monday Morning**
 10:00 **Quarterback: What if we Could Redo our**
 11:50 AM **Experiments using 20/20 Hindsight.**
 Latrobe Symposium International
 PRM Chair: Thomas C. Mawhinney (University of Detroit - Detroit, MI)
- Making Baseline and Intervention Decisions in Accordance with Rules Associated with Visual Analyses of Graphic Data. BARRY S. PARSONSON (University of Waikato - Hamilton, New Zealand)
 - Small Cumulative Effects of Enduring OBM Interventions Effects can Result in Large Practical Consequences for Formal Organizations. THOMAS C. MAWHINNEY (University of Detroit - Detroit, MI)
 - Identifying and Dealing with "Warm Up" Effects, Outliers and their Effects on Judgments about Baseline Stability. OGDEN R. LINDSLEY (University of Kansas and Behavior Research Company - Lawrence, KS)
 - Using Statistical Process Control Methodology to "Clean Up" "Noisy" Baselines Prior to other Programmatic Interventions. ALBERT PFADT (New York State Institute for Basic Research - Staten Island, NY)

- # 232** **Creating Grassroots Support for Effective**
 10:30 **Educational Practices.**
 11:50 AM Panel Discussion
 Constitution E Chair: Dan Hursh (West Virginia University - Morgantown, WV)
 EDC
- Panelists:
- DOUGLAS CARNINE (National Center to Improve Tools for Educators, Eugene, OR)
 - JOE FREEDMAN (Soc. Advancing Educational Research - Red Deer, Alberta)



- # 233** **Select Topics in the Area of Ethical, Legal, and**
 10:30 **Social Issues (ELS).**
 11:50 AM Paper Session
 Roosevelt Chair: Steven W. Clarke (Virginia Tech - Blacksburg, VA)
 ELS
- Questioning Unquestionable Assumptions: Comments on and Extensions of Hubbard and Wald's Exploding the Gene Myth. CHARALAMBOS C. CLEANTHOUS (Children's Hospital of Pittsburgh - Pittsburgh, PA), Bryan D. Midgley (University of Kansas - Lawrence, KS)
 - An Update on Facilitated Communication. GINA GREEN (The New England Center for Autism - Southborough, MA)

•Gambling in the Natural Environment. PATRICK M. GHEZZI (University of Nevada - Reno, NV)

•Unexpected Roadblocks to Educational Reform. DONALD A. COOK (Cambridge Center for Behavioral Studies - Jamaica Plain, MA)

234

10:30

11:50 AM

Arlington

DDA

How Human Service Agencies can Best Support their Employees and Consumers.

Symposium

Chair: Alan E. Harchik (The May Institute - Springfield, MA)

Discussant: Richard K. Fleming (Auburn University - Auburn, AL)

•The Generalization and Maintenance of Organizational Change at the May Institute: Ten Years After. ARTHUR R. CAMPBELL (The May Institute - Centerville, MA)

•Job Tenure and Employee Benefits: The Case of Registered Nurses. PAUL FRONSTIN (Employee Benefit Research Institute - Washington, DC)

•Turning over Turnover: Reducing Turnover for Direct Service Employees Serving Persons with Developmental Disabilities. MICHAEL C. STROUSE (Community Living Opportunities - Overland Park, KS)

235

10:30

11:50 AM

Burnham

TPC

Book Reviews: The Loyal Opposition.

Symposium

Chair: Edward K. Morris (University of Kansas - Lawrence, KS)

•Review of George Basalla's "The Evolution of Technology". EDWARD K. MORRIS (University of Kansas - Lawrence, KS)

•Review of Zing-Yang Kuo's "The Dynamics of Behavioral Development". PATRICIA MEINHOLD (Western Michigan University - Kalamazoo, MI)

•Review of Richard Rorty's "Philosophy and the Mirror of Nature". MICHAEL R. MARKHAM (Florida International University - Miami, FL)

•Review of Paul Gilbert's "Human Nature and Suffering". EILEEN GAMBRILL (University of California - Berkeley, CA)



236

10:30

11:50 AM

Constitution C

TPC

Teaching Behavior Analysis: In the Classroom.

Symposium

Chair: Max Brill (Oakland University - Rochester, MI)

•Small Learning Projects Useful in the Conditioning of Concepts. LAWRENCE E. FRALEY (West Virginia University - Morgantown, WV)

- Using Behavior Analysis to Increase Accurate Tacts of Student Data Displays. JAN M. MILLER and Richard W. Malott (Western Michigan University - Kalamazoo, MI)
- A Classroom Demonstration of Self-Monitoring, Reactivity, and Interobserver Reliability. JAMES E. CARR, Steve L. Taylor, and John Austin (Florida State University - Tallahassee, FL)
- Students Teaching Behavior Analysis, or What's in It for Me? PETER-CORNELIUS DAMS (University North Texas Ctr Beh - Denton, TX)
- Can Behavior Analysts Believe in God? RICHARD W. MALOTT and Pamela L. Vunovich (Western Michigan University - Kalamazoo, MI)

237 **Changes in Data Based Decisions Based on Precise Measures and Graphing of Instructional Time.**
 10:30 Symposium
 11:50 AM
 Constitution D Chair: Christopher Skinner (Mississippi State University - Mississippi, MS)
 EDC Discussant: Brian K. Martens (Syracuse University Psychology - Syracuse, NY)

- Changes in Data Based Decisions Based on Precise Graphing of Instructional Time. CHRISTOPHER SKINNER (Mississippi State University - Mississippi, MS)
- Another Look at Pacing: Time as a Contextual Variable. CHRISTOPHER SKINNER, Sheri L. Robinson and T. Stuart Watson (Mississippi State University - Mississippi, MS) and Holly W. Mace (University of Alabama - Tuscaloosa, AL)
- Further Evaluation of Intervention Effectiveness and Efficiency when Assessing Sight Word Acquisition. PHILLIP J. BELFIORE, Mary Ann Ferkis (Purdue University Special Ed - West Lafayette, IN) and Christopher H. Skinner (Mississippi State University - Mississippi, MS)
- The Effects of Response Repetitions on Sight Word Acquisition for Students with Mild Disabilities. MARY ANN FERKIS, Phillip J. Belfiore (Purdue - Lafayette, IN) and Christopher H. Skinner (Mississippi State University - Mississippi, MS)

238 **Influencing and Measuring Equivalence Class Formation.**
 10:30 Symposium
 11:50 AM
 Independence D Chair: Lanny Fields (The College of Staten Island - New York, NY)
 EAB Discussant: Carol Pilgrim (University of North Carolina - Wilmington, NC)

- The Minimal Unit of Measurement Needed to Assess Relational Responding During Equivalence Class Formation. LANNY FIELDS (College of Staten Island - New York, NY)
- Nodal Distance Effects in Emergent Relations Test Performances that Do and Do Not Show Equivalence Class Formation. Lanny Fields, DEVORAH ROSEN, Kenneth F. Reeve, Sharon Hobbie, Anthony Varelas (Queens College, The College of Staten Island, and The Grad School CUNY - New York, NY)
- The Effects of Two Pretraining Parameters on the Enhancement of Equivalence Class Formation. Lanny Fields, KENNETH F. REEVE, Deborah Rosen, Anthony Varelas, Sharon Hobbie (Queens College, The College of Staten Island, and The Grad School CUNY - New York, NY)

239 Respondent Procedures for Investigating the Stimulus Effects of Drugs.

10:30

11:50 AM

Independence E
TOX

Symposium

Chair: Sherry L. Serdikoff (Bryn Mawr College - Bryn Mawr, PA)

Discussant: Anthony L. Riley (The American University - Washington, DC)

•Drugs as Stimuli in a Conditioned Suppression of Drinking Paradigm. DONALD A. OVERTON, Nancy M. Bormann (Temple University - Philadelphia, PA)

•Assessing the Stimulus Effects of Drugs in a Discriminated Taste Conditioning Paradigm. SHERRY L. SERDIKOFF, (Bryn Mawr College and Penn/VAMAC Center for Studies of Addiction - Bryn Mawr, PA), Barbara L. Slifer (Penn/VAMC Center for Studies of Addiction - Philadelphia, PA)

•Drugs as Facilitators of Pavlovian Conditioning in Pigeons. DAVID W. SCHAAL, Mark Miller, B. Kent Parker (West Virginia University - Morgantown, WV)

240 The Role of Individual Differences and Competence Analysis.

10:30

11:50 AM

Independence F
DEV SIG

Symposium

International

Chair: Peter Harzem (Auburn University - Auburn, AL)

•Development as a Variation in Behavior: The Meaning of Individual Differences. EMILIO RIBES-INESTA (Universidad de Guadalajara - Guadalajara, Jalisco, Mexico)

- The Acquisition of Basic Competences and the Evolution of Psychological Processes. F. HECTOR MARTINEZ-SANCHEZ (Universidad de Guadalajara - Guadalajara, Jalisco, Mexico), Rafael Moreno (Universidad de Sevilla - Sevilla, Spain)
- Psychological Development: The Role of Competence Transfer. JULIO VARELA (Universidad de Guadalajara - Guadalajara, Jalisco, Mexico)

#241 Behavior Analysis in Health Care for Chronic Pediatric Disorders.

10:30

11:50 AM

Independence G
CBM

Symposium

Chair: Keith J. Slifer (Kennedy Krieger Institute - Baltimore, MD)

Discussant: Michael F. Cataldo (Kennedy Krieger Institute - Baltimore, MD)

- Increasing Medical Self-Care and Compliance in Children with Spina Bifida. CINDY L. TUCKER, Keith J. Slifer (Kennedy Krieger Institute - Baltimore, MD)
- Applying Operant Interventions Early in Acute Post-Brain Trauma Rehabilitation. MARILYN CATALDO, Keith J. Slifer, Alana Kane, Robert Sevier (Kennedy Krieger Institute - Baltimore, MD)
- Behavioral Intervention as Part of the Comprehensive Treatment of Children with Lead Poisoning. ARLENE C. GERSON, Alana C. Kane, Robert C. Sevier, Catherine Bass, Keith J. Slifer (Kennedy Krieger Institute - Baltimore, MD)
- Behavioral Distress and Coping During Frightening or Invasive Medical Procedures. KEITH J. SLIFER, Marilyn D. Cataldo (Kennedy Krieger Institute - Baltimore, MD)



242

11:00

11:50 AM

Conference Theater
EAB

Is the Associative Bond the Phlogiston of Psychology?

Invited Address

Chair: Peter Killeen (Arizona State University - Tempe, AZ)

Presenter: RANDY GALLISTEL (University of California at Los Angeles - Los Angeles, CA)

POSTER SESSIONS

- # 243** **Experimental Analysis of Behavior.**
12:00 Poster Session International
1:00 PM 1. Reinforcement of Eye Orientation vs. Reinforcement of
Constitution A Correct Confirmation on Discrimination and Acquisition of
EAB Preschool Children's Concepts. AGUSTIN Z. LOYOLA and
Jesus Ma. de Luna Ortiz (Universidad Autonoma San Luis
Potosi - San Luis Potosi, Mexico)
2. Interactions of Deprivation Levels and Morphine: Effects
on Key Pecking of Pigeons Under Multiple Fixed-Ratio,
Fixed-Interval Schedules of Food Reinforcement. AMY L.
ODUM, David W. Schaal (West Virginia University - Morgan-
town, WV)
3. Response-Reinforcer Relations and Delayed Reinforce-
ment: Detection of Contingency in the Absence of Contiguity.
APRIL M. WILLIAMS and Kennon A. Lattal (West Virginia
University - Morgantown, WV)
4. Olfactory Influences on Simple and Concurrent Schedules.
COLLEEN M. KENNEDY and James D. Dougan (Illinois
Wesleyan University - Bloomington, IL)
5. Strategies for Improving Self-Control and Delay of Gratifi-
cation in Children. DANIEL J. BERNSTEIN and Deborah L.
Sharpee (University of Nebraska Psy - Lincoln, NE)
6. Effects of Guided Notes on the Academic Performance
and Off-Task/Disruptive Behaviors of Students with Severe
Behavior Handicaps During Science Instruction. DANIEL T.
BULLARA (Spectrum Center - Berkeley, CA), Ralph Gardner,
and Kimberly Weber (Ohio State University - Columbus, OH)
7. Human Shaping Parameters: A 3-Dimensional Investiga-
tion. DARLENE TODD, Geoffrey Besko, Joseph J. Pear (Uni-
versity of Manitoba - Winnipeg, MB)
8. The Effects of Procedural Details on the Emergence of
Equivalence and Other Relations. DAVID R. ELLENWOOD,
Philip N. Chase (West Virginia University - Morgantown, WV)
9. The Effect of Differential Outcomes on Learning in Hu-
mans. DEIRDRA DOUGHERTY, Josef A. Hartl, Kent S. New-
man, John T. Wixted (University of California San Diego -
San Diego, CA)
10. Matching-to-Sample with Touch Screen Technology: Im-
plications for Special Populations. DEIRDRE L. GONZALES
and Kristi L. Rydeen (University of Nevada, Reno, NV)

11. The Interaction of Cultural Compatibility and Spelling Peer Tutoring. DENNIS MADRID (University of South Colorado - Pueblo, CO)
12. Behavioral Considerations in Cumulative Dosing. DIANA J. WALKER and Marc N. Branch (University of Florida - Gainesville, FL)
13. Intelligent Thinking in Children. DIANA MORENO RODRIGUEZ and Carlos Martinez Munguia (University of Guadalajara - Guadalajara, Mexico)
14. Preference Between Fixed and Variable Ratio Schedules: Behavioral Tracking in Pigeons. DOUGLAS P. FIELD, Francois Tonneau (Temple University - Philadelphia, PA), William Ahearn (Children's Seashore House - Philadelphia, PA) and Philip N. Hineline (Temple University - Philadelphia, PA)
15. Equivalence Outcome as a Function of Training Design. ERIK ARNTZEN and Per Holth (University of Oslo - Oslo, Norway)
16. Computerized Experimental Analysis of Rule Formulation. FERNANDO C. CAPOVILLA, E.C. Macedo, and M. Duduci (Universidade de Sao Paulo - Sao Paulo, Brazil)
17. Observing Responses: Maintained by Conditioned Reinforcer or Informative Stimulus. GERSON TOMANARI and Ligia Maria de Castro Marcondes Machado (Universidade de Sao Paulo - Sao Paulo, Brazil)
18. Effects of DRL and FR Histories on Subsequent Schedules. GLEN E. SUTPHIN, Barbara Wanchisen (Baldwin-Wallace College - Berea, OH), and Thomas A. Tatham (USUHS - Bethesda, MD)
19. Generalized Matching Law: Reinforcement Contingencies Affect the Exponent. JAMES S. MACDONALL and Lawrence T. Decarlo (Fordham University - Bronx, NY)
20. How Effective is the Systematic Training of Question Words as Manders Upon the Generalization to other Settings in Young Autistic Children. JENNIE WILLIAMS-KELLER and Gladys Williams (Williams and Williams: Applied Behavior Analysis - New York City, NY), and Corrine Donley (University of Wisconsin)
21. An Empirical Test of Linear System Theory's Account of Behavior Maintained by Variable Ratio Schedules. JESSE DALLERY, and J. J. McDowell (Emory University - Atlanta, GA)

22. Treatment Alternatives Using Non-Traditional Neuroleptic Agents. JOHN A. CANNON, Stanley Platman, Judy Curtis, Michelle Towle, George Lyons, Margie Heald, Jerome Feldstein, Patricia Brierely-Bowers (Rosewood Center - Owings Mills, MD)
23. Pre-session Feeding and Reinforcer Size Rarely Influence Within-Session Response Patterns. JOHN M. ROLL (University of Vermont Psychiat - Burlington, VT), Frances K. McSweeney (Washington State University - Pullman, WA)
24. Computer Assisted Instruction: A Comparison Between Children who are Typically-Developing & Mentally Handicapped Children. JOSE I. NAVARRO (The Ohio State University - Columbus, OH), Concha Alcalde, Esperanza Marchena, Gonzalo Ruiz (University of Cadiz - Cadiz, Spain)
25. Visual Imagery and Structure Words: Instructing Students with Specific Learning Disabilities to Use Descriptive Words During Free Writing. JULIE SPAULDING, Manfred W. Haertel, Randy Seevers, John O. Cooper (Ohio State University - Columbus, OH)
26. Precision Teaching and Integrated Language Arts Curriculums: Using Repeated Readings to Improve the Oral and Silent Reading Fluency of a Sixth-Grade Male. KELLY P. WHALEN, Joan Clary, William J. Sweeney (Gonzaga University - Spokane, WA)
27. Concurrent Schedule Performance in Transition: Central and Peripheral Effects of a Cholinergic Antagonist. KELLY R. CAMPBELL and M. Christopher Newland (Auburn University - Auburn, AL)
28. The Effects of Hand Raising, Pre-Printed Response Cards, and Write-On Response Cards on the Academic Achievement of Second and Third Grade Students During Classroom Science Instruction. Judith W. Sargent, KIMBERLY WEBER, and Ralph Gardner, III (The Ohio State University - Columbus, OH)
29. Behavioral Correlates of Social Adjustment. LAURA J. HALL, Lynne S. Webber (Deakin University Sch Studies - Burwood, VIC)
30. Within-Session Responding as a Function of Force Required for Lever Press. LORAIN R. RYBISKI, Boddie Kamrani, Cam L. Melville (McNeese State University - Lake Charles, LA)

31. The Acute and Chronic Effects of Morphine in Pigeons Performing Under a Progressive-Ratio Schedule of Food Delivery. Dan Roe, David Schaefer, MARK L. LESAGE, Alan Poling (Western Michigan University - Kalamazoo, MI)
32. Contingency Matters: The Effects of Degraded Response-Reinforcer Contingencies. MARK P. REILLY, Randall R. Venable, Sandra K. Essig, Kennon A. Lattal (West Virginia University - Morgantown, WV)
33. Implicit Temporal Influence in Choice Making Behavior. MICHAEL CLAYTON and Linda J. Hayes (University of Nevada - Reno, NV)
34. Learning Conditional Discriminations by Observation. R. CABRERA, J. Nieto, G. Vazquez, and M. Torres (National University of Mexico - Mexico City, Mexico)
35. Teaching an S^D/S^A Discrimination to Facilitate Self-Instruction that Facilitates an In-Common Discrimination. REBECA PEREZ-BARRAGAN, Irene Grote, and Donald M. Baer (University of Kansas - Lawrence, KS)
36. The Role of Verbal Behavior in Sporting Situations: Rules and Discriminative Stimuli in Closed Skill Performance. ROBIN JACKSON, Glen Fuller, Robin Hancock (University of St. Andrews - Fife, Scotland), and Chris Cullen (University of Keele - Keele, England)
37. Human Performance on Concurrent VI-VI Schedules with Imposed Visit Durations. ROGER F. BASS (Cathage College - Kenosha, WI), J. Moore (University of Wisconsin - Milwaukee, WI)
38. A Comparison of Mand Training with and Without Preferred Items. S. TONI CHUNG (Fred S. Keller School - Yonkers, NY)
39. Ethanol Increases Cigarette Smoking on Only the Ascending Limb of the Blood Alcohol Curve. SUZANNE H. MITCHELL, Harriet de Wit, James P. Zacny (University of Chicago - Chicago, IL)
40. Winner of the SABA Special Awards at the International Science and Engineering Fair. To Be Announced.
41. Winner of the SABA Special Award at the International Science and Engineering Fair. To Be Announced.
42. Winner of the SABA Special Award at the International Science and Engineering Fair. To Be Announced.
43. Winner of the SABA Special Award at the International Science and Engineering Fair. To Be Announced.

- # 244** **Developmental Disabilities: Interventions with Children.**
12:00 **Poster Session** **International**
1:00 PM **Constitution A**
DDA
44. Cooperative Play Responses can Acquire Reinforcing Properties for the Behavior of Autistic Children. SIGMUND ELDEVIK (Habilitation Services - Akershus, Norway)
45. Application of DRA Contingencies in the Home Setting for a Young Child with Escape Maintained Behavior. TRACY J. STEPHENS, Jennette Cook, David P. Wacker, Wendy Berg, David Richman (University of Iowa - Iowa City, IA)
46. Year Two: A Longitudinal Study of Generalization and Maintenance in Integration Settings for Students with Autism. JESSICA A. POTUCEK, Tammy Kravits, Adriana Gonzalez-Lopez, Katie Kemmerer, Debra Kamps (Juniper Gardens - Kansas City, KS)
47. Multiple Phase, all Positive Toilet Training Using the Mediator Model: A Case Study. MICHELE A. POPYNICK (Surrey Place Center - Toronto, Ontario, Canada)
48. Reduction of Chronic Hand Mouthing Through Fading of Arm Splint Rigidity. DOUGLAS IRVIN, Thomas J. Thompson (Psychology Services, Murdoch Center - Butner, NC)
49. Component Analysis of Grooming Task Compliance. MARC S. ANDELMAN, Jennifer M. Asmus, Anne-Marie Prouty, Krista H. Kayser, Janet M. Drew, David P. Wacker (University of Iowa - Iowa City, IA)
50. Assessment of Fears and Anxiety in Children with Mental Retardation: Developmental Considerations. GEETA S. SARPHARE (Rosewood Center - Owings Mills, MD)
51. Treating Stereotypic Behavior by Orienting to Environmental Stimuli Through a Self Administered Prompt. WILLIAM D. FREA (University of California - Santa Barbara, CA)
52. Functional Analysis and Intervention in a Classroom Setting. TAMARA J. MARDER, Lee Kern (University of Pennsylvania - Philadelphia, PA)
53. Reducing Tantrum Behavior Through the Use of Stimulus Control Procedures. ROBERT K. ROSS and Michael J. Cameron, Terri Briggs (Evergreen Center - Milford, MD)
54. Using a Stimulus Control Procedure to Alleviate Constipation. DENNIS BRADLEY, Naomi Mancuso (Evergreen Center - Milford, MD)
55. Controlling Setting Events for the Treatment of Stereotypes. ANDY WILSON, Peg Keegan, Michael J. Cameron (Evergreen Center - Milford, MD)

56. Reduction of Stereotypic Behavior in Students with Autism as a Function of Peer-Mediated Intervention. LISA TUNTIGIAN (Queens College - Flushing, NY), Kathy Keras-tos, Bobby Newman, Nancy S. Hemmes (Queens College - Flushing, NY)
57. Teaching Self-Initiated Toileting Skills: Shifting Stimulus Control to Natural Stimuli. KEVIN J. BROTHERS (University of Kansas - Lawrence, KS)
58. Using Therapeutic Groups to Train Social Skills to Children with Developmental Disabilities. MARK J. SERGI, Nabil El-Ghoroury, Raymond G. Romanczyk (Binghamton University - Binghamton, NY)
59. Managing Escape Behavior of a Child with Autism Through Compliance Training at Home and at School. NABIL H. EL-GHOROURY, Mark J. Sergi, Raymond G. Romanczyk (Binghamton University - Binghamton, NY)
60. A Behavioral Profile of Angelman Syndrome. JANE SUM-MERS (Chedoke-McMaster Hospital - Hamilton, Ontario, Canada), Kristina Tsvetanov, Daniell Krell (Kennedy Krieger Institute - Baltimore, MD)
61. Reinforcer Assessment for Children with Developmental Disabilities and Visual Impairments. THEODOSIA PA-CLAWSKYJ, Timothy Vollmer (Louisiana State University - Baton Rouge, LA)
62. Effects of Following a Behavioral Contract on Decreasing Frequency of Tantrums for a Child with Autism. PATRICIA DUFFY, Theresa Fanelli, Nancy A. Shamow, Howard C. Schneider (NASSAU Suffolk Services for the Autistic, Levit-town, NY)
63. Treating Disruptive Behavior with Escape Extinction and Differential Positive Reinforcement. KIRK LOCKWOOD, James Manchack, Don E. Williams (Richmond State School - Richmond, TX)
64. Using Relaxation Training to Decrease Autistic Children's Inappropriate Behaviors. KIMBERLY A. FINGER, Marjorie H. Charlop-Christy (Claremont McKenna College - Claremont, CA)
65. The Young Autism Project: An Extension. JENNIFER DAWSON, Patricia Donahoe, Nicole Kremer, Mary A. Dowdle, Phillip K. Duncan (West Chester University - West Chester, PA)

66. The Effect of a High-Probability Response Sequence on Disruptive Episodes: An Analysis of Duration of Episodes, Percentage of Compliance and Compliance Latency to Low Probability Requests. BRIDGET A. TAYLOR, F. Charles Mace (University of Pennsylvania and Children's Seashore House Philadelphia, PA)
67. Using Immediate Echolalia to Teach a Before/After Task. MARJORIE H. CHARLOP-CHRISTY, Ronit M. Gershater (Claremont Graduate School - Claremont, CA)
68. Early Intervention for Infants and Toddlers with Autism: Impact on Diagnosis, Skill Acquisition and Education Placement. ANNE S. HOLMES, Cheryl Bomba (Eden Institute - Princeton, NJ), Michael Alessandri (San Jose State University - San Jose, CA), Diane Vandriesen, David L. Holmes, (Eden Institute - Princeton, NJ)
69. Use of Differential Reinforcement of Other Behaviors and Time-Out to Decrease Toy Mouthing. JENNETTE L. COOK, David P. Wacker, Wendy K. Berg, David M. Richman, Tracy Stephens (University of Iowa - Iowa City, IA)
70. Establishing Social Stimulus Classes in Students with Autism. FUMIYUKI NORO (University of Tsukuba - Tsukuba-Shi, Japan)
71. Use of Sensory Intergration Techniques to Increase on Task Behavior. JOHN P. HORISHNY, Rodger Zhuang, Vicki Pommier, Donna Strickland (Devereux Florida - Melbourne, FL)
72. Group Instructions - Reducing the Teacher-Child Ratio and Generalization of Responding. ERIK ARNTZEN (University of Oslo - Blindern, Norway)

245
12:00
1:00 PM
Constitution A
DDA

Developmental Disabilities: Language, Communication, and Social Perception.

Poster Session

International

73. Increasing Functional Communication Skills Utilizing the Picture Exchange Communication System with an Elementary-Aged Student with Autism. TAMMY KRAVITS, Jessica Potucek, Debra Kamps, Linda Garrison Harrell (Juniper Gardens Children's Project - Kansas, KS)
74. A Computer Based Program for Teaching Anagram and Written Spelling. FAY M. IENNACO, Alison A. McVay, Robert Stromer, Harry A. MacKay (E. K. Shriver Center - Waltham, MA)

75. Toward Self Regulation: The Necessity of Training the Correspondence Between "Saying Not" and "Not Doing" in Say-Do Correspondence Training Procedure. TAKASHI MUTO, Shigeo Kobayashi (University of Tsukuba - Ibaraki, Japan)
76. Focusing on the Function in Functional Communication Training. JAMES W. HALLE, Erik Drasgow, Angee Silliman, Michaelene Ostrosky (University of Illinois at Urbana-Champaign - Champaign, IL)
77. The Effects of Non-Repetitive Active Response Practice on Spelling Accuracy of Students with Emotional Disabilities. JANICE A. GRSKOVIC, Phillip J. Belfiore (Purdue University - West Lafayette, IN)
78. Social Perception in Children with Autism: Inability to Integrate Multiple Cues? KAREN L. PIERCE, Kathy Glad (San Diego State University - San Diego, CA), Laura Schreibman, (University of California - La Jolla, CA)
79. The Effects of Adult Contingent Imitation on the Vocal Imitation and Vocal Development of Young Children with Mental Retardation. GAIL E. GAZDAG (Rosewood Center - Owing Mills, MD)
80. Effectiveness of a Self-Correction Procedure in Increasing the Accuracy of Responding on a Reading Comprehension Task for Three Children with Autism. DORIAN G. KRAMER, Angeliki Gena, Andrea Gold, Mike Carpino (Alpine Learning Group - River Edge, NJ)
81. Drilling vs. Peer-Play to Teach Language Skills to Students with Autism. DANA R. REINECKE, Bobby Newman, Carolyn S. Ryan (Queens College - Flushing, NY)
82. Drilling vs. Game-Playing to Teach Functional Skills to Three Students with Autism. CAROLYN S. RYAN, Dana R. Reinecke, Anya L. Kurtz, Bobby Newman (Queens College - Flushing, NY)
83. Emotion Recognition Through Facial Expression and Contextual Information in Children with Developmental Disabilities. MARK J. SERGI, Raymond G. Romanczyk (Binghamton University - Binghamton, NY)
84. Effects of Concurrent and Serial Training Procedure on the Verbal Imitation Skills of Children with Autism. THERESA FANELLI, Nancy A. Shamow, Howard C. Schneider, Carolyn Curran, Jayne Eaton (NASSAU Suffolk Services for the Autistic - Levittown, NY)

85. Effects of Concurrent and Serial Training on the Object-to-Word Matching Skills of Children with Autism. THERESA FANELLI, Nancy A. Shamow, Howard C. Schneider, Melissa Reina, Michelle Giannone (NASSAU Suffolk Services for the Autistic - Levittown, NY)
86. Teaching Children with Autism to Initiate Conversation Using Audiotaped Cues. CINDY STEVENSON (Southern Illinois University - Carbondale, IL), Lynn E. McClannahan, Vickie L. Ford, Patricia J. Krantz (Princeton Child Development Institute - Princeton, NJ)
87. Social and Language Development as Predictors of the Development of Play in Children with Autistic Disorder. BETH A. GLASBERG, Mary Jane Weiss, Rita Gordon, Sandra L. Harris, Jan S. Handleman (Douglass Developmental Disabilities Center - New Brunswick, NJ)
88. Teaching Children with Autism Conversational Speech Using Written Scripts. MARJORIE H. CHARLOP-CHRISTY, Susan E. Kelso (Claremont Graduate School - Claremont, CA)
89. An Experimental Analysis of Facilitated Communication. RAYMOND G. MILTENBERGER (North Dakota State University - Fargo, ND), Barbara B. Montee (Northeast Human Service Center - Grand Forks, ND), David Wittrock (North Dakota State University - Fargo, ND)
90. Teaching Generalized Reading of Cooking Product Labels to Adolescents with Mental Disabilities Through the Use of Key Words Taught by Peer Tutors. BELVA C. COLLINS (University of Kentucky - Lexington, KY), Terri A. Branson, Meada Hall (Jessamine County Schools - Nicholasville, KY)
91. Hands Free, No FC: Rapid Prompt Fading to Teach a Student with a Severe Communication Impairment to Spell. BETH BELLONE (The New England Center for Autism - Southborough, MA), Kathy Clark, Gina Green (E. K. Shriver Center for Mental Retardation and Northeastern University - Waltham, MA)
92. Further Investigation of the Effects of Functional Communication Training with and without Extinction and Punishment: A Summary of Thirty Cases. MICHELLE THIBAUT, Louis Hagopian, Wayne Fisher, Cathleen Piazza, Robert Harrell, Jean Gerencser, Heidi Patterson (Kennedy Krieger Institute - Baltimore, MD)

93. Teaching Conversational Skills to Developmentally Delayed Adults Using a Script: Training, Generalization, and Maintenance Effects. BARBARA A. SHULTZ (City University of New York - New York, NY), Nancy S. Hemmes (Graduate Center of the City University of New York - New York, NY), Diana E. Dombrowski (New York State Association for Retarded Children - New York, NY)

94. Verbal Interactions of Parents and Their Children with Disabilities. DEIRDRE L. GONZALES, Linda J. Hayes (University of Nevada - Reno, NV)

SESSIONS



246

1:00

1:50 PM

Conference Theater

PRM

Performance Science.

Invited Address

Chair: DORA LEZOVICH (Western Michigan NSPI - Kalamazoo, MI)

Presenter: THOMAS GILBERT (National Society for Performance and Instruction)



247

1:00

1:50 PM

Farragut Square

CBM

Self-Esteem: Does It Matter?, What Is It?, and Where Might It Come From?

Invited Address

Presenter: ROBERT P. HAWKINS (West Virginia University - Morgantown, WV)



248

1:00

1:50 PM

Independence F

DEV SIG

Operant Tools in Work with Infants.

Invited Address

Chair: Lewis P. Lipsitt (Brown University - Providence, RI)

Presenter: T. G. R. BOWER (University of Texas - Dallas, TX)

249

1:00

2:20 PM

Arlington

DDA

The Parent-Professional Partnership in Treatment Decisions - Perspectives on Decision-Making, Accountability and Consent.

Panel Discussion

Chair: David L. Holmes (Eden Family of Services - Princeton, NJ)

Panelists:

- WAYNE R. ROBB (Behavior Analyst -Waltham, MA)
- NANCY RICHARDSON (Outreach and Services for the Autism Community - Ewing, NJ)

- ANNE S. HOLMES (The Eden Family of Services - Princeton, NJ)
- JACQUELYN ROSEN (Autism Society of America - Lantana, FL)
- PETER GERHARDT (The Eden Family of Services - Princeton, NJ)
- JAMES SACK (Sack & Associates, PC - Vienna, VA)



250
1:00
2:50 PM
Constitution E
EDC

Recruiting Business Support for Effective Educational Practices.

Panel Discussion International

Chair: Beth Sulzer-Azaroff (Principal, The Browns Group - Naples, FL)

Panelists:

- AUBREY C. DANIELS (Aubrey Daniels & Associates - Tucker, GA)
- BILL L. HOPKINS (Auburn University - Auburn, AL)
- DOUGLAS CARNINE (National Center to Improve Tools for Educators - Eugene, OR)
- JACK RENNIE (Pacer Systems - Billerica, MA)
- JOE FREEDMAN (Soc. Advancing Educational Research - Red Deer, Alberta, Canada)



251
1:00
1:50 PM
Independence H
ELS

Certification of Behavior Analysts: What It Is and How to Do It.

Panel Discussion

Chair: Michael J. Hemingway (Florida HRS/ Developmental Services Program - Tallahassee, FL)

Panelists:

- GERALD L. SHOOK (Au Clair -Tallahassee, FL)
- MICHAEL J. HEMINGWAY (Florida HRS/Developmental Services Program - Tallahassee, FL)
- FAE HARTSFIELD (Florida Department of Business and Professional Regulation - Tallahassee, FL)
- JUDITH E. FAVELL (Au Clair Palms - Tallahassee, FL)

252
1:00
2:50 PM
Bulfinch
EDC

Direct Instruction.

Paper Session

Chair: Karen Bennett (The May Center for Education and Neurorehabilitation - Randolph, MA)

- Experiments Examining the Effects of a Conceptually Organized Textbook in 8th Grade U.S. History. DONALD B. CRAWFORD (University of Wisconsin - Eau Claire, WI)

- Fluency Building in Science and History with 8th Grade Students. JENNIFER CAROS (University Oregon - Eugene, OR), Charles Merbitz (Illinois Institute of Technology - Chicago, IL), Bonnie Grossen (University Oregon - Eugene, OR), Theresa Smith (Chicago Pub Sch - Chicago, IL), Gleeann Good, Sandy MacLeod, Penny Wolfe (Illinois Institute Technology - Chicago, IL), and Douglas Carmine (University Oregon - Eugene, OR)
- All We Want to Do is Teach Them to Read. LAURA D. FREDRICK and Marie C. Keel (Georgia State University - Atlanta, GA)
- Direct Instruction: It Still Works in Inner-City Schools. MARIE C. KEEL and Laura D. Fredrick (Georgia State University - Atlanta, GA)
- Direct Instruction and Training Rule-Governed Social Behavior: Conceptual Framework and Clinical Implications. ROBERT MORRELL (Illinois Institute of Technology - Chicago, IL), Jennifer Caros (University of Oregon - Eugene, OR)

253

1:00

1:50 PM

Independence B

EAB

Matching: Analysis of Fundamental Relations.

Paper Session

International

Chair: Barbara J. Kaminski (Johns Hopkins University - Baltimore, MD)

- Effects of Reinforcement Rate on Concurrent Variable-Interval Extinction Performance. MICHAEL DAVISON, (Auckland University - Auckland, New Zealand)
- Molar and Local Effects of the Fixed-Ratio Changeover Requirement: A Parametric Examination. MICHAEL B. EHLERT, William M. Baum (The University of New Hampshire - Durham, NH)

254

1:00

2:20 PM

McPherson Square

ELS

Some (Behavioral) Thoughts on Race, Age, and Gender.

Paper Session

Chair: Donald A. Cook (Boston, MA)

- A Contingency Analysis of Race Relations and Cultural Diversity: Broadening Our Horizons. MARCIA J. ROSSI (Tuskegee University - Tuskegee, AL)
- An Evaluation with Older American's Act Programs: Are They Appropriate Behavioral Technology? R. MARK MATHEWS, Deborah E. Altus (University of Kansas - Lawrence, KS)
- In Defense of Gender Discrimination. JOEL GREENSPOON (University of North Texas - Denton, TX), Peter Lamal (University of North Carolina - Charlotte, NC)



- # 255 Book-Length Treatments of Behaviorism: Representations and Responses.**
 1:00 Symposium International
 2:50 PM Burnham
 TPC Chair: William M. Baum (University of New Hampshire - Durham, NH)
 Discussant: Philip N. Hineline (Temple University Psychology Department - Philadelphia, PA)
 •Dualism and Private Events in Radical Behaviorism. WILLIAM M. BAUM (University of New Hampshire - Durham, NH)
 •Radical Behaviorism: Scientific Strengths and Technological Outcomes. MECCA CHIESA (University of Paisley - Paisley, Scotland)
 •Responsibility and Punishment in Radical Behaviorism. JOHN R. STADDON (Duke University - Durham, NC)
 •Historical Myths of Radical Behaviorism. G. E. ZURIFF (Wheaton College - Norton, MA)



- # 256 Teaching Behavior Analysis: General Strategies.**
 1:00 Symposium International
 2:20 PM Constitution C
 TPC Chair: Max Brill (Oakland University - Rochester, MI)
 •What Every Behavior Analyst Needs to Know. JACK MICHAEL (Western Michigan University - Kalamazoo, MI)
 •Hiding Peas in the Apple Sauce: How to Sneak Behavior Analysis Into a Teacher Education Program. SUSAN HERSH (Wilmington College Ed Dept - Wilmington, OH)
 •Behavioral-Leadership in a Cognitive-Humanist Department: Managing Productivity and Satisfaction in Venezuelan Higher Education. GUILLERMO E. YABER (Universidad Simon Bolivar - Caracas, Venezuela)
 •Using Behavior Analysis to Teach Introductory Psychology: The Effects of Bonus Points on Study Behavior. SHEREE S. BARRON (Georgia College - Milledgeville, GA)
 •Moving Mountains with Tea Spoons: The TBA SIG and ABA's Education Board. WILLIAM M. BOETTCHER and Richard W. Malott (Western Michigan University - Kalamazoo, MI)



- # 257 Antecedent Control of Compliance and Academic Performance.**
 1:00 Symposium
 2:50 PM Constitution D
 EDC Chair: Linda J. Cooper (The University of Iowa - Iowa City, IA)
 Discussant: Nancy A. Neef (The University of Pennsylvania - Philadelphia, PA)

- Comparing Interspersed Requests and Social Comments as Antecedents for Increasing Compliance to Instructional Demands. CRAIG H. KENNEDY, Tina Itkonen (University of Hawaii College of Ed - Honolulu, HI), Kristen Lindquist (Santa Barbara County Schools - Santa Barbara, CA)
- Stimulus Control within Directives: Effects on Accuracy of Task Completion. DAVID M. RICHMAN, David P. Wacker, Jennifer M. Asmus, Linda J. Cooper (University of Iowa - Iowa City, IA)
- A Component Analysis of the Cover Write Method for Teaching Spelling to Adult Rehabilitation Clients. ANTHONY J. CUVO, Kimberly J. Marso (S. Illinois University Rehab - Carbondale, IL)
- Instructional Strategy Assessment: A Preliminary Analysis of Stimulus Control of Academic Performance. JENNIFER J. MCCOMAS (Children's Seashore House - Philadelphia, PA), David P. Wacker, Linda J. Cooper, Jennifer Asmus, David Richman, Beth Stoner (University of Iowa, IA)

258

1:00

2:20 PM

Franklin Square
DDA

Stimulus Overselectivity Revisited: Extension and New Implications of the Phenomenon.

Symposium

Chair: Carryl P. Navalta (The May Institute - Randolph, MA)

Discussant: Dennis C. Russo (The May Institute - Randolph, MA)

- The Relationship Between Children with Developmental Disabilities Use of Language in the Natural Environment and Stimulus Overselectivity. DEBORAH L. MUENCH (The Groden Center - Providence, RI), Raymond G. Romanczyk (Binghamton University - Binghamton, NY)

- Stimulus Overselectivity: Use of Advanced Methodologies and Extension to a Non-Traditional Population. CARRYL P. NAVALTA (The May Institute - Randolph, MA), Raymond G. Romanczyk (Binghamton University - Binghamton, NY)

- The Impact of Stimulus Overselectivity on the Classroom Performance of Children with Developmental Disabilities. CHO Y. LAM, Raymond G. Romanczyk (Binghamton University - Binghamton, NY)

259

1:00

2:20 PM

Independence C
EAB

Descriptive Analysis of Behavior Using a System that Calculates Correlations.

Symposium

Chair: Dan Petersen (Washburn University - Topeka, KS)

- Investigation and Analysis of Antecedents. DAN PETERSEN (Washburn University - Topeka, KS), Richard J. Harrison, Linda A. Fradenbury, Donald M. Baer (University of Kansas - Lawrence, KS)
- Eliminating Aggression and Property Destruction and Demonstrating Generalization through Desensitization of an Antecedent. RICHARD J. HARRISON, Linda A. Fradenburg, Donald M. Baer (University of Kansas - Lawrence, KS), Dan L. Petersen (Washburn University - Topeka, KS)
- The Effect of Elapsed Time on Interobserver Agreement. LINDA A. FRADENBURG, Richard J. Harrison, Donald M. Baer (University of Kansas - Lawrence, KS), Dan L. Petersen (Washburn University - Topeka, KS)
- Analysis of Variables Affecting Chronic Aberrant Behavior During a Change in Living Conditions. SUSAN R. MILLA, Debbie Huske (Kansas Neurological Institute - Lawrence, KS), Richard J. Harrison (University of Kansas - Lawrence, KS)

260 **Benzodiazepine Discrimination.**

1:00 Symposium

2:20 PM Chair: Sherry L. Serdikoff (Bryn Mawr College - Bryn Mawr, PA)

Independence E
TOX

Discussant: Nancy A. Ator (Johns Hopkins University - Baltimore, MD)

- The Benzodiazepine Receptor Partial Agonist Bretazenil and Its Discriminative Stimulus Effect in Pigeons. JANE ACRI, Michael Chider and Jeffrey M. Witkin (Psychobiology Section/NIDA-ARC - Baltimore, MD)
- Evaluation of the Discriminative Stimulus Effects of Two Midazolam (MDZ) Doses Using a Three Choice Drug Discrimination Procedure: Differentiation Among Benzodiazepine (BZ) Receptor Agonists. CHRISTINE SANNERUD (NIDA-ARC Beh Pharm - Baltimore, MD)
- Comparison of Single and Cumulative Dosing in Human Triazolam Discrimination. BRANDI J. SMITH, Warren K. Bickel, Jonathan B. Kamien, Stephen T. Higgins (University of Vermont Psychiat - Burlington, VT)

261 **Behavioral Perspectives on Correctional Issues.**

1:00 Symposium

2:20 PM Chair: Dudley J. Terrell (Federal Bureau of Prisons - Arlington, VA)

Lafayette Park
CCS

Discussant: Merrill Winston (Landmark Learning Center - Opa-Locka, FL)

- Teaching Self-Control Behavior Behind the Wall: A Comparison of Prison and Jail Behavioral Program Development Differences. SHERMAN YEN (Applied Research and Management, Inc. - Owings Mills, MD)
- Parole and the Contingencies of Behavioral Change in Prison. DUDLEY J. TERRELL (Federal Bureau of Prisons - Arlington, VA)




- # 262** **The Disciplinary Nature of Behavior Analysis and the Role of ABA.**
 1:00 Symposium
 2:50 PM Chair: Donald M. Baer (University of Kansas - Lawrence, KS)
 Renwick
 TPC
- Design of a Discipline. EDWARD K. MORRIS (University of Kansas - Lawrence, KS)
 - Finding Value in Traditional Psychology. HOWARD SLOANE (Cambridge Center for Behavior - Cambridge, MA)
 - Behavior Analysis vs. Traditional Psychology: Potential Benefits of "Sleeping with the Enemy". HOWARD E. FARRIS (Western Michigan University - Kalamazoo, MI)
 - Disciplinary Development: Infiltration or Circumvention. LAWRENCE E. FRALEY (West Virginia University - Reedsville, WV)
 - Will Classic Behavior Analysis Survive Unchanged? OGDEN R. LINDSLEY (University of Kansas - Lawrence, KS)
 - Variation and Hybridization in Behavior Analysis. SIGRID S. GLENN (University of North Texas - Denton, TX)



- # 263** **Psycholinguistics Through Behavior Analytic Lenses.**
 2:00 Invited Address
 2:50 PM Chair: John H. Mabry (University of North Carolina, Chapel Hill - Chapel Hill, NC)
 Conference Theater
 VRB
- Presenter: KURT SALZINGER (Hofstra University 127)

- # 264** **Contingency and the Nature of the Operant.**
 2:00 Paper Session International
 2:50 PM Chair: Michelle M. Anderson (West Virginia University - Morgantown, WV)
 Independence B
 EAB
- Resurgence of Old Patterns in Revealed Operants. FRANCIS MECHNER (New York, NY)
 - Contingency Judgments by Children. JAVIER NIETO, R. Cabrera, A. Renteria, and A. Mota (National University of Mexico - Mexico City, Mexico)

- # 265 Examples of Operant Research with Infants.**
 2:00 Paper Session
 2:50 PM Chair: T. G. R. Bower (University of Texas - Dallas, TX)
 Independence F Discussant: Lewis P. Lipsitt (Brown University - Providence, RI)
 DEV SIG
- Operant Analyses of Speech Perception in Newborns. MICHELLE ALDRIDGE (University of Texas - Dallas, TX)
 - Operant Audiology. ANGELA SHOUP (University of Texas - Dallas, TX)
 - Operant Analyses of Face Perception in Newborns. GAIL WALTON (University of Texas - Dallas, TX)
-  **# 266 A Debate on Behavior Analysis, Biology and Evolution.**
 2:00 Symposium International
 3:50 PM Chair: Paul Andronis (Northern Michigan University - Marquette, MI)
 Farragut Square
 DEV SIG
- Theorizing on How Biology / Evolution / Brain Structure or Function Affect Behavior is Fruitless Unless the Theory is Driven by Actual Facts Derived from Experimental Analysis of the Relevant Biological Phenomena. DONALD M. BAER (University of Kansas - Lawrence, KS)
 - Ways in Which Behavior Principles are Manifested by Animals in their Natural Environments. JOSEPH J. PEAR (University of Manitoba - Winnipeg, Man, Canada)
 - Complementarity of Behavioral and Evolutionary Studies of Development. MICHAEL L. COMMONS, Stanley J. Morse (Harvard Medical School - Cambridge, MA)
 - How is Physiology Relevant to Behavior Analysis? HAYNE W. REESE (West Virginia University - Morgantown, WV)
- # 267 Recent Developments of Equivalence Research in Brazil.**
 2:00 Symposium International
 3:50 PM Chair: Julio C. Derosé (Universidade Federal de São Carlos - São Carlos, Brazil)
 Independence D Discussant: Gina Green (The New England Center for Autism - Southborough, MA)
 EAB
- Effects of Nodal Structure on Equivalence Class Formation and Transfer of Discriminative Functions. JULIO C. DE ROSE, Ana Paula G. The and Olivia K. de Almeida (Universidade Federal de São Carlos - São Carlos, SB, Brazil)

- Emergence of Derived Relations of Position in Humans and Animals. OLAVO A. GALVAO, Ana C. Franca, Isa Paniago, Neusa Simoes and Romariz Barros (Universidade Federal do Para - Belem, Brazil)
- Emergence of Equivalence Relations: The Effects of Naming, Relational Terms, and Contextual Control. SONIA M. NEVES, Neil Dugdale and C. Fergus Lowe (Universidade Federal de Minas Gerais and University College of North Wales)
- The Development of Equivalence Classes to Unrelated Stimuli by Stimulus-Reinforcer Relations and Naming. CELSO GOYOS and Cybelli Lavoie (Universidade Federal de Sao Carlos, Brazil)

**# 268 Modifying the Cultural Practice of Tobacco Use:
2:00 Experimental Evaluations of a Community
3:50 PM Intervention.**

Independence G Symposium

CCS

Chair: Carol Black (Oregon Research Institute - Eugene, OR)

Discussant: E. 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 Yudelso, 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. Anthony Biglan, CAROL BLACK, 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)

**A Behavior Analysis of Emotions in Psychotherapy.
Symposium**

269

2:00

3:50 PM

Independence H

CBM

Chair: Robert J. Kohlenberg (University of Washington - Seattle, WA)

Discussant: Michael J. Dougher (University of New Mexico - Albuquerque, NM)

- A Behavior Analysis of Emotionality in Therapy: Theoretical Considerations. KEN K. WAGNER (Hofstra University - Hempsted, NY)
- What Do We Feel When We Say "Anxiety" and Do We Really Mean What We Say? SCOTT L. SCHAUSS, John P. Forsyth (West Virginia University - Morgantown, WV)
- A Sequential Analysis of Emotions in the Therapeutic Interaction. ANTHONY T. PROCACCINO, JR. (Hofstra University - Hempsted, NY)
- The Use of Behavior Analysis in the Development of Client Distress Tolerance Skills. JOSEPH R. SCARDAPANE (Hofstra University - Hempsted, NY)

270 Classroom Applications of Functional Analysis Methodology.

2:00

3:50 PM

Independence I
DDA

Symposium

Chair: Joseph S. Lalli (Children's Seashore House - Philadelphia, PA)

Discussant: Linda J. Cooper (The University of Iowa Hospitals and Clinics - Iowa City, IA)

- Treatment of Escape-Maintained Problem Behavior with Functional Communication Training and Extinction. SEAN CASEY, Joseph S. Lalli, Kelly Kates (Children's Seashore House - Philadelphia, PA)
- Use of Tasks, Persons, and Settings to Identify the Stimulus Control of Problem Behavior in Young Children. JENNIFER M. ASMUS, David P. Wacker, Jay Harding, Wendy K. Berg, K. Mark Darby, Elizabeth Stoner (University of Iowa - Iowa City, IA)
- Linking Descriptive and Experimental Analyses in Segregated and Integrated Elementary Classrooms. ARLENE HALL, Phillip J. Belfiore (Purdue University - West Lafayette, IN)
- Examining the Interaction Between Skill and Motivation: Conducting Experimental Analyses in the Classroom. JENNIFER J. MCCOMAS, Joseph S. Lalli, Zbigniew Golonka, Beth Delaney (Children's Seashore House - Philadelphia, PA)

- # 271 What Psychiatric Rehabilitation Can Teach Applied Behavior Analysts about Quality of Life.**
 2:00
 3:50 PM Symposium
 Latrobe
 PRM
 Chair: Roger Davies (The May Center - Revere, MA)
 Discussant: E. Sally Rogers (Boston University - Boston, MA)
 •Integrating Psychiatric Rehabilitation with the Behavioral Approach: Application with Community Based Consumers. FRANK BIRD (The May Center - Revere, MA)
 •Increasing Quality of Services in an Adolescent Inpatient Setting—The Use of Competency Based Training Systems. JEANNE MORRISON, Rita M. Gardner (The May Center - Somerville, MA)
 •Designing Effective Educational Programs in an Adolescent Inpatient Setting to Improve Outcomes in the Community. RITA M. GARDNER, Michelle Kupfer (The May Center - Randolph, MA)
 •Implementing Quality Assessment and Improvement Programs: The Functional Application of Continuous Quality Improvement Practices in Behavioral Programs. KATHLEEN KAPSALIS (The May Institute - Chatham, MA)
- # 272 Behavioral Effects of Antidepressants Prescribed to Individuals Diagnosed with Mental Retardation.**
 2:20
 3:50 PM Symposium
 Independence E
 TOX
 Chair: Deborah L. Grossett (CRI - Houston, TX)
 Discussant: Carla A. Ratti (Behavior Treatment and Training Center - Richmond, TX)
 •The Effects of Paroxetine and Sertraline in the Treatment of Self-Injury in Lesch-Nyhan Syndrome. SHARON KIRKPATRICK-SANCHEZ (Richmond State School - Richmond, TX)
 •Adverse Behavioral Effects of Nortriptyline and Sertraline. DEBORAH GROSSETT (CRI - Houston, TX)
 •Utilizing Behavioral Outcome Measures to Titrate Psychoactive Medications in Dually Diagnosed Individuals. WILLIAM F. LANDERS, Rafael Guerrero (MHMRA of Harris County - Houston, TX)
- # 273 The Role of "Intelligence" in the Science of Behavior.**
 2:30
 3:50 PM Panel Discussion
 Lafayette Park
 DEV SIG
 Chair: Scott L. Fraser (Florida International University - Miami, FL)

Panelists:

- SCOTT L. FRASER (Florida International University - Miami, FL)
- JACOB L. GEWIRTZ (Florida International University - Miami, FL)
- BILL L. HOPKINS (Auburn University - Auburn, AL)

274 Neurotransmitters as Components of Behavioral Mechanisms in Self-Injury.

2:30

3:50 PM

Arlington
DDA

Symposium

Chair: Dawn Delaney (Vanderbilt University - Nashville, TN)

Discussant: Travis Thompson (Vanderbilt University - Nashville, TN)

•Implications for the Analysis of Social and Non-Social Mechanisms in SIB: Sleep Disturbance and Self-Injury Sites. FRANK SYMONS, Travis Thompson (Vanderbilt University - Nashville, TN)

•Stress-Induced Activation of the Mesolimbic Reward System. CINDY ENGLAND, Travis Thompson (Vanderbilt University - Nashville, TN)

•Self-Injurious Behavior as Neurotransmitter Self Administration. DAWN DELANEY, Travis Thompson, Frank Symons (Vanderbilt University - Nashville, TN)

275 Teaching Behavior Analysis: Battle of the Behavior Analysis Grad Programs.

2:30

3:50 PM

Constitution C
TPC

Symposium International

Chair: Rodney D. Clark (Allegheny College - Meadville, PA)

•Training Leadership Personnel for Special Education: The Ohio State University Doctoral Program in Applied Behavior Analysis. WILLIAM L. HEWARD, John O. Cooper, Timothy E. Heron, Ralph Gardner, III, and Diane M. Sainato (The Ohio State University - Columbus, OH)

•Behavior Analysis (In Fact and by Name) at the University of North Texas. SIGRID S. GLENN (University of North Texas - Denton, TX)

•Behavior Analysis in the Graduate Program in the Psychology and Education Institute of the University of Veracruz. A. DANIEL GOMEZ FUENTES and M. Wilfredo Salas Martinez (Universidad Veracruzana - Veracruz, Mexico)

•New-Wave Behavior Analysis at the University of Nevada. LINDA J. HAYES, Patrick M. Ghezzi, W. Lawrence Williams, Sidney W. Bijou, Steven C. Hayes, and William C. Follette (University of Nevada - Reno, NV)

- The Programs in Applied Behavior Analysis at California State University, Los Angeles. BARRY LOWENKRON (California State University Psychology - Los Angeles, CA)
- Behavior Analysis at Western Michigan University. MATTHEW L. MILLER and Richard W. Malott (Western Michigan University - Kalamazoo, MI)

276 Functional Assessment and Its Relation to Challenging Behaviors in Young Children.

2:30

3:50 PM

Franklin Square
DDA

Symposium

Chair: Lynette K. Chandler (Northern Illinois University - Dekalb, IL)

Discussants: Alan C. Repp (Northern Illinois University - Dekalb, IL) and Joe Reichle (University of Minnesota - Minneapolis, MN)

- The Effects of Functional Assessment on Challenging Behavior, Engagement, Peer Interaction, and Teacher Behavior in Programs for Young Children. LYNETTE K. CHANDLER (Northern Illinois University - Dekalb, IL), Carol M. Dahlquist (Educational Research and Services Center - Dekalb, IL)
- Assessing the Functions of Behavior to Determine Appropriate Interventions: Teaching a Tolerance for Delay in Reinforcement. CAROL ANN DAVIS, Joe Reichle (University of Minnesota - Minneapolis, MN)
- Assessment for Aggressive Behavior for Children Identified as Having Emotional/Behavioral Disorders. JOSEPH WEHBY (Vanderbilt University - Nashville, TN)

277 Behavior Analytic Approaches to Traditional Clinical Concerns.

2:30

3:50 PM

McPherson Square
CBM

Symposium

Chair: P. Scott Lawrence (University of North Carolina - Greensboro, NC)

Discussant: Robert D. Zettle (Wichita State University - Wichita, KS)

- Issues in the Treatment of "Panic Disorder with Agoraphobia". WILLIAM KOROTITSCH (University of North Carolina - Greensboro, NC)
- Using Behavior Analysis with "Borderline" Behavior Patterns. JACQUELINE R. HENRY (University of North Carolina - Greensboro, NC)
- Properties of Verbal and Non-Verbal Learning of Persons Exhibiting "Schizotypal Cognitions". MATTHEW W. KIRKHART (University of North Carolina - Greensboro, NC)



- A Behavior Analytic Model of Clinical Dissociation: Generalization and Discrimination. KATHERINE J. KIRKHART (University of North Carolina - Greensboro, NC)
- The Empty Chair Technique: A Behavioral User's Guide. R. W. MITCHUM (University of North Carolina - Greensboro, NC)

278 Behavior Analysis and Animal Welfare.

3:00 Invited Address International

4:00 PM Chair: Alan D. Poling (Western Michigan University - Kalamazoo, MI)

Conference Theater
EAB

Presenter: WILLIAM TEMPLE (University of Waikato - Hamilton, NZ)

279 Elusive, Hard-to-Measure Affective and Complex Tasks Made Easy with Precision.

3:00 Panel Discussion

3:50 PM
Constitution D
EDC

Chair: Ann Poe (Jacksonville State University - Jacksonville, AL)

Panelists:

- CLAUDIA E. MCDADE (Jacksonville State University - Jacksonville, AL)
- CONNIE WILLIAMS (Jacksonville State University - Jacksonville, AL)
- JOHN M. BROWN (Jacksonville State University - Jacksonville, AL)

280 Private Events.

3:00 Paper Session International

3:50 PM Chair: Belinda S. Lazarus (University of Michigan - Dearborn, MI)

Bulfinch
TPC

- 'Doing in the Head': Conceptual Analysis and Some Theoretical Implications for Behavior Theory. JORGE M. OLIVEIRA-CASTRO (Universidade de Brasilia - Brasilia, Brazil)
- Conceptual Analysis of Ordinary Language Related to "Memory" in Japanese and Chinese. MASAYA SATO, Naoko Sugiyama, Ju-Huei Wu, and Wang Yi (Keio University - Tokyo, Japan)

281 Functional Analyses.

3:00 Paper Session

3:50 PM •Differentiation Between Descriptive and Nondescriptive
Burnham Contingent Attention as a Product of Functional Assessment.
TPC CHRIS NINNESS, Wayne Fisher, Jamie Owen (Austin State
University - Nacogdoches, TX)

•A Function Altering Theory of Behavioral Processes.
HENRY D. SCHLINGER (Western New England College -
Springfield, MA)

282 Computers and Education.

3:00 Paper Session

3:50 PM Chair: Kevin Munson (West Virginia University - Morgantown,
Constitution E WV)

EDC

•A Four-Ply Machine Readable Notation System. DONALD
A. COOK (Cambridge Center for Behavioral Studies - Cam-
bridge, MA)

•Computerized Personalized System of Instruction in an In-
troductory Research Methods Course. JENNIFER M. O'DON-
NELL and John Crosbie (West Virginia University -
Morgantown, WV)

283 Contingencies and Reinforcers.

3:00 Paper Session International

3:50 PM Chair: Emilio Ribes-Inesta (Universidad de Guadalajara -
Independence F Guadalajara, Jalisco, Mexico)

DEV SIG

•Parents as Tutors of their Children: A Sequential Analysis.
FLORENTE LOPEZ (Universidad Nacional Autonoma de
Mexico - Mexico, DF), Daniel Gomez (Universidad Veracru-
zana - Veracruz, Mexico)

•Discounting of Delayed Rewards Across the Life Span.
LEONARD GREEN (Washington University - St. Louis, MO),
Joel Myerson (Washington University - St. Louis, MO)

**# 284 Skinner's Behavioral Atom: A Cellular Analogue of
Operant Conditioning and Its Implications.**

4:00

5:00 PM Presidential Scholar Address

Independence A Chair: Kennon A. Lattal (West Virginia University - Morgan-
town, WV)

Presenter: DR. LARRY STEIN (University of California, Irvine
- Irvine, CA)



POSTER SESSIONS

- # 285** **Experimental Analysis of Behavior.**
5:00 Poster Session International
6:30 PM 95. Within-Session Responding as a Function of Amount of
Constitution A Reinforcement. AMY ENOS and Cam L. Melville (McNeese
EAB State University - Lake Charles, LA)
96. "Risky Choice" in Rats as a Function of Intertrial-Interval
Length. BARBARA J. KAMINSKI, Nancy A. Ator (Beh Bio
Res Center / Johns Hopkins University School of Medicine -
Baltimore, MD)
97. Saving Souls III: The Self-Development Interview. BETH
DORSET, Teela Troth-Renda, and Richard W. Malott (West-
ern Michigan University - Kalamazoo, MI)
98. A Parametric Analysis of Positive Practice to Increase
Spelling Performance of Students with Mental Retardation.
BINGJU L. ZHANG (Deveraux Foundation - Melbourne, FL),
Anthony Cuvo (Southern Illinois University - Carbondale, IL)
99. Comparison of Single and Cumulative Dosing In Human
Triazolam Discrimination. BRANDI J. SMITH, Warren K.
Bickel, Jonathan B. Kamien, Stephen T. Higgins (University
of Vermont Psychiat - Burlington, VT)
100. Behavior Analysis and the World Wide WEB--The Uni-
versity of South Florida Behavior Analysis Home Page.
BRENDAN F. TOMPKINS, Darrel E. Bostow, Kale M. Kritch
(University of South Florida - Tampa, FL)
101. An Exploration of Nonstandard Measures of "equiva-
lence" Classes. CAROL PILGRIM, Jay Cole, Michelle
Thompson, Carla Ward, Heather Wright, Mark Gallizio (Uni-
versity of North Carolina at Wilmington - Wilmington, NC)
102. Team Size and Task Complexity on Productivity of Work
Teams. CATHY RADCLIFFE, Gwen Goique, Phillip K. Duncan
(West Chester University - West Chester, PA)
103. Training a Student Teacher to Use Planned Ignoring in
a Preschool Setting. CHRISTINE N. MANLEY, Alita Y. Coo-
per and Barbara C. Etzel (University of Kansas - Lawrence,
KS)
104. Brief Functional Analysis in School Settings. COLLEEN
MCMAHON (University of California, Riverside - Riverside,
CA)

105. Effects of Caffeine on the Repeated Acquisition and Performance of Response Sequences in Children. CRISTIN L. SULLIVAN, Michael Hixson, Dian Bridges, Lisa E. Baker (Western Michigan University - Kalamazoo, MI)
106. The Effect of a Staff Training Program on Increasing Staff Positive Interaction with Clients. DIANE KOGUT, Jing Zhou, and Missy Hidlebaugh (Timber Ridge Ranch Neurologic Rehab Center - Little Rock, AR)
107. Optimal and Suboptimal Human Choices Between Immediate vs. Cumulative Profits. DOUGLAS P. FIELD, Kimberly Brown, Francois Tonneau, Paul Neuman, and Philip N. Hineline (Temple University - Philadelphia, PA)
108. Observing Responses: Assessing Signaling Stimuli Functions. GERSON O. TOMANARI and Ligia Maria de Castro Marcondes Machado (Universidade de Sao Paulo - Sao Paulo, Brazil)
109. Durable Facilitation of Self-Instruction by Brief Teacher Instruction. HAKAM ABU-AL-KHAIR, Irene Grote, and Donald M. Baer (University of Kansas - Lawrence, KS)
110. Social Influence on Fixed-Interval Performance of Pigeons. HEATHER D. ALLARD, Kennon A. Lattal (West Virginia University)
111. Schedule-Induced Polydipsia: Effects of Pre-Session Meal Size on the Duration, Latency, and Probability of Drinking by Rats. JAMES T. TODD and Deborah G. Nesom (Eastern Michigan University - Ypsilanti, MI)
112. The Effect of Scheduled Practice and Review on GRE Scores. Stephen R. Flora and JANE KESTNER (Youngstown State University, Youngstown, OH)
113. Programmed Instruction as a Method of Teaching Introductory Behavior Analysis. JANET EMMENDORFER, Pamela L. Vunovich, and Bradley Frieswyk (Western Michigan University - Kalamazoo, MI)
114. The Effect of Signaled and Unsignaled Delay Intervals on Discrimination and Reinforcer Sensitivity in a Delayed Matching-to-Sample Task in Pigeons. JOSEF A. HARTL, Edmund Fantino (University of California San Diego - San Diego, CA)
115. Saving Souls I: Performance Contracting to Improve College Grades. JULIE B. WEISENREDER, Pamela L. Vunovich, and Richard W. Malott (Western Michigan University - Kalamazoo, MI)

116. The Effects of Chlordiazepoxide and Buspirone on Avoidance of Timeout From Response-Independent Food. KAREN G. ANDERSON and Franz van Haaren (University of Florida - Gainesville, FL)
117. A Social Skills Curriculum to Address the Needs of a Group of Nine to Eleven Year Old Students with the Diagnosis of Acquired Brain Injury. KAREN BENNETT, Elissa Waldman, and Nina Del Negro (The May Center for Educ and Neurorehab - Randolph, MA)
118. Response Cost in Programmed Instruction: A Preliminary Report. KEVIN J. MUNSON, John Crosbie (West Virginia University - Morgantown, WV)
119. Schedule-Induced Defecation: A Demonstration in Pigeons Exposed to Fixed-Time Schedules of Food Delivery. KIMBERLY JAREMA, Mark LeSage, Alan Poling (Western Michigan University - Kalamazoo, MI)
120. Separating Hedonic and Motoric Effects of Haloperidol with Physical Travel Requirements. KIRK L. DAVIS, Carlos F. Aparicio (University of Mississippi - Oxford, MS)
121. Rate of Conditioned Reinforcement in Concurrent Chains with Unreliable Outcomes. MARGARET A. MCDEVITT (University of California - San Diego - La Jolla, CA) and Roger Dunn (San Diego State University - Calexico, CA)
122. Functional Classes and Equivalence Relations: A Study on Different Procedures. MARIA AMERICA C. ANDRADE (PUC/SP - Sao Paulo, Brazil)
123. Saving Souls II: Behavioral Academic Career Counseling. MARK KALCHIK, Corina Groeger, Hal Means, and Richard W. Malott (Western Michigan University - Kalamazoo, MI)
124. Punishment and Avoidance: Are They Inextricably Linked? MICHELLE M. ANDERSON and John Crosbie (West Virginia University - Morgantown, WV)
125. The Effect of Reinforcer Delay and Reinforcer Size on the Choice Behavior of Rats. NINA K. BERG (MacAlester College - St. Paul, MN)
126. Equivalence as a Function of Inserted Familiar Stimuli. PER HOLTH and Erik Amtzen (University of Oslo - Oslo, Norway)
127. Effects of D-Amphetamine on Behavioral Transitions Under Concurrent Schedules. PHYLLIS A. REILE, and M. Christopher Newland (Auburn University - Auburn, AL)

128. Response Acquisition Under Long Delays of Signaled and Unsignaled Reinforcement. RAUL AVILA, Carlos A. Bruner (Universidad Nacional Autonoma de Mexico - Mexico City, Mexico)
129. Practical Procedure for Identifying Reinforcing Events within Music Activities. RICHARD D. HOWELL and Stacy Martz (The Ohio State University - Columbus, OH)
130. Factors Affecting Generalization Between Amphetamine and Nicotine Discriminative Stimulus Effects. RICK A. BEVINS, Jennifer E. Klebaur, Linda P. Dwoskin, and Michael T. Bardo (University of Kentucky - Lexington, KY)
131. Shaping ISP Assessment Writing Skills Via the Use of Exemplars. ROBERT K. ROSS and Michael Marshall (Evergreen Center - Milford, MA)
132. Student Placement: Plans and Progress. Linda J. Hayes and RUTH A. REHFELDT (University of Nevada - Reno, NV)
133. Reinforcer Demand Elasticity Under Direct Competition Between Rats. SUSAN L. REYNOLDS, Jennifer L. Cioni, Jennifer L. Bredthauer, and James D. Dougan (Illinois Wesleyan University - Bloomington, IL)
134. Saved Souls: The Super-A Program. SUSAN SCHULTZ and Melissa Daws (Western Michigan University - Kalamazoo, MI)
135. The Use of Timeout Ribbon and Precision Requests to Improve Child Compliance in The Classroom: A Case Study. THOMAS F. MCLAUGHLIN, Cyndi Yeager (Gonzaga University - Spokane, WA)
136. Effects of Two Signal Probabilities on the Performance of Individuals Across Time. TIMOTHY NOLAN, Jack Michael (Western Michigan University - Kalamazoo, MI)
137. The Use of Collaborative Procedures in Organizational Consulting. TOM BOOTS, Craig S. Parlato, Gretchen Huber, Tom Zwicker, and L. Keith Miller (University of Kansas - Lawrence, KS)
138. Electronic Communication Demonstration. LESLIE S. BURKETT (University of North Texas - Denton, TX)

- # 286 Developmental Disabilities: Conceptual Issues, Assessment, and Treatment.**
5:00 Poster Session International
6:30 PM Constitution A
139. Matching Movement Opportunities in Instructional Tasks to Students' Gross Motor Movement in Free Play: Implications for the Homeostasis Theory. JESSE W. JOHNSON, Toni Van Laarhoven, Alan C. Repp (Northern Illinois University - DeKalb, IL), Dennis D. Monk (Educational Research and Services Center - DeKalb, IL)
140. Relaxation Training: Effects of Physiologic Relaxation or Response Interruption? ANNE S. KUPFER, Kathleen F. Melia, Lisa Pierce, Julie Ann Shea (The Learning Center - Waltham, MA)
141. Acquisition of Symbolic Matching by Persons with Severe Mental Retardation. NANCY C. BRADY (Schiefelbusch Institute for Life Span Studies - Parsons, KS), Kathryn J. Saunders, Lee K. S. McLean (University of Kansas - Parsons, KS)
142. Functional Assessment and Intervention in a School Setting. JOHN UMBREIT (University of Arizona - Tucson, AZ)
143. Treatment of Escape Motivated Problem Behavior by Improving Interaction Quality in Breaks During Compliance. SEAN D. CASEY (Children's Seashore House - Philadelphia, PA), J. S. Lalli (University of Pennsylvania - Philadelphia, PA)
144. On the Relationship Between Mands and the Function of Destructive Behavior in a 12-Year-Old Male with Pervasive Developmental Disorder. RACHEL THOMPSON, Lynn G. Bowman, Wayne W. Fisher, Debra Farrell (Kennedy Krieger Institute - Baltimore, MD)
145. The Effects of Constant vs. Stimulus Variation on Correct Responding by Children with Mental Retardation. LYNN G. BOWMAN, Wayne Fisher, Jamie S. Owen, Cathleen C. Piazza, Nancy C. Grace, Louis P. Hagopian, Kellie Hilker (Kennedy Krieger Institute - Baltimore, MD)
147. Analysis of the Stability of Forced-Choice Stimulus Preference Assessment Results Over Time. JULIANNA JUNG, Christy L. Chiang, Lynn G. Bowman, Wayne W. Fisher (Kennedy Krieger Institute - Baltimore, MD)
148. A Preliminary Report on Predicting the Effects of DRO Using a Stimulus Preference Assessment. KELLIE HILKER, Cathleen C. Piazza, Wayne Fisher, K. Mark Derby (Kennedy Krieger Institute - Baltimore, MD)

149. A Descriptive Assessment of the Effects of Possible Competing Response Topographies During Functional Analyses. K. MARK DERBY, Louis P. Hagopian, Wayne W. Fisher, Jackie H. Nguyen, Rachel Thompson, Jaime Owen (Kennedy Krieger Institute - Baltimore, MD)
150. Do Sorting Skills Predict Matching-to-Sample Performance in Students with Mental Retardation? JOANNE B. KLEDARAS (The Learning Center - Waltham, MA), Richard W. Serna (E. K. Shriver Center - Waltham, MA), Anne S. Kupfer, Mary A. Gaynor, Melissa J. Potter (The Learning Center - Waltham, MA)
151. Project Outreach: Family Caregivers' Experiences. JOHN M. PARRISH (Children's Seashore House - Philadelphia, PA), Linda Hock-Long, John M. Dougherty, Anna Marie Dacosta (Children's Seashore House - Philadelphia, PA) Zoe A. Kinney, Martha M. Parra (Ventilator - Assisted Children / Home Program, Commonwealth of Pennsylvania, PA)
152. The Generalized Matching Law and the Evaluation of Sensitivity to Social Reinforcers of Normal and Autistic Children. NATHALIE POIRIER (University of Quebec - Montreal, Quebec, Canada)
153. Effects of Multiple Examples of the Correct Stimulus on Task Acquisition and Generalization by Persons with Developmental Disabilities. Alan C. Repp, TONI VAN LAARHOVEN, Jesse W. Johnson (Northern Illinois University - DeKalb, IL)
154. Analysis of the Efficacy of Functional Assessment Based Treatments. JAMIE S. OWEN (Kennedy Krieger Institute and Johns Hopkins University School of Medicine - Baltimore, MD), Rachel Thompson, Louis P. Hagopian, Wayne W. Fisher, Gregory P. Hanley, Julianna Jung (The Kennedy Krieger Institute and Johns Hopkins University School of Medicine - Baltimore, MD)
155. A Comparison of Three Instructional Strategies to Train Generalized Independent Living Skills to Persons with Intellectual Disabilities. IAN TAYLOR, Mark F. O'Reilly (University College Dublin - Belfield, Ireland)
156. The Relationship of Autistic Behavior to Social Behaviors. Danielle Haskell, TREVOR C. PARADIS, Michelle Duchon, Gail G. McGee (Emory University School of Medicine - Atlanta, GA)
157. The Role of Eye Contact in Problem Behavior and Social Interactions. AMY L. MATTHEWS, Raymond G. Romanczyk (Binghamton University - Binghamton, NY)

158. Explanations of the Excess Behavior of Students with Developmental Disabilities: A Validation Study. KAREN L. WEIGLE, Joseph R. Scotti, Karen S. Kirk, Rachel Bowman, Michelle Robertson, Donald Kincaid (West Virginia University - Morgantown, WV)
159. "Implementing Assessment and Proactive Treatment to Increase Positive Interactions for Young Children with Challenging Behavior: Summary of a Three Year Project". JENNETTE L. COOK, David P. Wacker, Wendy K. Berg, Stephanie M. Peck, David M. Richman, Kimberly L. Brown, Jennifer J. McComas, Thomas L. Millard, Tracy Stephens (University of Iowa - Iowa City, IA)
160. The Relationship Among Self Restraint, Protective Equipment and Self Injury. CAMMARIE JOHNSON (The New England Center for Autism and Self Injury - Southborough, MA)
161. Increasing Active Treatment of Individuals with Special Needs. MARK A. SWAIN (University of Nevada - Reno, NV), Nelson Rodrigues, Trudy Curtis, Anita Golding, Kathy Chandler (Trinity Services Inc. - Joliet, IL), Linda J. Hayes (University of Nevada - Reno, NV)
162. Assessment of the Function(s) of Multiple Elevations in a Functional Analysis. Nancy Grace, ANNE LANGLEY, Patricia Kurtz, Alicia Clarke, Cathy Bass, Marissa Carey (Kennedy Krieger Institute - Baltimore, MD)
163. Using Brief Functional Analyses to Assess Changes in the Function of Aberrant Behavior while Establishing a Baseline for Parent Training. WHITNEY JOHNSON, K. Mark Derby, Cathleen Piazza, Wayne Fisher, Arthur Wilke (Kennedy Krieger Institute - Baltimore, MD)
164. An Extended Epidemiological Analysis on the Functions of Aberrant Behavior. JACKIE H. NGUYEN (Kennedy Krieger Institute - Baltimore, MD)
165. Stimulus Generalization, Stimulus Overselectivity, and Autism. BRIAN MATTHEWS (The Flinders University of South Australia - Bedford Park, Australia)

287 Developmental Disabilities: Feeding Disorders.

5:00 Poster Session International

- 6:30 PM Constitution A DDA 166. The Wonder of White Bread: An Alternative to Punishment in the Treatment of Rumination. SUSAN F. THIBADEAU, Priscilla Blew, Paul Reedy (The May Center for Child Development - Chatham, MA)

167. Using Imitation and Transfer of Stimulus Control to Shape the Chewing Behavior of a Young Child with Autism. MICHAEL A. FABRIZIO, Jennifer M. McFarland (Autism Training Center, Marshall University - Huntington, WV)
168. Improving the Chewing Behavior of a Young Child with Autism: An Analysis of Stimulus Control. MELISA A. REED, Michael A. Fabrizio, Jennifer M. McFarland (Autism Training Center, Marshall University - Huntington, WV)
169. The Role Attention in Delaying Onset of Vomiting in an Adult with Severe Mental Retardation. XIAOLI WEN, Pam Wetch, Meagan Causey (Southern Illinois University - Carbondale, IL), Jim Livesay, Gerald Faw (Choate Mental Health and Developmental Center - Anna, IL), Anthony Cuvo (Southern Illinois University - Carbondale, IL)
170. Prader-Willi Syndrome: Does Increased Exercise Change Accelerometer Measured 24 Hour Activity Level? BRUCE L. BAKKE, Paul V. Snyder (University of Minnesota - Minneapolis, MN)
171. Effect of Contingency Contracting on Daily Activity Levels in a Person with Prader-Willi Syndrome. BARBARA FRANK (Queens College - Flushing, NY), Al Pfadt (Institute for Basic Research - Staten Island, NY), William Bryson-Brockman (Winthrop University Hospital - Mineola, NY), Claire Poulson (Queens College - Flushing, NY)
172. Treatment of Limited Food Intake with Nonaversive, Multicomponent Interventions Including Prolonged Presentation. DENNIS D. MUNK, Alan C. Repp (Educational Research and Services Center and Northern Illinois University - DeKalb, IL)
173. Functional Equivalence and Challenging Behavior in Children with Developmental Disabilities. CHRISTOPHER OLIVER (University of Birmingham - Birmingham, UK), Julie Nixon (University of Kent - UK), Scott Hall (University of London - London, England), and Jackie Hales (Insight - Maidstone, UK).
174. Behavioral Alternatives to Radical Surgery for Life Threatening Projectile Vomiting. MAIJA MAENPAA, Kirk Lockwood, Don E. Williams (Richmond State School - Richmond, TX)
175. Treating Food Selection and Consumption in a Patient with Prader-Willi Syndrome. WILLIAM D. FREJA, Louis P. Hagopian, Wayne W. Fisher, Michelle Thibault (Kennedy Krieger Institute - Baltimore, MD)

176. The Treatment of Food Selectivity. DEANA BURD, Jocelyn Shantz, Wendy Swearingen, William H. Ahearn, Mary Louise Kerwin (Children's Seashore House - Philadelphia, PA)
177. The Effects of Introducing Parents Into Meals after the Establishment of Adaptive Eating. DANIELLE BABACZ, Leah Hufford, Daniele Verdi, William H. Ahearn, Mary Louise Kerwin (Children's Seashore House - Philadelphia, PA)
178. Modifying Parameters of Food Acceptance and Consumption. LAURA RIZOL, Laura Michaud, Esther Harrell, Merrill Berkowitz, Theodore Hoch, Roberta L. Babbitt (Kennedy Krieger Institute - Baltimore, MD)
179. Behavioral Preparation for Videofluoroscopy. ROBERTA L. BABBITT, Keith Williams, David A. Coe (Kennedy Krieger Institute - Baltimore, MD)
180. Self-Feeder Exit Criterion: Targeting Portion Size, Food Type, Criterion for Meal Termination, and Compliance. TERRY KNIGHT, Dawn K. Brodeur, David Coe, James C. Owens, Roberta L. Babbitt, Theodore A. Hoch, Ramasamy Manikam (Kennedy Krieger Institute - Baltimore, MD)
181. Combining Behavioral and Oral Motor Therapies to Facilitate Swallowing. ROBERTA L. BABBITT, Susan Johnson, David Wise, Anuradha Naidu, Constance Hajimihalil, Linda Schuberth, Keith Williams (Kennedy Krieger Institute - Baltimore, MD)
182. Behavioral and Environmental Aspects of Childhood Feeding Disorders. DAVID A. COE (Kennedy Krieger Institute - Baltimore, MD), Roberta L. Babbitt, David Jaquess (Urban Baltimore Psych Serv, Baltimore, MD), Debra Farrar-Schneider (Louisiana State University - Baton Rouge, LA), Ramasamy Manikam, Keith Williams, Kerry Willis (Kennedy Krieger Ins - MD)
183. The Use of Contingency Contacting and a Blocking Procedure to Treat Food Refusal in School-Age Children with Severe to Profound Mental Retardation. DAWN K. BRODEUR, David T. Wise, Jianhong Wu, Christopher Ballard, Wayde Johnson (Kennedy Krieger Institute - Baltimore, MD)
184. Treating Food Selectivity Through Hierarchical Exposure and Reinforcement. MERRILL BERKOWITZ, Kimberly Kendziora, Charles Hammel, Keith E. Williams, Roberta L. Babbitt, Ramasamy Manikam (Kennedy Krieger Institute - Baltimore, MD)

185. Application of a Noncontingent Reinforcement Program with Response Cost to Treat Food Refusal. Roberta L. Babbitt, Ramasamy Manikam, CARL OWENS, Erica Wasserman (Kennedy Krieger Institute - Baltimore, MD)

186. Weight Reduction in Organic Bulimia via Contingent Reinforcement for not Stealing. GREGORY R. PRICE, Constance Dena Saxe (Datahr Rehabilitation Institute - Brookfield, CT)

SOCIAL EVENTS

288 In Honor of Dr. Murray Sidman.

7:00 Reception

9:00 PM Sponsored by The New England Center for Autism (South-
Independence E,D,C borough, MA)

New England Center for Autism hosts a reception honoring Dr. Murray Sidman.

289 Behavioral Follies

9:30 Social event organized by the University of Nevada.

11:30 PM

Independence I,H,G,F

ANNOUNCEMENTS

ABA Social!

Sunday, May 29

from 9:00 PM - 1:00 AM

In Independence A

Everyone is invited! Free admission!

*The behavioral social event of the
year! Do not miss it.*

Presidential Address

Translating the Covenant

Sunday, May 29

4:00 - 5:00 PM

In Independence A

RICHARD M. FOXX

*Don't forget to purchase your
audio tape copy of this address.*

Awards Ceremony

Monday, May 29, 1995

4:50 - 5:00 PM

In Independence A, right after the Presidential Address

Chair: KENNON A. LATTAL

Sunday, May 28, 1995

Place	7:00 am	8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm
Conference Theater			#212 Behavior & Biology		#242 Assoc. Bond		#246 Science
Constitution Ballroom							
Constitution A						#243 - #245 Posters	
Constitution B							
Constitution C			#216 Computers,	#236 Behavior,			#256 Strategies
Constitution D			#217 Head Start	#237 Instructional Time			#257 Performance
Constitution E			#208 Instruct,	#232 Support Ed.			#250 Rec.
A Arlington		#202 BASIL	#210 Self-Injurious	#234 Consumer Support			#249 Treatment
B Cabin John		#203 Fitness SIG		#229 Autistic Children			
C Roosevelt		#204 Student	#214 Clinical Medicine	#233 ELS Topics			
D Wilson							
Burnham Room			#215 Behavior & Zen	#235 Book Reviews			#255 Responses
Latrobe Room	#201 Student Breakfast		#231 20/20 Hindsight				
Bulfinch Room		#211 Graphical	#227 Therapy & Social				#252 Direct
Renwick Room			#228 Verbal Behavior:				#262 Discipl.
Washington Boardroom							
Potomac Boardroom							
Independence Ballroom							
Independence A	#200 Develop, Breakfast						
Independence B		#219 Aversive Control					#253 Rel. Analysis
Independence C		#220 Adduction					#259 Calc.
Independence D		#221 Relational	#238 Equivalent Class				
Independence E		#213 Pharmacology	#239 Investige Drug				#260 Benzodia.
Independence F		#222 Autistic Children	#240 Role Diff. &				#248 Operant,
Independence G		#223 Substance Abuse	#241 Pediatric Disorders				
Independence H		#207 Residential	#230 Swords, Sharp or				#251 Certification
Independence I		#224 Functional Analysis					
Farragut Square			#226 Persuading Linguists				#247 Self-Esteem
Lafayette Park		#209 Animal & Child Behavior					#261 Correction
Franklin Square		#218 Data Use & Science					#258 Stimulus
McPherson Square		#225 Healthcare Practices					#254 Race,

Sunday, May 28, 1995

Place	2:00 pm	3:00 pm	4:00 pm	5:00 pm	6:00 pm	7:00 pm	8:00 pm
Conference Theater	#263 Psycholingui	#278 Animal			#206 Member		
Constitution Ballroom							
Constitution A				#285 - #287 Poster Sessions			
Constitution B							
Constitution C	#256 cont.	#275 Battle of Grad Prog.					
Constitution D	#257 cont.	#279 Precision					
Constitution E	#250 cont.	#282 Computer					
A Arlington	#249 cont.	#274 Neurotransmitters					
B Cabin John							
C Roosevelt							
D Wilson							
Burnham Room	#255 cont.	#281 Functional					
Latrobe Room	#271 Psychiatric Rehabilitation			#205 Accreditation			
Bulfinch Room	#252 cont.	#280 Private					
Renwick Room	#262 cont.						
Washington Boardroom							
Potomac Boardroom							
Independence Ballroom							
Independence A			#284 Skinner,				
Independence B	#264 Contingency						
Independence C	#259 cont.					#288 Reception in Honor of Dr. Murray Sidman	
Independence D	#267 Brazilian Equivalence						
Independence E	#260 cont.	#272 Antidepressants					
Independence F	#265 Infant	#283 Conting.,					
Independence G	#268 Tobacco Use						
Independence H	#269 Emotions in Psychotherapy						
Independence I	#270 Functional Analysis						
Farragut Square	#266 Biology & Evolution						
Lafayette Park	#261 cont.	#273 "Intelligence"					
Franklin Square	#258 cont.	#276 Challenging					
McPherson Square	#254 cont.	#277 Clinical Concerns					

Now Showing:
Behavioral Follies
a social event
9:30 p.m. - 11:30 p.m.
Independence I, H, G, F

Association for Behavior Analysis

21st Annual Convention

Monday, May 29, 1995



W a s h i n g t o n D C

1 9 9 5

Invited Presentations
Special Events
Breakfasts
Business Meetings
Sessions
Social Event
Announcements
Day Schedule

INVITED PRESENTATIONS

- #307 • Theory and Explanation in the Experimental Analysis of Behavior. Address. Chair: Leonard Green (Washington University - St. Louis, MO) Presenter: ARTURO BOUZAS-RIANO (Universidad Nacional Autonoma de Mexico - Mexico, DF)
- #324 • Multisystemic Therapy: Long-Term Success With Serious Antisocial Behavior in Adolescents, Current Clinical Trials, and Implications for Policy. Address. Chair: Anthony Biglan (Oregon Research Institute - Eugene, OR). Presenter: PHILLIPE CUNNINGHAM (Medical University of South Carolina - Charleston, SC)
- #330 • Winner of the Clinical SIG Paper Award: Cleaning Up Cognition in Triple - Response Fear Assessment. Address. Presenter: JOHN P. FORSYTH (West Virginia University - Morgantown, WV)
- #341 • Why Self-Generated Rules Cannot "Govern" Behavior. Address. Chair: Angela Boone (Malcolm X College - Chicago, IL). Presenter: T. V. JOE LAYNG (Malcolm X College - Chicago, IL)
- #380 • Theory in Behavior Analysis: A Contextualistic Perspective. Address. Chair: Sam M. Leigland (Gonzaga University - Spokane, WA). Presenter: STEVEN C. HAYES (University of Nevada - Reno, NV)

SPECIAL EVENTS

- #342 • Coming of Age in OBM: A Celebration of Celebrities. OBM Award, Invited Address. Chair: Cloyd Hyten (University of North Texas Ctr - Denton, TX). Presenter: ALYCE M. DICKINSON (Western Michigan University - Kalamazoo, MI). Alyce M. Dickinson is the recipient of the Outstanding Contributions Award of the Organization Behavior Management Network. Dr. Dickinson will be presenting her main address followed by the Award Ceremony.
- #382 • Translating the Covenant. Presidential Address. RICHARD M. FOXX (Pennsylvania State University - Middletown, PA)
- #383 • Awards Ceremony. Chair: KENNON A. LATTAL. Marilyn K. Bonem (Eastern Michigan University - Ypsilanti, MI) will give the following awards: Effective Presentation of Behavior Analysis in the Mass Media, Distinguished Service to Behavior Analysis, and Excellence in Behavior Analysis in the Public Service.
- #388 • ABA Social! ABA Dance with a disc jockey and cash bar. No ticket required for admission. Free to all Convention registrants.

BREAKFASTS

- # 300 Breakfast for Directors of the Affiliated Chapters of ABA**
7:30
9:00 AM Chair: Gerald L. Shook (Au Clair - Tallahassee, FL)
Latrobe All affiliated chapter directors are invited to participate in this coordination effort.
- # 301 Breakfast for Student Members Sponsored.**
7:30
9:00 AM Ken Alling (NIDA - Baltimore, MD)
Renwick Breakfast sponsored by Aubrey Daniels & Associates for student members.

BUSINESS MEETINGS

- # 302 ABA Presidential Advisory Committee on Diversity.**
6:30
7:20 PM Chairs: Kent R. Johnson (Morningside Academy - Seattle, WA) and Rhonda K. Lewis (University of Kansas - Lawrence, KS)
Arlington
- # 303 Behavioral Pharmacology and Toxicology Special Interest Group.**
6:30
7:20 PM Chair: Sherry L. Serdikoff (Bryn Mawr College - Bryn Mawr, PA)
Cabin John
- The purpose of this meeting is to assess interest in beginning a Behavioral Pharmacology and Toxicology Special Interest Group. If support is demonstrated, a list of interested members will be collated and a statement defining the professional activities which are the focus of the SIG's shared interests will be developed.
- # 304 Behavior Analysts and Electronic Communication.**
6:30
7:20 PM Chairs: Leslie S. Burkett (University of North Texas - Denton, TX) and Philip N. Himeline (Temple University Psychology Department - Philadelphia, PA)
Constitution C
- An open meeting for those interested in sharing information via electronic communication. Several arrangements for electronic communication among behavior analysts have been put in place during the past year. We will discuss ways to ensure coordination and compatibility among these, and to identify other initiatives that should be taken.

- # 305 Action Planning for Enhancing the Impact of Behavior Analysis in Education.**
 6:30
 7:20 PM Chairs: Dan Hursh (West Virginia University - Morgantown, WV), Deborah Shanley (Medgar Evers College CUNY - Brooklyn, NY), Paul Weisberg (University of Alabama - Tuscaloosa, AL)
 Roosevelt
 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.
- # 306 Verbal Behavior Special Interest Group.**
 6:30
 7:20 PM Chair: Genae Hall (Agnews Development Center - Berkeley, CA)
 Wilson
 The purpose of the meeting is to discuss current developments in the Verbal Behavior area, the status of the journal The Analysis of Verbal Behavior, and any other relevant issues. The Analysis of Verbal Behavior is currently being taken over by SABA which will be discussed, along with the increasing focus on verbal behavior by applied behavior analysts.

SESSIONS



- # 307 Theory and Explanation in the Experimental Analysis of Behavior.**
 9:00
 9:50 AM Invited Address International
 Farragut Square
 DEV SIG
 Chair: Leonard Green (Washington University - St. Louis, MO)
 Presenter: ARTURO BOUZAS-RIANO (Universidad Nacional Autonoma de Mexico - Mexico, DF)



- # 308 Methodology and Quantitative Analyses: The Next Generation.**
 9:00
 10:20 AM Panel Discussion International
 Bulfinch
 EAB
 Chair: Barbara A. Wanchisen (Baldwin Wallace College - Berea, OH)
 Panelists:
 •HENRY S. PENNYPACKER (University of Florida - Gainesville, FL)
 •JAMES M. JOHNSTON (Auburn University - Auburn, AL)
 •MICHAEL DAVISON (Auckland University Psychology Department - Auckland, NZ)
 •PETER KILLEEN (Arizona State University - Temple, AZ)

- # 309 Teaching Behavior Analysis: Internship and Advanced Training Programs in OBM.**
 9:00
 10:20 AM Panel Discussion
 Constitution E Chair: Cloyd Hyten (University of North Texas Ctr - Denton, TX)
 PRM
- Panelists:
- BETH H. SULZER AZAROFF (Principal, The Browns Group - Naples, FL)
 - JAMIE DANIELS (Aubrey Daniels & Assoc - Tucker, GA)
 - TERRY MCSWEEN (Quality Safety Edge - Missouri City, TX)
 - WILLIAM K. REDMON (Continuous Learning Group - Morgantown, WV)
- # 310 Teaching Behavior Analysis: The Experimental Analysis Laboratory Course.**
 9:00
 10:50 AM Panel Discussion
 Independence E Chair: James Kopp (University of Texas - Arlington, TX) and
 EDC Hillary Jo Karp (University Houston, Clear Lake -- Houston, TX)
- Panelists:
- A. CHARLES CATANIA (University of Maryland BC - Catonsville, MD)
 - BARBARA METZGER (Anderson College Psychology - Anderson, SC)
 - ELIOT SHIMOFF (University Maryland, B.C.)
 - LARRY A. MORSE (University of Wisconsin - Eau Claire, WI)
 - PAUL K. BRANDON (Mankato State University - Mankato, MN)
- # 311 Select Topics in Autism.**
 9:00 Paper Session International
 10:20 AM Chair: Barbara West (New Jersey Center for Autism - Bridgeton, NJ)
 Cabin John
 DDA
- The Structured Classroom: Environmental and Behavioral Interventions for Students with Autism and Maladaptive Behaviors. CLAUDIA CLARK (Seagull School - Fort Lauderdale, FL)
 - Steps to Inclusion - A Continuum of Behavioral Interventions for Preschool Children with Autism. JOANNE FAIN (Nova Southeastern University - Boca Raton, FL)
 - Some Unexpected Changes in Autistic Children's Solitary Play Following Training in Cooperative Play. ERIK JAHR, Sigmund Eldevik (Habilitation Services - Akershus, Norway)

- An Independent Replication of Lovaas (1987) Young Autism Project: One Year Follow-Up. MORTEN KLEVSTRAND (Early Intervention Project - Oslo, Norway), Svein Eikeseth (Glenn Center - Oslo, Norway)

312 Recent Research on Conditional Discrimination.

9:00 Paper Session International

10:20 AM Chair: Rick A. Bevins (University of Kentucky - Lexington, KY)

Independence C
EAB

- Reflexivity, Symmetry, and Transitivity in the Pigeon. DEIRDRA DOUGHERTY, Margaret A. McDevitt, John T. Wixted (University of California San Diego - La Jolla, CA)
- Evidence for a Differential Outcomes Effect Using Differential Conditioned Reinforcement Values of the Sample Stimulus in a Delayed Matching-To-Sample Task. JOSEF A. HARTL, Deirdra Dougherty, John T. Wixted (University of California San Diego - La Jolla, CA)
- An Alternative Dependent Measure in Human Memory Research: Titrating Sample-Stimulus Presentation Time in Delayed Match to Sample. MICHAEL SCHLUND (Auburn University and Central Carolina Rehabilitation System - Auburn, AL), Thomas S. Critchfield (Auburn University - Auburn, AL)
- Effects of Varying Sample - and Choice - Stimulus Disparity on Symbolic Matching to Sample Performance. REBECCA GODFREY (University of Auckland - Auckland, New Zealand)

313 Behaviorism and the Science of Psychology.

9:00 Paper Session

10:20 AM Chair: Tom Boots (University of Kansas - Lawrence, KS)

Renwick
TPC

- The Death of Hypothetico-Deductive Logic: Applied Implications Regarding the Current State of the Science of Psychology. ADAM M. GRUNDT (University of Nevada - Reno, NV)
- The History of the Division 25 Recorder: The Voice of Behavior Analysis in The American Psychological Association. JAMES T. TODD (Eastern Michigan University - Ypsilanti, MI)
- Radical Behaviorism and the Subjective-Objective Distinction. JAY MOORE (University of Wisconsin - Milwaukee, WI)
- The Insufficiency of Behavior-Analytic Interpretations of Science. JOSE E. BURGOS (University of Massachusetts - Amherst, MA)

314 Assessing the Quality of Life of Community-Based Consumers.

9:00 Symposium

10:50 AM
Arlington
ELS

Chair: Alan E. Harchik (The May Institute - Springfield, MA)

Discussant: Gregory S. MacDuff (Princeton Child Development Institute - Princeton, NJ)

•Defining, Measuring, and Obtaining a High Quality of Life for People with Severe and Multiple Disabilities Living in the Community. MICHAEL C. STROUSE (Community Living Opportunities, Inc. - Lawrence, KS), Diane Bannerman Juracek, James A. Sherman, Jan B. Sheldon, Tommy E. Johnson, Holly M. Sweeney, Amy L. McCart, Jamie D. Price, K. R. Norman (Community Living Opportunities, Inc. and University of Kansas - Lawrence, KS)

•Utilization of Formal Questionnaires as a Means of Determining Satisfaction of Services. Frank Bird, TERESE N. G., Jim Sperry (The May Institute - Revere, MA)

•Speaking Out: A Consumer Presents His Viewpoint of Quality of Life Issues. Robert Yeuell, Helena Carreiro, KELLIE WARD, Frank Bird (The May Institute - Revere, MA)

•Assessing Quality of Life Issues Across Residential Settings. FRANK BIRD (The May Institute - Revere, MA)

315 Contingency.

9:00 Symposium International

10:50 AM Chair: Carlos A. Bruner (Universidad Nacional Autonoma de Burnham Mexico - Mexico City, Mexico)

TPC Discussant: Emilio O. Ribes Inesta (Universidad de Guadalajara - Guadalajara, Jalisco, Mexico)

•Direct Analysis of Contingencies as Independent Variables Using Working Models. STEVEN M. KEMP, David A. Eckerman (University of North Carolina - Chapel Hill, NC)

•Contingencies, the Casual Texture of the Environment, and Behavioral Dispositions. RICHARD L. SHULL (University of North Carolina - Greensboro, NC)

•Natural Contingencies. PETER HARZEM (Auburn University - Auburn, AL)

•The Measure of Contingencies in a Molar Theory of Behavior. ARTURO BOUZAS (UNAM Ciudad Universitaria - Mexico City, Mexico)

316 Teaching Behavior Analysis: Outside the University.

9:00 Symposium International

10:20 AM Chair: Margaret Vaughan (Salem State College - Salem, MA)

Constitution C •Using Behavior Analysis to Increase Accurate Tactics of Student Data Displays. JANET S. TWYMAN (Fred S. Keller School - New York, NY)

TPC •Essential Content for Training Behavior Analyst Practitioners. GERALD L. SHOOK (Au Clair - Tallahassee, FL)

- Training Associate Behavior Analysts. JOSE A. MARTINEZ DIAZ (Florida Department of HRS - Orlando, FL)
- Shaping the Staff in a Japanese Nursing Home into Behavior Analysts. NAOKO SUGIYAMA (Keio University - Tokyo, Japan)

317
9:00
10:20 AM
Constitution D
PRM

Aggression in Dogs: How to Use the on and off Switch.
 Symposium
 Chair: Gary Wilkes (Mesa, AZ)
 Discussant: James M. Johnston (Auburn University - Auburn, AL)

- The Use of Positive Reinforcement Techniques in Training Controlled Aggression in Schutzhund and Protection Dogs. SHARON KIRKPATRICK-SANCHEZ (Richmond State School - Richmond, TX)
- The Use of Negative Punishment and Positive Reinforcement in Controlling Aggression in Pet Dogs. JENNIFER SOBIE (The Dogworks - Lowell, MI)

318
9:00
10:20 AM
Franklin Square
DDA

Quality of Reinforcement and Behavioral Momentum: Coordinated Basic and Applied Research.
 Symposium
 Chair: F. Charles Mace (University of Pennsylvania - Philadelphia, PA)
 Discussant: John A. Nevin (University of New Hampshire - Durham, NH)

- Effects of the High-P Treatment with Qualitatively Different Reinforcers. AMY E. BOYAJIAN (Children's Seashore House - Philadelphia, PA), Tanya Eckert (Lehigh University - Bethlehem, PA), F. Charles Mace (University of Pennsylvania - Philadelphia, PA)
- Does Reinforcer Quality in the High-Probability Instructional Sequence Affect Compliance to Successive Low-Probability Requests? TANYA L. ECKERT (Lehigh University - Bethlehem, PA), Amy Boyajian (Children's Seashore House - Philadelphia, PA), F. Charles Mace (University of Pennsylvania - Philadelphia, PA)
- The Effect of Reinforcer Quality on Behavioral Momentum: Tested Relations in Operant Laboratory. F. Charles Mace, BENJAMIN C. MAURO (University of Pennsylvania - Philadelphia, PA), Amy Boyajian (Children's Seashore House - Philadelphia, PA)

- # 319 Neural Networks as a Domain of Behavior Analysis.**
 9:00 Symposium
 10:20 AM Chair: William R. Hutchison (Behavior Systems, Inc. - Boulder, Independence B CO)
 EAB Discussant: David Palmer (Smith College - Leverett, MA)
- Neural Networks and their Uses in Behavior Analysis. WIL- LIAM POTTER (California State University, Stanislaus - Tur- lock, CA)
 - Contingency-Shaped and Emergent (Verbal) Rule-Governed Behaviors in a Pure Operant Neural Network Simulation WIL- LIAM HUTCHISON (Behavior Systems, Inc.- Boulder, CO)
 - Novel or Stereotyped Behavior Patterns as a Function of Subsistence Level of Reinforcement in Neural Networks and Animals: Necessity is the Only Mother. William Hutchison (Be- havior Systems, Inc.- Boulder, CO), LEE BLOOMQUIST (Steelcase, Inc. - Grand Rapids, MI)
- # 320 The Effects of Schedule and Instruction Form on the Rule-Governed Responding of College Students.**
 9:00 Symposium
 10:20 AM Chair: Bobby Newman (Queens College - Flushing, NY) Independence D
 EAB Discussant: Lori Reeve (Queens College & Helen Keller Na- tional Center - Flushing, NY)
- The Effect of Schedule of Reinforcement on Instruction- Following in College Students with Verbal and Nonverbal In- structions. BOBBY NEWMAN, Dawn M. Buffington, Nancy S. Hemmes, Steven Andreopoulos (Queens College and The Graduate Center, CUNY - Flushing, NY)
 - The Effect of Prior Instructions on Instruction-Following in College Students in a Discrete Trial Procedure. LISA TUNTIG- IAN, Bobby Newman, Dana R. Reinecke, Nancy S. Hemmes (Queens College and The Graduate Center, CUNY - Flushing, NY)
 - Stimulus Control of Instruction-Following in College Students. DANA R. REINECKE, Bobby Newman, Nancy S. Hemmes (Queens College and The Graduate Center, CUNY - Flushing, NY)
- # 321 Theoretical and Technological Innovations for the Large-Scale Promotion of Safety and Health.**
 9:00 Symposium
 10:50 AM Chair: E. Scott Geller (Virginia Polytechnic Institute - Blacks- Independence F burg, VA)
 CCS Discussant: Michael J. Kalsher (Rensselaer Polytechnic Insti- tute - Troy, NY)

- **Actively Caring for Safety: Interactional Impact of Organizational Support and Perceived Risk.** D. STEVE ROBERTS, Charles B. Pettinger, Jr., Olga Patarroyo, E. Scott Geller (Virginia Polytechnic Institute - Blacksburg, VA)
- **Effects of Extrinsic Reinforcers on an Actively Caring Behavior: A Test of Intrinsic Motivation.** THOMAS E. BOYCE, Renee Plemmons, R. Casey Brown, Curtis M. Buermeyer, Olga Patarroyo (Virginia Polytechnic Institute - Blacksburg, VA)
- **A Long-Term Behavior Analysis of Bicycle Safety on a University Campus.** IVAN O. HASKELL, Anjali Mohla, Karen Williams, Kim Pace, Megan Settle (Virginia Polytechnic Institute - Blacksburg, VA)
- **Activator Versus Consequence Approaches to Encourage Participation as an Intervention Agent.** CHARLES B. PETTINGER, Jr., Brenda R. Wetzel, David Rasmussen, Thomas E. Boyce (Virginia Polytechnic Institute - Blacksburg, VA)
- **Behavioral Co-Occurrence and Response Generalization in Prevention Intervention.** TIMOTHY D. LUDWIG, John Brendel (Appalachian State University - Boone, NC)

322

9:00

10:50 AM

Independence H

DDA

Establishing Operations and Problem Behavior.

Symposium

Chair: Craig H. Kennedy (University of Hawaii - Honolulu, HI)

Discussant: David P. Wacker (University of Iowa - Iowa City, IA)

- **The Effects of Establishing Operations within Analog Assessments.** STEPHANIE PECK (Gonzaga University - Spokane, WA), Wendy K. Berg, David P. Wacker, David Richman, Linda J. Cooper, Kimberly Brown (The University of Iowa - Iowa City, IA), Jennifer McComas (Children's Hospital of Philadelphia - Philadelphia, PA)
- **Neutralizing the Effects of Establishing Operations on Problem Behavior.** ROBERT H. HORNER (University of Oregon - Eugene, OR), H. Michael Day (Boise Group Homes - Boise, ID)
- **Functional Analysis of Establishing Operations.** CRAIG H. KENNEDY, Kim Meyer (University of Hawaii - Honolulu, HI)



323

9:00

10:50 AM

Latrobe

PRM

Perspectives on the Future of OBM.

Symposium

Chair: Richard K. Fleming (Auburn University - Auburn, AL)

- **Controlling Behavior in Distributed Organizations.** NORM SIDLEY (NA Sidley, Inc. - Minneapolis, MN)
- **Helping Tigers Grow: Applying OBM in Southeast Asia.** DWIGHT HARSHBARGER (The Browns Group - Acton, MA)

- A Critical Analysis of Monetary Incentives. CLAY CARR (Strategic Performance Factors - Columbus, OH)
- Measuring Performance Products. DALE M. BRETHER (Western Michigan University - Kalamazoo, MI)



324
9:30
10:20 AM
Independence G
CBM

Multisystemic Therapy: Long-Term Success With Serious Antisocial Behavior in Adolescents, Current Clinical Trials, and Implications for Policy.

Invited Address

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

Presenter: PHILLIPE CUNNINGHAM (Medical University of South Carolina - Charleston, SC)



326
10:00
11:50 AM
Lafayette Park
DDA

The Future of the Treatment of Behavior Disorders.
Panel Discussion

Chair: Judith E. Favell (Au Clair Program - Mount Dora, FL)

Panelists:

- MICHAEL F. CATALDO (The Kennedy Krieger Institute - Baltimore, MD)
- EDWARD G. CARR (State University of New York - Stony Brook, NY)
- RICHARD M. FOXX (Pennsylvania State University - Middletown, PA)
- JOHN W. JACOBSON (OM RDD Office of Planning - Albany, NY)
- LYNN E. MCCLANNAHAN (Princeton Child Development Institute - Princeton, NJ)
- JAMES A. MULICK (Ohio State University - Columbus, OH)
- TODD R. RISLEY (University of Alaska - Anchorage, AK)

327
10:00
11:50 AM
Farragut Square
DEV SIG

New Thrusts in the Behavior Analysis of Development: Going Where We Haven't Been.

Symposium

Chair: Ann B. Pratt (Capital University - Columbus, OH)

Discussants: Patricia Daly (Ohio Dominican College - Columbus, OH) and Don Welti (Northern Kentucky University - Highland Heights, KY)

- Human Repertoires: Undesigned, Socially Constructed Systems. SIGRID S. GLENN (University of North Texas - Denton, TX)
- Knowledge of Self. STEVEN C. HAYES (University of Nevada - Reno, NV)

- Towards a Model of the Understanding of Individual Differences in Emotionality: Breaking the Grip of the Homunculus. CHRISTOPHER J. LONIGAN (Florida State University - Tallahassee, FL), David A. Smith (Ohio State University - Columbus, OH)
- How Does the Person's "Private Logic" Develop? ANN B. PRATT (Capital University - Columbus, OH)

328 Improving the Play, Social, and Communication Skills of Children With Developmental Disabilities.

10:00

11:50 AM

Independence I
DDA

Symposium

Chair: Stephen R. Anderson (The May Institute - Arlington, MA)

Discussant: Susan Fowler (University of Illinois - Champaign, IL)

- "Lets Talk": A Home-Based Intervention to Increase Mother-Child Communication. Jinhee Hyun, SUSAN FOWLER, Micki Ostrosky (University of Illinois - Champaign, IL)
- The Effects of Enhanced Milieu Teaching on Preschoolers with Autism. JENNIFER P. NIETFELD (Vanderbilt University - Nashville, TN), Ann P. Kaiser (University of Illinois - Champaign, IL)
- Using Play to Teach about Objects, Events and Language. KARIN LIFTER (Northeastern University - Boston, MA), Stephen R. Anderson, Susan Campbell, Rae Ann Pedi (The May Institute - Arlington, MA), Michele Page (Northeastern University - Boston, MA)
- Language, Play and Social Behavior in Children with Autism: Effects of Peer-Implemented Pivotal Response Training. KAREN L. PIERCE (University of California - La Jolla, CA)

329 Skill Learning and the Development of Language and Cognitive Behaviors.

10:00

11:50 AM

McPherson Square
DEV SIG

Symposium

Chair: Gary Novak (California State University, Stanislaus - Turlock, CA)

Discussant: Martha Pelaez-Nogueras (Florida International University - Miami, FL)

- Dynamics of Development and Learning of Hierarchical Skills. KURT W. FISCHER (Harvard University - Cambridge, MA)
- Skill Theory, Dynamical Systems, and the Development of Equivalencing. GARY NOVAK (California State University, Stanislaus - Turlock, CA)

•Conceptual Homologies Between Gagne's Cumulative Learning, Fischer's Theory, and Factually Established Levels of Language Development. ERNST L. MOERK, Phyllis Kuehn (California State University - Fresno, CA)



330
10:30
10:50 AM
Independence G
CBM

Winner of the Clinical SIG Paper Award: Cleaning Up Cognition in Triple - Response Fear Assessment.

Invited Address

Presenter: JOHN P. FORSYTH (West Virginia University - Morgantown, WV)



331
10:30
11:50 AM
Constitution E
PRM

Buying in Without Selling Out: Easier Said than Done.
Panel Discussion

Chair: Janet Ellis (University of North Texas - Denton, TX)

Panelists:

- CARL V. BINDER (Precision Teaching & Management System - Nonantum, MA)
- HENRY S. PENNYPACKER (University of Florida - Gainesville, FL)
- KENT R. JOHNSON (Morningside Academy - Seattle, WA)
- MARIA E. MALOTT (Malott & Associates - Kalamazoo, MI)
- WILLIAM K. REDMON (Continuous Learning Group - Morgantown, WV)

332
10:30
11:50 AM
Bulfinch
EDC

Educational Issues in Developmental Disabilities.

Paper Session

Chair: Carryl Navalta (SUNY Psychology Department - Binghamton, NY)

- Helping Learning-Disabled Students Gain Homework Management Skills. BELINDA S. LAZARUS (University of Michigan - Dearborn, MI)
- A System for Teaching Students the Process of Conducting a Functional Analysis. ENNIO CIPANI (California School for Professional Psychology - Fresno, CA)
- Escape and Attention as Confounding Factors in Maintaining the Aggressive Behavior of a Blind, Retarded Pre-Adolescent Male. RUTHANNE H. JEPSEN, Catherine Kovatch (Bancroft School - Haddonfield, NJ)
- A Disequilibrium Analysis of Incidental Teaching: Determining Reinforcement Effects. VALERI A. FARMER DOUGAN (Illinois State University - Normal, IL) and James D. Dougan (Illinois Wesleyan University - Bloomington, IL)



- # 333**
10:30
11:50 AM
Cabin John
CCS
- Select Topics in the Community and Corrections Area (CCS).**
Paper Session International
Chair: Charles B. Pettinger (Virginia Tech - Blacksburg, VA)
•A Behavioral Analysis of Serial Murder. JACK A. APSCHÉ (The Renewal Centers, Inc. - Quakertown, PA)
•The Use of Prompts to Increase Observing Behavior and Reduce Motor Vehicle Pedestrian Conflicts as Signalized Crosswalks in Canada and the United States. RON VAN HOUTEN (Mount Saint Vincent University - Dartmouth, Nova Scotia, Canada), J. E. Louis Malenfant (University of Moncton - Moncton, NB, Canada)
•Bicycle Helmet Use in Children. BELINDA TRAUGHBER (Middle Tennessee State University - Murfreesboro, TN)
- # 334**
10:30
11:50 AM
Independence C
- Within Session Changes in Responding.**
Paper Session
Chair: Daniel B. Cruse (University of Miami - Coral Gables, FL)
•Some Characteristics of Within-Session Changes in Responding. FRANCES K. MCSWEENEY (Washington State University - Pullman, WA)
•Within-Session Patterns of Responding During Concurrent Variable Interval Variable Time Schedules. JEFFREY N. WEATHERLY, Frances K. McSweeney and Samantha Swindell (Washington State University - Pullman, WA)
•Spontaneous Recovery: Not Restricted to Extinction. JOHN M. ROLL (University of Vermont - Burlington, VT), Frances K. McSweeney and Jeffrey N. Weatherly (Washington State University - Pullman, WA)
- # 335**
10:30
11:50 AM
Constitution C
TPC
- Teaching Behavior Analysis: Outside the Classroom.**
Symposium International
Chair: Mark A. Mattaini (Columbia University of Social Work - New York, NY)
•Teaching Behavior Analysis in the Natural Environment. BRENDA J. TERZICH and Joseph E. Morrow (California State University - Sacramento, CA)
•Teaching Behavior Analysis to Japanese Business People: Teach Principles or Technologies? SATORU SHIMAMUNE (Sun System Inc. Sakagami - Tokyo, Japan)
•The Elements of Behavior: Teaching Behavior Analysis in Small Bites. MARK A. MATTAINI (Columbia University of Social Work - New York, NY)

- A Program to Teach Behavior Analysis to Teachers and Staff at a Behavioral Preschool. JANET S. TWYMAN (Fred S. Keller School Columbia Teachers College - New York, NY)
- The Behavior Analysis Training System. RICHARD W. MALOTT and Pamela L. Vunovich (Western Michigan University - Kalamazoo, MI)

336 We're Learning as Much as Our Kids: Excellent Update.

10:30

11:50 AM

Constitution D
EDC

Symposium

Chair: Claudia E. McDade (Jacksonville State University - Jacksonville, AL)

Discussant: Charles Merbitz (Illinois Institute of Technology - Chicago, IL)

- Well, I'll Be: Nothin' Passive with PT! JOHN M. BROWN (Jacksonville State University - Jacksonville, AL)
- Culture? Diversity? Yep.. 'n Much More!. CLAUDIA E. MCDADE (Jacksonville State University - Jacksonville, AL)
- Reading a Lot Between the Lines. CONNIE WILLIAMS (Jacksonville State University - Jacksonville, AL)
- What's all this Talk About Algebra? ANN POE (Jacksonville State University - Jacksonville, AL)

337 Patterns of Early Socialization: Behavioral Ecology of Attachment.

10:30

11:50 AM

Franklin Square
DEV SIG

Symposium

Chair: Slobodan B. Petrovich (University of Maryland - Catonsville, MD)

Discussant: Jacob L. Gewirtz (Florida International University - Miami, FL)

- Quality of Attachment and Caregiving Among Depressed Mother-Child Dyads. DOUGLAS M. TETI, Nancy Heaton (University of Maryland - Catonsville, MD)
- The Influence of Quality of Attachment on Contingent Interactions During Mother-Toddler Play. KIMBERLY A. WHITE, Stanley Feldstein (University of Maryland - Catonsville, MD)
- Synchrony of Mother-Infant Interaction: The Effects of Context, Subcultural Group, and Length of Observation. BIRGIT LEYENDECKER, Michael Lamb, Axel Schlomerich (National Institute of Child Health and Human Development - Bethesda, MD)

- # 338 Animal Welfare: Contributions From Behavior Analysis.**
 10:30 Symposium International
 11:50 AM Chair: Alan D. Poling (Western Michigan University - Kalamazoo, MI)
 Independence B
 EAB
- Animal Welfare - Can the Analysis of Behavior Contribute to Its Evaluation? WILLIAM TEMPLE, T. Mary Foster (University of Waikato - Hamilton, New Zealand), Alan Poling (Western Michigan University - Kalamazoo, MI)
 - Using Preference Measures in the Assessment of Animal Welfare. TINA M. MCADIE (University of Waikato - Hamilton, New Zealand)
 - The Use of Different Responses in Addressing Animal Welfare Issues. CATHERINE E. SUMPTER (University of Waikato Psychology Department - Hamilton, New Zealand)
- # 339 Stimulus Equivalence and the Transfer of Function.**
 10:30 Symposium
 11:50 AM Chair: Michael J. Dougher (University of New Mexico - Albuquerque, NM)
 Independence D
 EAB
- Discussant: Richard W. Serna (E. K. Shriver Center Beh Sci - Waltham, MA)
- Stimulus Equivalence and the Transfer of Anxiety Responses. LUCIANNE HACKBERT, Michael J. Dougher, Erik Augustson (University of New Mexico - Albuquerque, NM)
 - Transfer of Operant Discrimination and Respondent Elicitation Via Emergent Relations of Compound Stimuli. MICHAEL R. MARKHAM (Florida International University - Miami, FL) Michael J. Dougher (University of New Mexico - Albuquerque, NM)
 - The Transfer of Respondent Eliciting Functions Via Complex Stimulus Equivalence Classes. ERIK AUGUSTSON, Michael J. Dougher (University of New Mexico - Albuquerque, NM)
 - Contextual Control of the Relationship Between Stimulus and Functional Equivalence. DAVID E. GREENWAY, Michael J. Dougher (University of New Mexico - Albuquerque, NM), Edgard Wulfert (State University of New York at Albany - Albany, NY)
- # 340 The Difference Between Error Analysis and Error Correction.**
 10:30 Symposium
 11:50 AM Chair: Gregg E. Drevno (Talbot County Public Schools - Easton, MD)
 Renwick
 EDC

Discussant: Timothy E. Heron (Ohio State University - Columbus, OH)

- Analyzing and Correcting Errors from a Teacher Researcher's Perspective. JAYNE D. BAKER (Middle Tennessee State University - Murfreesboro, TN)

- You Can't Have One Without the Other: The Interplay Between Error Analysis and Error Correction Procedures. GREGG E. DREVNO (Talbot County Public Schools - Easton, MD)

- An Error Correction Procedure by Itself is Not a Sufficient Condition for Error Remediation. PHILLIP WARD (Illinois State University - Normal, IL)



341

11:00

11:50 AM

Independence G
CBM

Why Self-Generated Rules Cannot "Govern" Behavior.

Invited Address

Chair: Angela Boone (Malcolm X College - Chicago, IL)

Presenter: T. V. JOE LAYNG (Malcolm X College - Chicago, IL)



342

11:00

11:50 AM

Conference Theater
PRM

Coming of Age in OBM: A Celebration of Celebrities.
OBM Award, Invited Address

Chair: Cloyd Hyten (University of North Texas Ctr - Denton, TX)

Presenter: ALYCE M. DICKINSON (Western Michigan University - Kalamazoo, MI)

Alyce M. Dickinson is the recipient of the Outstanding Contributions Award of the Organization Behavior Management Network. Dr. Dickinson will be presenting her main address followed by the Award Ceremony.

343

11:00

11:50 AM

Arlington
DDA

Pharmacological Interventions for Behavior Problems Associated With Mental Retardation.

Paper Session

Chair: Vicki Taylor (Tarrant County MHMR Services - Fort Worth, TX)

- Conjunctive Pharmacologic and Behavioral Treatment of Rumination. JOYCE E. MAUK, Lee Kern, Troy Schiedenhelm (Children's Seashore House - Philadelphia, PA)

- The Absence of Social Validity Data in Studies of Drug Effects in Persons with Mental Retardation: Recommendations for Future Research. MARK L. LESAGE, Alan Poling (Western Michigan University - Kalamazoo, MI)

POSTER SESSIONS

- # 344** **Experimental Analysis of Behavior.**
12:00 Poster Session International
1:00 PM 1. An Investigation of the Effectiveness of Behavior Analysis
Constitution A Training Provided to Brain Injury Rehabilitation Staff. ALI
EAB UZUNOZ, John Davis, Alan Finlayson (McMaster University -
Hamilton, Ontario, Canada)
2. Positive Behavioral Contrast with Alcohol Reinforcers.
BODDIE KAMRANI, Cam L. Melville (McNeese State Univer-
sity - Lake Charles, LA)
3. Utilization of Class Wide Peer Tutoring Procedures in
Teaching Health Education to Students with Educable Mental
Retardation in a Self-Contained Classroom. CHERYL A. UT-
LEY, Shalini S. Reddy, Susan L. Mortweet, Joseph C.
Delquadri (University of Kansas - Kansas City, KS)
4. Increasing the Efficiency of Developmentally Disabled Em-
ployees in a Light Industrial Recycling Service. CHRISTO-
PHER A. EMPEY, David Wilder, Larry Williams, Kenneth
Huntley (University of Nevada - Reno, NV), and Ken MacKie
(WARC - Reno, NV)
5. Training Parents in Behavioral Processes: Evaluation of
Parent and Child Outcomes. CORINNE STEPHANIK, Daniel
E. Hursh (West Virginia University - Morgantown, WV)
6. Timeout-Avoidance with Pigeons: Are Increases in Rein-
forcement Frequency Necessary? CYNTHIA J. PIETRAS and
Timothy D. Hackenberg (University of Florida - Gainesville,
FL)
7. Four Operants, Two Grains, and Extinction. DANIEL B.
CRUSE and Karn Gehle (University of Miami - Coral Gables,
FL)
8. Assessment-Based Staff Support Strategies to Promote
Participation of Persons with Disabilities in Regular, Daily Ac-
tivities. DANIEL J. BAKER, John Fox, Richard W. Albin, Rob-
ert H. Horner (University of Oregon - Eugene, OR)
9. A Conceptual Analysis of the Lines of Research on the
Matching Law. FREDY D. REYES (National University of Co-
lombia - Bogota, Colombia)
10. Schedule-Induced Polydipsia: Within-Session Changes in
the Duration, Latency, and Probability of Drinking by Rats.
JAMES T. TODD and Kathy A. Kowalske (Eastern Michigan
University - Ypsilanti, MI)

11. The Effects of Pay for Performance and Goal Setting on Increasing Worker Productivity. JANELL MENSINGER, Andrea McIntire (West Chester University - West Chester, PA)
12. Giving Effective Feedback to Tour Guides in a University Tour Office. JENNIFER K. RUDOWSKE and Galen Alessi (Western Michigan University - Kalamazoo, MI)
13. Behavioral Economics and Anticipated Competition. JENNIFER M. CONTARINO, Anthony R. Perterson, and James D. Dougan (Illinois Wesleyan University - Bloomington, IL)
14. Titration of Reinforcer Magnitude (TRM): A Novel Procedure to Measure the Effects of Delay on Reinforcer Value. JERRY B. RICHARDS, Suzanne H. Mitchell, and Lewis S. Seiden (University of Chicago - Chicago, IL)
15. The Effects of Task Errors, Error Correction, and Errorless Learning on the Disruptive Behaviors of Students with Severe Behavior Problems. KELLY A. HECKAMAN (The Ohio State University - Columbus, OH)
16. The Autocorrelation Issue: A Meta-Analytic View. LAURA L. METHOT and Bradley E. Huitema (Western Michigan University - Kalamazoo, MI)
17. A Paper and Pencil Approach vs. a Computer Assisted Approach for Remediation of Multiplication Skills in Grade Four Students. LINDA L. ROSS, Lisa Hammond (Brandon University - Brandon, Manitoba, Canada)
18. Within-Session Responding for Alcohol Reinforcers Without Food or Water Deprivation. LORAIN R. RYBISKI and Cam L. Melville (McNeese State University - Lake Charles, LA)
19. Selection Among Two Comparisons Depending on Class Membership Between Two Stimuli Presented as a Compound Sample. LUIS A. PEREZ-GONZALEZ (University of Oviedo - Oviedo, Spain)
20. The Effects of Varying the Temporal Location of a Tone Within a Fixed Time Food Cycle on the General Activity of Rats. LUIS M. GALLARDO, Carlos A. Bruner (Universidad Nacional Autonoma de Mexico - Mexico City, Mexico)
21. Extraneous Behavior and Sensitivity to Reinforcement Ratios on Multiple Schedules. MAREE HUNT (Victoria University of Wellington - Wellington, New Zealand)
22. Stimulus Functions and Substitutional Equivalence. Linda J. Hayes, Otto H. MacLin and MARK A. ADAMS (University of Nevada - Reno, NV)

23. Application of the Generalized Matching Law for Description of Student Behavior in the Classroom. MARK D. SHRIVER (University of Nebraska Medical Center - Omaha, NE)
24. Changeover Behavior and Preference in Concurrent Schedules. MATTHEW C. BELL (University of California, San Diego - La Jolla, CA)
25. Utilizing Computer Technology for Assessing Attentional Skills in Young Children. NANCY H. HUGUENIN (Behavior Analysis and Technology - Groton, MA)
26. Resistance to Change in Concurrent-Choice Situations. PAUL NEUMAN, Philip N. Hineline, and Douglas P. Field (Temple University - Philadelphia, PA)
27. Functional and Equivalence Relations: Verbalization and Performance Analysis of Subjects Working in Pairs. PAULA R. BRAGA (Pontificia Universidade Catolica de Sao Paulo, Sao Paulo, Brazil)
28. The Development of Food Selectivity in Breast Fed vs. Bottle Fed Infants. RAMASAMY MANIKAM, Roberta L. Bab-bitt, Anuradha Naidu, and Beth Gray (Kennedy Krieger Institute - Baltimore, MD)
29. Conceptual Development of Choice Models. RENE QUIO-NES (National University of Colombia - Bogota, Colombia)
30. The Effects of Social Skill Instruction and Self-Monitoring on the Anger-Control and Game-Playing Behaviors of Adolescent Males with Behavior Disorders. RHONDA J. MOORE (Columbus Public Schools - Columbus, OH), Gwendolyn Cartledge, Kelly A. Heckaman (The Ohio State University - Columbus, OH)
31. A Response-Allocation Analysis of Stereotyping in the Vocational and Leisure Activities of Students with Severe Retardation. RICHARD R. SAUNDERS, Muriel D. Saunders (Parsons Research Center, University of Kansas - Parsons, KS)
32. Evaluation of the Impact of a Multi-Component Staff Training Program on Staff and Client Participation. ROGER ZHUANG, Shirley O'Brien, Vicki Pommier, Donna Strickland, John Horishini, Heidi Armovit (Devereux Hospital and Children's Center of Florida - Melbourne, FL)
33. Experimental Analysis of Behavior for Children: Teaching the Basics with an Inexpensive Conditioning Chamber. ROGER F. BASS (Carthage College - Kenosha, WI)

34. Within-Session Changes in Responding in Adjunctive Behaviors. SAMANTHA SWINDELL, Frances K. McSweeney, Jeffrey N. Weatherly (Washington State University - Pullman, WA)
35. Self-Directed Professional Examination Preparation. SANDY MACLEOD and Charles Merbitz (Illinois Institute of Technology - Chicago, IL)
36. Using Individualized Curricular Adaptations to Improve the Behavior of Students with Emotional and Behavioral Disorders. SHELLEY CLARKE, Karen Childs, Glen Dunlap, Suzanne Wright (University of South Florida - Tampa, FL)
37. The Role of Behavioral Momentum in Escalation of Commitment. SONIA GOLTZ (University of Notre Dame - Notre Dame, IN)
38. The Effects of Independent and Interdependent Group-Oriented Contingencies on the Social Behaviors of Middle School Aged Boys Labeled EBD. STEPHEN E. EVERSOLE (University of Kentucky - Lexington, KY)
39. Evaluation of a Computer Simulation to Assess Subject Preference for Different Types of Incentive Pay: Part Two. STEPHEN SUNDBY, Alan Poling, Lisa Brusoe (Western Michigan University - Kalamazoo, MI)
40. Correcting Misinformation About Inferential Statistics in Behavior Analysis Classes. STEPHEN R. FLORA, Jane Kestner (Youngstown State University - Youngstown, OH)
41. The Effects of Management Feedback on the Number of Priority Skill Building Programs and Consumer Satisfaction. SUZANNE MEAGHER, Carol Drummond (Surrey Place Centre - Toronto, Ontario, Canada), Muriel Scott (The Salvation Army Broadview Village - Toronto, Ontario, Canada), W. L. Williams (University of Nevada, Reno, NV)
42. Let's Spank the Big Kid. Kimberly Ray, T. STEUART WATSON, Christopher H. Skinner (Mississippi State University - Mississippi St., MS)
- 43a. The Effects of a Copy, Cover, Compare Procedure and a Token Economy on the Retention of Basic Multiplication by Two Middle School Students with ADD and ADHD. THOMAS F. MCLAUGHLIN, Randy Lee Williams, Barbara Bolich, Nicole Kavon (Gonzaga University - Spokane, WA), Sharon Urlacher (Spokane School District #81 - Spokane, WA)
- 43b. Differentiations in Conditioned Responses Under a Multiple Simultaneous-, Delayed-, and Trace-Classical Conditioning in Rats. TAKASHIGE IWAMOTO (Faculty of Letters, Hokkaido University - Sapporo, Japan)

- # 345 Research in Human Development.**
 12:00 Poster Session International
 1:00 PM
 Constitution A
 DEV SIG
44. An Analysis of Increased News Participation in Adult Day Care. DAVID G. BORN, Campbell Thompson (University of Kansas - Lawrence, KS), Jodi Hitchcock (Douglas County Senior Services - Lawrence, KS)
45. Assessing Interaction Between Mothers and Infants who Have Been Prenatally Exposed to Drugs and/or Alcohol. KATHLEEN M. BAGGETT, Jane B. Atwater, Pete Peterson, Debra Montagna (Juniper Gardens Children's Project - Kansas City, KS), Christina Sheran, Rebecca Richards (University of Minnesota), Rosanne Williams (University of South Dakota), Shye Hou (Juniper Gardens Children's Project - Kansas City, KS)
46. Application of a Titrating Delay Procedure for Detecting Memory Loss in Alzheimer's Disease. Dickie T. Yu (Surrey Place Center - Toronto, Ontario, Canada), WANDA SMITH (Chedoke McMaster Hospital - Hamilton, Ontario), John Lovering, Lynn Halse, Ravi Choudhry (Surrey Place Center - Toronto, Ontario, Canada), Don McLachlan (University of Toronto - Toronto, Ontario, Canada)
47. Social Skills of Children with Visual Impairments: As Rated by Teachers and Parents. MELISSA M. BUHROW, Timothy S. Hartshorne (Central Michigan University - Mount Pleasant, MI)
48. An Analysis of Infants' Operant Performance with Contingency Changes and Contextual Variation in the Mobile Conjugate Reinforcement Paradigm. JULIE BROUSSEAU, Gerard Malcuit, Andree Pomerleau (University of Quebec - Montreal, Canada)
49. Some Variables Affecting Cooperative and Aggressive Behaviors in Preschool Children. Chad W. LeJeune, ROBERT PETERSON (University of Nevada - Reno, NV)
50. Observational Learning of Object Names by Preschoolers with Special Needs. R. Leone Batte (Franklin County Department of Education - Columbus, OH), MANFRED W. HAERTEL (Ohio State University - Columbus, OH)
- # 346 Developmental Disabilities: Interventions With Adults.**
 12:00 Poster Session International
 1:00 PM
 Constitution A
 DDA
51. Interaction of Group Therapy and Behavioral Interventions for Sex Offenders with Mental Retardation. R. M. SCHELL, David A. Rotholz (South Carolina Department of Disabilities and Special Needs - Clinton, SC)

52. Graduated Exposure in the Treatment of Noncompliance with Toileting in a Phobic Patient. JULIANNA JUNG, Julia T. O'Connor, Louis P. Hagopian (Kennedy Krieger Institute - Baltimore, MD)
53. Conducting Reinforcer Assessments to Identify Variables that Reduce Aberrant Behavior. KRISTA H. KAYSER, David P. Wacker, Kimberly A. Brown, Gary M. Sasso, Jennette L. Cook, Elizabeth A. Stoner, Marc S. Andelman (University of Iowa - Iowa City, IA), Jennie Van Wyk (Jasper County Care Facility - Newton, Iowa)
54. The Functional Analysis of Challenging Behavior by Direct Natural Observations. CHRIS OLIVER, Scott Hall (University of London - London, United Kingdom)
55. Self-Management of a DRO Procedure by Students with Autism. CAROLYN S. RYAN, Bobby Newman, Lisa Tuntigan (Queens College and The Graduate Center - Flushing, NY)
56. The Reduction of Aggressive Behavior Using DRA and DRO Schedules of Reinforcement. PATRICK F. HEICK (Schoonmaker Day Treatment Facility - Boonville, NY)
57. Generalization of Responding After Three Treatments for Self-Stimulatory Fingersucking. ANDREW W. BAGGS (Utah State Developmental Center - American Fork, Utah), J. Grayson Osborne (Utah State University - Logan, Utah)
58. Managing Risks in a Residential Treatment Center: A Data-Based Process. George Zukotynski, CHRISTIE ENZINNA (Behavior Treatment and Training Center - Richmond, TX)
59. Facilitating Social Interaction Skills with Students with Behavior Disorders Using Matrix Training. GLEN MCCULLER, Amanda S. Jay (Stephen F. Austin State University - Nacogdoches, TX)
60. Service Outcomes of a Supported Employment Project. RUTH A. REHFELDT, Mark R. Dixon, Scott Harrington, Ruth Steinagle, Eric Boylan, Cristy Collier, Elizabeth Yeater, Andrew Ponce, Linda J. Hayes (University of Nevada - Reno, NV)
61. Fading the Stimulus Control of a Hand Mouthing Reduction Procedure. J. RHETT HARTLEY, Douglas Irvin, James F. Phillips, Rodney E. Realon (Murdoch Center - Butner, NC)
62. Effect of Signaled FI Reinforcement on In-Seat Behavior of a Mentally Retarded Adult. DAVID A. COLEMAN (The Center for Children's Services - Danville, IL), Ruth Donlin (AHRC Day Treatment Program- Brookville, NY)

63. The Treatment of Hand Mouthing in an Adult with Pro-found Mental Retardation. RODNEY E. REALON and Richard Bligen (Murdoch Center - Butner, NC)
64. Modifying the Value of Living Spaces Through Response Deprivation. MARK A. ADAMS, Patrick McCloskey (University of Nevada - Reno, NV), Anthony DiVittorio, Richard LeClerq (Trinity Services - Joliet, IL), Linda J. Hayes (University of Nevada - Reno, NV)
65. Fading of Punishment with Individuals with Severe Behavior Problems. Nancy Grace, Wayne Fisher, Patricia Kurtz, DEBORAH FARRELL, Deborah Pacchiano (Kennedy Krieger Institute - Baltimore, MD)
66. Increasing Participation During Exercise by Members of an Adult Day Care Program. CAMPBELL D. THOMPSON, David G. Born (University of Kansas - Lawrence, KS)

- # 347** **Enhancing the Independence of Persons with Mental Retardation.**
 12:00
 1:00 PM Poster Session International
 Constitution A
 DDA
71. Enhancing Independence in People with Mental Retardation. JANE M. SOSLAND, James A. Sherman, Jan B. Sheldon (University of Kansas - Lawrence, KS)
72. Enhancing Independence and Decreasing Maladaptive Behaviors by Utilizing Choicemaking in Daily Routines. ARTHUR R. CAMPBELL, Elsie Korpela, George Kostinas (The May Institute - Centerville, MA)
73. Participation of a Person Served in Goal Selection, Evaluation and Development of Support Planning for Community Socialization. KATHLEEN DYER, Karen Reiss (Bancroft - Haddonfield, NJ)
74. The Effects of Activity Schedules on the Levels and Quality of Engagement of Adults with Severe Mental Retardation. MICHELE M. ANDERSON, David McAdam, James Sherman, Jan Sheldon (University of Kansas - Lawrence, KS)
75. Social Validation of Individual Priority Service Needs and Consumer Satisfaction of Adults with Developmental and Related Disabilities. CAROLL DRUMMOND, Suzanne Meagher (Surrey Place Center - Toronto, Ontario, Canada), Muriel Scott (Salvation Army Broadview Vill - Toronto, Ontario, Canada), W. L. Williams (University of Nevada - Reno, NV)
76. Teaching Adults with Developmental Disabilities to Direct Their Own IHP Meetings. FREYA KOGER, Linda Bambara (Lehigh University - Bethlehem, PA)

77. The Effects of Functional Analysis Information on Ratings of Treatment Acceptability and Effectiveness. KAREN L. WEIGLE, Joseph R. Scotti (West Virginia University - Morgantown, WV)

78. Defining and Measuring Happiness with Individuals Who Have Profound Physical and Mental Disabilities. RODNEY E. REALON (Murdoch Center - Butner, NC), Jim Favell (Western Carolina Center - Morganton, NC), Richard Bligen (Murdoch Center - Butner, NC)

79. Observing, Validating and Increasing Indices of Happiness Among People with Profound Multiple Disabilities. CAROLYN W. GREEN, Dennis Reid, LeVon McKee, Susie Thompkins (Western Carolina Center - Morganton, NC)

**# 348 Developmental Disabilities: Parent Training and
12:00 Family Issues.**

1:00 PM

Constitution A
DDA

Poster Session International

80. The Effects of Family Centered Service Coordination: A Social Validity Study. EILEEN ROMER, John Umbreit (University of Arizona - Tucson, AZ)

81. The Role of Mother-Child Interactions in the Play of Children with Autism. AUBYN C. STAHMER (State University of New York at Cortland - Cortland, NY), Laura Schreibman (University of California - La Jolla, CA)

82. Training Parents to Use Systematic Instructional Procedures to Address Their Children's Skills Deficits. TAMARA GROSE, Nancy Youngblood (Children's Seashore House - Philadelphia, PA), Joseph S. Lalli (University of Pennsylvania and Children's Seashore House - Philadelphia, PA)

83. Parental Ratings of Sibling Interactions: Issues of Assessment and Decision-Making for Interventions. NABIL H. ELGHOROURY, Raymond G. Romanczyk (Binghamton University - Binghamton, NY)

84. Using a Professional Consultation Model to Teach Parents Functional Assessment. KIMBERLY B. MULLEN (West Virginia University - Morgantown, WV), Lynn Kern Koegel, Robert L. Koegel (University of California at Santa Barbara, Santa Barbara, CA)

85. Siblings of Children with Developmental Disabilities - an Investigation of the Range of Emotional Issues. LOUANNE HUNT, Naomi Swiezy (Kennedy Krieger Institute - Baltimore, MD)

86. Preparing Parents to Provide Skilled Pediatric Home Care. JOHN M. PARRISH, Joan M. Dougherty (Children's Seashore House - Philadelphia, PA), Lorraine F. Hough (Children's Hospital of Pennsylvania), Martha M. Parra, Zoe A. Kinney (Commonwealth of Pennsylvania), Georgette K. Kandrak (Children's Hospital of Pennsylvania), Linda Hock-Long (Children's Seashore House - Philadelphia, PA), John J. Downes (University of Pennsylvania School of Medicine)

87. Improving the Personal Appearance of Children with Autism: Feedback to Parents and Caretakers. HOWARD C. SCHNEIDER, Theresa Fanelli, Nancy A. Shamow, Helene Gallagher, Brigitte Wallace (Nassau Suffolk Services for the Autistic - Levittown, NY)

88. Outpatient Treatment of Self-Injury Utilizing Problem Identification Interviewing and Parent Collected Data. MICHAEL C. SHEA (Children's Seashore House - Philadelphia, PA)

89. Errorless Compliance to Parental Requests: Generalization Effects Across Settings. MICHELLE A. POPYNICK, Brad E. Littleproud, James C. K. Porter (Surrey Place Center - Toronto, Ontario, Canada)

SESSIONS



349

1:00

1:50 PM

Conference Theater
EDC

The Many Careers of Ogden Lindsley-- A Video Portrait of a Pioneer.

Panel Discussion

Chairs: Marian Breland-Bailey (Henderson State University - Arkadelphia, AR) and Robert E. Bailey (Eclectic Science Productions - Hot Springs, AR)

Panelists:

- AUBREY C. DANIELS (Aubrey Daniels and Associates - Tucker, GA)
- CARL D. CHENEY (Utah State University - Logan, UT)
- CARL BINDER (Precision Teaching & Management System - Nonantum, MA)
- CLAUDIA MCDADE (Jacksonville State University - Jacksonville, AL)



350

1:00

2:50 PM

Independence E
TPC

Fluency Research: Questions, Parameters, and Designs.

Panel Discussion

International

Chair: Carl Binder (Precision Teaching and Management System - Nonantum, MA)

Panelists:

- HENRY S. PENNYPACKER (University of Florida - Gainesville, FL)
- JOHN W. ESHLEMAN (Precision Learning Systems, Inc. - Tucker, GA)
- JOSEPH A. PARSONS (University of Victoria - Victoria, BC, Canada)
- KENT R. JOHNSON (Morningside Academy - Seattle, WA)
- OGDEN R. LINDSLEY (Behavior Research Company - Lawrence, KS)

351 Conceptual and Theoretical Issues in Education and Education Reform.

1:00

2:50 PM Paper Session

Bulfinch Chair: Colleen McMahon (University of California - Riverside, CA)
EDC

- Implications of Rule-Governed Research for Teaching. JILL A. LEWIS (West Virginia University - Morgantown, WV)
- Motivational Recommendations Found in Popular Teaching Methods Textbooks. JOHN E. STONE (East Tennessee State University - Johnson City, TN)
- Understanding Students: What Education Can Offer Behavior Analysis -- Now! JOHN H. HUMMEL (Valdosta State College - Valdosta, GA), Samuel M. Deitz and Laura Fredrick (Georgia State University - Atlanta, GA)
- Is There Room for a Behaviorist and Constructivist in the Same Classroom? LAURA D. FREDRICK (Georgia State University - Atlanta, GA)
- Ethical Decision-Making by the School Advisory Council: Will Florida's "Blueprint 2000" Result in Educational Reform? PAMELA OSNES, Neal Berger and James L. Paul (University of South Florida - Tampa, FL)

352 Performance Management: Fundamental Behavioral Processes.

1:00

2:20 PM Paper Session

Constitution E Chair: Phillip K. Duncan (West Chester University - West
PRM Chester, PA)

- The Effects of Work Task Manipulation and Scheduling on Patient Load, Revenue, Retail Turnover, and Utilization of Staff and Doctor Time. ALEXANDRA A. GIKALOV, Donald M. Baer and Gerald T. Hannah (University of Kansas - Lawrence, KS)
- Visual Discrimination in Older Workers: Basis for Basic and Applied Research. JANET ELLIS (University of North Texas - Denton, TX)

•Delayed Punishment of Work Errors. SHEREE S. BARRON (Georgia College - Milledgeville, GA), Bill Hopkins (Auburn University - Auburn, AL), and Brad Piper (Georgia College - Milledgeville, GA)

353 Modeling Problems in Health Care.

1:00 Paper Session

2:20 PM Chair: Suzanne H. Mitchell (University of Chicago - Chicago, IL)
Independence C

EAB

•An Animal Model of Noncompliance and the High-P Treatment. BENJAMIN C. MAURO, F. Charles Mace (University of Penn - Philadelphia, PA)

•Observing Behavior and Information about Health Risks. DAVID CASE and Edmund Fantino (University of California San Diego - La Jolla, CA)

•Marijuana's Effect on Humans' Choices in Situations of Diminishing Returns. DONALD M. DOUGHERTY and Don R. Cherek (University of Texas - Houston, TX)

•Measures of Self-Control Among Violent and Nonviolent Male Parolees. TERRY J. ALLEN, Don R. Cherek, Donald M. Dougherty, F. G. Moeller (University of Texas - Houston, TX)

354 Building Functional Individual Community Inclusion Programs for Developmentally Delayed Adults.

1:00

2:20 PM Symposium

Arlington

CCS

Chair: Barbara Young (Community Environments, Inc. - Sebring, FL)

Discussant: James Partington (Behavior Analyst - Danville, CA)

•Overview: Towards a Definition of an Acceptable Treatment Environment for Developmentally Delayed Individuals Through Community Inclusion. RON TURNER (Community Environments, Inc. - Sebring, FL)

•Development and Optimization of Functional Programs for Individual DD Adults in Community Adjustment Training. JOSE HERNANDEZ (Community Environments, Inc. - Sebring, FL)

•A Behavior Analysis of Community Contingencies Affecting Inclusion Acceptance and Opportunities. BARBARA YOUNG (Community Environments, Inc. - Sebring, FL)

- # 355 Inner Behavior: Operant Analysis and Standard Celeration Chart Research.**
 1:00 Symposium
 2:50 PM Chair: Abigail B. Calkin (Quinton Heights Elementary School, Burnham Topeka, KS)
 TPC Discussant: Elizabeth Haughton (Napa Haughton Learning Center - Napa, CA)
- Operant Analysis and the Treatment of Inner Behavior. JOHN COOPER (Ohio State University - Columbus, OH)
 - The History of Inner Behavior within Behavior Analysis. CLAY STARLIN (University of Oregon - Eugene, OR)
 - The Inner Eye: Improving Self-Esteem. ABIGAIL B. CALKIN (Topeka Public School - Topeka, KS)



- # 356 The Risks in Dealing with At-Risk Populations: Behavior Analysis in Child Welfare.**
 1:00 Symposium
 2:20 PM Chair: John R. Lutzker (University of Judaism - Los Angeles, Cabin John CA)
 CBM Discussant: R. Wayne Fuqua (Western Michigan University - Kalamazoo, MI)
- Lessons from Research on Parenting Risks with Urban, Minority Teenage Mothers in State Substitute Care. KAREN S. BUDD (DePaul University - Chicago, IL)
 - Fitting the Program to the Subjects: Planned Activities Training for Staff in Developmental Disabilities and Child Abusive Parents. STEPHANIE E. STEED (University of Kansas - Lawrence, KS), John R. Lutzker (University of Judaism - Los Angeles, CA)
 - Monetary and Social Costs of Decisions in Child Welfare: Illustrative Examples. MARIANA S. SEARLE, Jennifer Williams, Brandon F. Greene (Southern Illinois University - Carbondale, IL)

- # 357 Facilitating Independent Task Performance, Social Interaction and Adaptive Behavior in Preschoolers with Developmental Disabilities.**
 1:00 Symposium
 2:50 PM Chair: Diane M. Sainato (The Ohio State University - Columbus, OH)
 Constitution D EDC Discussant: Mary A. McEvoy (University of Minnesota - Minneapolis, MN)

- Increasing the Social Interactions of Preschool Children with Disabilities During Mealtimes: The Effects of an Interactive Placemat Game. JENNIFER ROBINSON (Franklin County Board of Education), Tamara C. Timko, Diane M. Sainato (Ohio State University - Columbus, OH)
- Effects of a Self-Operated Auditory Prompt Device on the Acquisition, Maintenance, and Generalization of Independent Work Skills of Preschool Children with Developmental Disabilities. MARIE C. WARD (Illinois State University - Bloomington, IL), Diane M. Sainato, Tamara C. Timko, Kim Killu (Ohio State University - Columbus, OH)
- A Comparison of Auditory Prompting and Visual Cues on Transition Time Behaviors for Preschool Children with Developmental Disabilities. KELLY NUNGESSER (Thomas Jefferson Elementary School), Kim Killu, Diane M. Sainato (Ohio State University - Columbus, OH)
- A Comparison of the Effects of a Teacher Monitoring Procedure and a Peer Monitoring Procedure on the Transition Behavior of Preschool Children with Special Needs. KAREN K. ALTEMARE, Diane M. Sainato (The Ohio State University - Columbus, OH)

358

1:00

2:50 PM

Farragut Square

DDA

Functional Analysis: Some Current Issues in Assessment and Intervention for Severe Behavior Problems.

Symposium

Chair: Timothy R. Vollmer (Louisiana State University - Baton Rouge, LA)

Discussant: F. Charles Mace (University of Pennsylvania - Philadelphia, PA)

- A Decision-Making Process in Conducting Functional Analyses of Severe Behavior Problems. TIMOTHY R. VOLLMER, Bethany A. Marcus, Joel E. Ringdahl, Henry S. Roane (Louisiana State University - Baton Rouge, LA)
- Self-Restraint as a Reinforcer for Self-Injurious Behavior. RICHARD G. SMITH (University of North Texas - Denton, TX), Brian A. Iwata, Dorothea Lerman (University of Florida - Gainesville, FL)
- Reinforcer Substitutability: Implications for the Assessment and Treatment of Self-Injury. BRIDGET A. SHORE, Brian A. Iwata (University of Florida - Gainesville, FL), Richard G. Smith (University of North Texas - Denton, TX)
- An Analogue Analysis of Environmental Enrichment: The Role of Stimulus Preference. JOEL E. RINGDAHL, Timothy R. Vollmer, Bethany A. Marcus (Louisiana State University - Baton Rouge, LA)

- Responding Maintained by Intermittent Reinforcement Schedules: Implications for the Treatment of Problem Behavior in Clinical Settings. DOROTHEA C. LERMAN, Brian A. Iwata, Bridget A. Shore, Sung Woo Kahng (University of Florida - Gainesville, FL)
- Problems and Solutions with Differential Reinforcement. BETHANY A. MARCUS, Timothy R. Vollmer, Henry S. Roane (Louisiana State University - Baton Rouge, LA)

359 Analysis of Graphic Data.

1:00 Symposium International

2:20 PM Chair: Irene Grote (University of Kansas - Lawrence, KS)
Independence B Discussant: Thomas C. Mawhinney (University of Detroit - Detroit, MI)
EAB

- Visual Analysis of Graphic Data by Scientists in Training. IRENE GROTE and Donald M. Baer (University of Kansas - Lawrence, KS)
- A New Zealand Replication of the Grote and Baer Study of Evaluation of Graphic Data Displays. BARRY S. PARSONSON (University of Waikato - Hamilton, New Zealand)
- Statistical Process Control Methods for Applied Behavior Analysis. ALBERT PFADT (New York Institute for Basic Research - Staten Island, NY)

360 Out of the Laboratory: Stimulus Control Analyses for Teaching Students with Severe Disabilities.

1:00 Symposium

2:20 PM Chair: Gina Green (The New England Center for Autism - Southboro, MA)
Independence D
EAB

Discussant: Murray Sidman (The New England Center for Autism - Southboro, MA)

- Stimulus Equivalence in Nonvocal Communication. GINA GREEN, Karen Chellquist, Cammarie Johnson, Sharon Ross, Sharon Krendel-Ames, Beth Bellone (New England Center for Autism - Southboro, MA), Julie Jeffrey (E. K. Shriver Center - Waltham, MA)
- Prerequisites for Simple Discrimination and Conditional Identity Matching Performances. CAMMARIE JOHNSON, Dwayne White (New England Center for Autism - Southboro, MA)
- Transfer of Computer-Based Spelling and Matching-to-Sample Performances to Tabletop Tasks. ROBERT STROMER, Harry A. MacKay, Alison A. McVay (E. K. Shriver Center for Mental Retardation and Northeastern University - Waltham, MA), Debbie Flusser (The Learning Center, Waltham, MA)

- # 361 **Making Progress in Behavioral and Evolutionary Approaches to Human Development (Early Human Evolution).**
 1:00
 2:20 PM
 Independence F
 DEV SIG
 Symposium
 Chair: Miriam Chernoff (Harvard School of Public Health - Boston, MA)
 Discussant: William Vaughan, Jr. (Harvard University - Cambridge, MA)
 •War, Rape, Pillage, Groupies, and Politics: The Evolution of Male Coalitions. MICHAEL L. COMMONS (Harvard Medical School - Cambridge, MA)
 •Have the Original Gender-Specific Human Roles Evolved, or Do They Persist? Sarah G. Stetson, Lara A. Umbriano, Laurie E. Weiser, Cindy L. Mazzaglia, PATRICE M. MILLER (Salem State College - Salem, MA)
 •The Evolution of Assortative Mating in Humans. STANLEY J. MORSE (Harvard Medical School - Cambridge, MA), Edward J. Trudeau (Harvard University - Cambridge, MA)
- # 362 **Process and Outcome in the Treatment of Drug Abusers from an Acceptance and Commitment Therapy Perspective.**
 1:00
 2:50 PM
 Independence H
 CBM
 Symposium
 Chair: Robyn D. Walser (University of Nevada - Reno, NV)
 Discussant: Stephen T. Higgins (University of Vermont - Burlington, VT)
 •Hold and Move: Measuring Emotional Acceptance and Commitment to Behavioral Change in Substance Abuse Treatment. JACQUELINE PISTORELLO, Dosheen Toarmino, Kelly G. Wilson, Steven C. Hayes (University of Nevada, Reno, NV)
 •Acceptance and Commitment Therapy and Assessment of Process in the Treatment of Drug Abusers. ROBYN D. WALSER, Richard T. Bissett, Steven C. Hayes (University of Nevada - Reno, NV)
 •Assessment in the Context of Theory Driven Psychotherapy Research. KELLY G. WILSON, Steven C. Hayes (University of Nevada - Reno, NV)
 •Theoretically Driven Outcome Evaluation in the Treatment of Substance Abuse. ELIZABETH V. GIFFORD, Steven C. Hayes (University of Nevada - Reno, NV)
- # 363 **Novel Applications of Functional Analysis.**
 1:00
 2:20 PM
 Independence I
 DDA
 Symposium
 Chair: Lee Kern (Children's Seashore House - Philadelphia, PA)

Discussant: David P. Wacker (University of Iowa - Iowa City, IA)

- Functional Analysis and Intervention for Apnea. LEE KERN, Joyce E. Mauk, Tamara J. Marder (Children's Seashore House - Philadelphia, PA)
- Functional Analysis and Treatment of Severe Behavior Problems Maintained by Social Avoidance. JILL TAYLOR FERREIRA (Western Psychiatric Institute and Clinic - Pittsburgh, PA)
- Extending Functional Analyses to Complex Behavior-Environment Relations. CRAIG H. KENNEDY, Kim Meyer (University of Hawaii - Honolulu, HI)
- The Application of Matching Theory to Feeding Disorders. LINDA J. COOPER, Jennifer McComas, Kimberly Brown, Stephanie Peck, Janet Drew, Jennifer Asmus, David P. Wacker (University of Iowa - Iowa City, IA)

364 OBM Applications that Work in Business.

1:00 Symposium

2:50 PM Chair: Dora Lezovich (Western Michigan NSPI- Grand Rapids, MI)

Latrobe

PRM

- Contribution Calculator: A Tool for Tracking Performance. THOMAS F. GILBERT (Performance Engineering Group - Hampton, NJ)
- Analysis Tools Can be the Implementation Tools. DORA LEZOVICH (Western Michigan NSPI - Kalamazoo, MI)
- Implementing Lasting Performance Management Systems. MARIA E. MALOTT (Malott & Associates - Kalamazoo, MI)
- Using Performance Technology to Control the Budgeting Process. JAMES SOBECK (Western Michigan NSPI - Kalamazoo, MI)
- Using Performance Management Tools to Improve Corporate Mail Service. PAMELA L. VUNOVICH (Western Michigan University - Kalamazoo, MI)

365 The Relationship Between Interview Question Form and Children's Disclosures: Is it an Age-Irrelevant Issue?

1:00

2:20 PM

McPherson Square

DEV SIG

Symposium

International

Chair: Barry S. Parsonson (University of Waikato - Hamilton, New Zealand)

Discussant: Karla J. Doepke (Auburn University - Auburn, AL)

- The Relationship Between Interview Question form and Children's Disclosures: Is It an Age-Irrelevant Issue?. BARRY S. PARSONSON (University of Waikato - Hamilton, New Zealand)
- Children's Testimony. JANE M. RAWLS (Clinical Research Services - Hamilton, New Zealand)

**# 366 Functional Contextualism and Pragmatism:
1:00 Philosophical Integration in the Science of
2:50 PM Behaviorism.**

Renwick
TPC

Symposium
Chair: Elizabeth V. Gifford (University of Nevada at Reno - Reno, NV)

Discussant: Hayne W. Reese (West Virginia University - Morgantown, WV)

- Functional Contextualism as a Resurgence of the Pragmatic Tradition. STEVEN C. HAYES (University of Nevada - Reno, NV)
- Science, Truth and Values. ELIZABETH V. GIFFORD, Kelly G. Wilson and Steven C. Hayes (University of Nevada at Reno - Reno, NV)
- The Practical Value of Pragmatism. ANTHONY BIGLAN (Oregon Research Institute - Eugene, OR)
- Pragmatism's Role in the Competitive Struggle Between Scientific and Socially-Constructed Knowledge. RICHARD J. DEGRANDPRE (University of Vermont College of Medicine - Burlington, VT)



**# 367 The Bell Curve: Implications for Behavior Analysis.
2:00 Panel Discussion**

3:50 PM Chair: John A. Nevin (University of New Hampshire - Durham, NH)
Lafayette Park

ELS
Panelists:

- DONALD A. COOK (Cambridge Center for Behavioral Studies - Cambridge, MA)
- JOHN A. NEVIN (University of New Hampshire - Durham, NH)
- RICHARD F. RAKOS (Cleveland State University - Cleveland, OH)

**# 368 Teaching Behavior Analysis: Research and
2:00 Innovations in College Instruction.
3:50 PM Symposium**

Constitution C Chair: Jon S. Bailey (Florida State University - Tallahassee, FL)
EDC

- Who Gets Reinforcers in the Classroom? What Gets Reinforced in the Classroom? PETER KILLEEN (Arizona State University - Tempe, AZ)
- An Analysis of Successful Teaching Behaviors. JOHN AUSTIN and Jon S. Bailey (Florida State University - Tallahassee, FL)
- Exam-Driven College Instruction. JACK MICHAEL (Western Michigan University - Kalamazoo, MI)

369
2:00
3:50 PM
Franklin Square
DDA

Advances in Functional Assessment: Biological Variables, Generalization of Communication Skills, Functional Assessment by Families.

Symposium

Chair: Robert H. Horner (University of Oregon - Eugene, OR)

- The Role of Biological Setting Events in the Analysis and Intervention of Severe Problem Behavior. EDWARD G. CARR, Christopher E. Smith, Theresa A. Giacini, Joe Pancari, Bernadette M. Whelan (State University of New York - Stony Brook, NY)
- Behavioral Contingencies and Generalization Effects in Functional Communication Training. ROBERT E. O'NEILL (University of Utah - Logan, UT)
- Parent Professional Collaboration in Functional Assessment. ROBERT L. KOEGEL, Lynn Kern Koegel (University of California - Santa Barbara, CA), Kimberly Mullen (West Virginia University - Morgantown, WV)

370
2:00
3:50 PM
Independence G
DEV SIG

Addressing Complex Phenomena in Child Development: Behavior Analytic Perspectives.

Symposium

Chair: Noel Crooks (Florida International University - Miami, FL)

Discussants: Barbara C. Etzel (University of Kansas - Lawrence, KS) and Daniel J. Bernstein (University of Nebraska - Lincoln, NE)

- Behavior Analysis of the Effects of Touch in Infancy. MARTHA PELAEZ-NOGUERAS (Florida International University - Miami, FL)
- The Importance of Compound Stimulus Presentation in Language Acquisition Training through Dialogic Reading Sessions. EMILY E. BRANSCUM, Gary Novak (California State University - Stanislaus, CA)
- The Role of Contingent Maternal Attention in Training Jealous Initiations in Twin Infants. WENDY E. ROTH, Jacob Gewirtz (Florida International University - Miami, FL)

•"Vicarious Reinforcement" Among Preschoolers: A Behavior Analytic Interpretation. MARICEL CIGALES (Florida International University - Miami, FL)

371 2:30 Walden Two: Comunidad Los Horcones (Presented by Members of Comunidad Los Horcones)

3:50 PM Paper Session International

Arlington
CCS

- Walden Two: Twenty Years Later. JUAN ROBINSON (Comunidad Los Horcones - Sonora, Mexico), Linda Armendariz (Comunidad Los Horcones - Sonora, Mexico)
- Cooperative Residence Halls: A Behavior Analytic Approach. LINDA ARMENDARIZ, Juan Robinson (Comunidad Los Horcones - Sonora, Mexico)
- Shaping Walden Two Through Cooperative Villages. JUAN ROBINSON, Linda Armendariz (Comunidad Los Horcones - Sonora, Mexico)

372 2:30 Performance Management: Feedback and Data Analysis.

3:50 PM Paper Session

Constitution E
PRM

Jonathan V. Krispin (Temple University - Bryn Mawr, PA)

- The Inadequacy of Conventional Time-Series Methods for Behavioral Data. BRADLEY E. HUITEMA, Joseph W. McKean, Scott McKnight, and Jinsheng Zhao (Western Michigan University - Kalamazoo, MI)
- Using Graphed Feedback, Goal Setting, and Positive Reinforcement to Increase Stocker Productivity at a Supermarket. JENNIFER A. BAKER (University of Kansas - Lawrence, KS) and Jon S. Bailey (Florida State University - Tallahassee, FL)
- Feedback and Data Collection at Two Different State Institutions. JEWLON MORRIS and Don Williams (Richmond State School - Richmond, TX)

373 2:30 Choice, Choice, Choice.

3:50 PM Paper Session

Independence B
EAB

Chair: Karen Anderson (University of Florida - Gainesville, FL)

- Adventures in Choice. EDMUND J. FANTINO (University of California, San Diego - La Jolla, CA)
- Is Value Relative. HERNAN SAVASTANO (University of California - La Jolla, CA), Randy Grace (University of New Hampshire - Durham, NH), and Ben Williams (University of California - La Jolla, CA)
- A Test of Ratio Invariance and Stimulus Value in Concurrent Chains. RANDOLPH C. GRACE (University of New Hampshire - Durham, NH), Hernan Savastano and Ben Williams (University of California - La Jolla, CA)

•Defining the Foraging Context: The Effects of Effort and Outcome Uncertainty. WENDY A. WILLIAMS and Edmund J. Fantino (University of California, San Diego - La Jolla, CA)

374

2:30

3:50 PM

Independence C

EAB

Timing and Temporal Variables.

Paper Session

International

Chair: Diana J. Walker (University of Florida - Gainesville, FL)

•Effects of Multiple Schedule Component Duration in Response Allocation. FERNANDO VAZQUEZ and Arturo Bouzas (Universidad Nacional Autonoma de Mexico - Coyoacan, Mexico)

•Temporal Bisection in a Free-Operant Psychophysical Procedure. LEWIS A. BIZO (Arizona State University - Temple, AZ)

•The Differential Effects of Reinforcer Density on Temporal Judgment in Humans. RUTH A. REHFELDT, Linda J. Hayes (University of Nevada - Reno, NV)

•The Contiguity-Based Law of Effect. WILLIAM VAUGHN (Cambridge, MA)

375

2:30

3:50 PM

Cabin John

CBM

Behavioral Treatment and Transcutaneous Electrical Nerve Stimulation (TENS) Therapy: An Exciting Joint Venture of the Future.

Symposium

Chair: Sherman Yen (Applied Research and Management - Owings Mills, MD)

Discussant: Mark Peyrot (Loyola College - Baltimore, MD)

•Transcutaneous Electrical Nerve Stimulation Therapy: Medical Application in the Treatment of Addiction. JEFFERSON J. KATIMS (New York University - New York, NY)

•Transcutaneous Electrical Nerve Stimulation: From Physical Rehabilitation to other Clinical Application. GAD ALON (University of Maryland - Baltimore, MD)

•Behavioral Treatment and TENS Therapy: An A.W.A.R.E. Initiative and Future Research Potential. SHERMAN YEN (Alcohol and Drug Treatment Inc. - Owings Mills, MD)

376

2:30

3:50 PM

Independence D

TPC

Unusual Recommendations for the Analysis of Behavior: Willard Day and Radical Behaviorism.

Symposium

Chair: Sam Leigland (Gonzaga University - Spokane, WA)

Discussant: James G. Holland (University of Pittsburgh - Pittsburgh, PA)

•On the Verbal Behavior of Behavior Analysts: Translation, Interpretation, Analysis and the Behavioral Phenomenology of Willard Day. MARCIA BENNETT (Sierra Regional Center - Sparks, NV)

- Early B. F. Skinner and the Late Willard Day: Recommendations for the Analysis of Complex Human Behavior. BRIAN LAHREN (Washoe Association for Retarded Citizens - Reno, NV)
- The Empirical Analysis of Verbal Behavior: Methodological Proposals of Willard Day. SAM LEIGLAND (Gonzaga University - Spokane, WA)



377

2:30

3:50 PM

Independence F

DEV SIG

Making Progress in Behavioral and Evolutionary Approaches to Human Development (Later Human Evolution) II
Symposium

Chair: Slobodan B. Petrovich (University of Maryland - Catonsville, MD)

Discussants: William Vaughan, Jr. (Harvard University - Cambridge, MA) and Slobodan B. Petrovich (University of Maryland - Catonsville, MD)

- Evolution, Intelligence, and Developmental Stage. PATRICE M. MILLER (Salem State College and Harvard Medical School - Salem, MA)
- The Evolution and History of Gathering and Planting: Tasks Requiring Increased Developmental Stage. MIRIAM CHERNOFF (Harvard School of Public Health - Boston, MA)



378

2:30

3:50 PM

Independence I

DDA

Enhancing Staff Performance in Settings for People with Developmental Disabilities.
Symposium

Chair: Lynn E. McClannahan (Princeton Child Development Institute - Princeton, NJ)

Discussant: Patricia J. Krantz (Princeton Child Development Institute - Princeton, NJ)

- Differential Effects of Choice vs. Questionnaire Evaluations on the Acceptability of Feedback Procedures in Staff Training. DENNIS H. REID, Marsha B. Parsons (Western Carolina Center - Morganton, NC)
- Increasing Task Completion by Group Home Staff Members; The Effects of Supervisory Feedback. GREGORY S. MACDUFF, Patricia J. Krantz, Lynn E. McClannahan (Princeton Child Development Institute - Princeton, NJ)
- Preteaching the Skills Needed for Evaluations. HOWARD C. SCHNEIDER, Nancy A. Shamow, Theresa Fanelli (Nassau Suffolk Services for the Autistic - Levittown, NY)

379 Aggression, Abuse, Social Interaction, and Children.
 2:30 Symposium International
 3:50 PM Chair: Hector E. Ayala (Universidad Nacional Autonoma de
 McPherson Square Mexico - Mexico, DF)
 DEV SIG

- A Comparative Analysis of Interaction Patterns of Abusing and Non-Abusing Mothers: An Empirical Analysis and Social Validation. JORGE L. GONZALEZ, Ana Chapparo, Gabriela Tellez, Hector E. Ayala (Universidad Nacional Autonoma de Mexico - Mexico, DF)
- More About the Question "Aggression Begets Aggression?": A Behavioral Analysis of Reciprocity. CARLOS SANTOYO, Celia Espinosa, O. Maciel Amaya (Universidad Nacional Autonoma de Mexico - Mexico, DF)
- Modification of Interaction Patterns in Psychological Abuse of Children. ARIEL VITE, R. Parra, M. Gutierrez (Universidad Nacional Autonoma de Mexico - Mexico, DF)



380 Theory in Behavior Analysis: A Contextualistic Perspective.
 3:00 Invited Address
 3:50 PM Chair: Sam M. Leigland (Gonzaga University - Spokane, WA)
 Conference Theater Presenter: STEVEN C. HAYES (University of Nevada - Reno, NV)
 TPC



381 Behavioral Approaches to AIDS Prevention.
 3:00 Paper Session
 3:50 PM Chair: Maria Lynn Kessler (University of Judaism - Los Angeles, CA)
 Independence H

- Advances in Behavioral Interventions to Prevent HIV/AIDS. R. WAYNE FUQUA (Western Michigan University - Kalamazoo, MI)
- Evaluating a Self-Management Approach to Reducing High-Risk Sexual Behavior and HIV Transmission in Heterosexual Young Adults. T. A. BRIGHAM, Tricia Horn, Darrelle Koonce, Bo James Gilbert, Nancy Thomas, Sarah Zemke (Washington State University - Pullman, WA)



382 Translating the Covenant.
 4:00 Presidential Address
 5:00 PM RICHARD M. FOXX (Pennsylvania State University - Middletown, PA)
 Independence A



383
5:10
5:10 PM
Independence A

Awards Ceremony.

Chair: KENNON A. LATTAL

Marilyn K. Bonem (Eastern Michigan University - Ypsilanti, MI) will give the following awards: Effective Presentation of Behavior Analysis in the Mass Media, Distinguished Service to Behavior Analysis, and Excellence in Behavior Analysis in the Public Service.

POSTER SESSIONS

384
5:00
6:30 PM
Constitution A
EAB

Experimental Analysis of Behavior.

Poster Session International

1. Initial Sample-Stimulus Discriminability and Rate of Forgetting in the Differential-Outcomes Effect. B. MAX JONES (University of Auckland Psych - Auckland, New Zealand)
2. Stimulus Control in Conditional Discrimination Procedures Using Horses as Subjects. BARBARA FLANNERY (Temple University - Philadelphia, PA)
3. The Use of Parental Skills Training in the School System. CAROL CAPIELLO (Babies Prep School, Inc. and Fordham University - New York, NY)
4. Mand Training. Irfa Karmali and CHRIS MACALUSO (Babies Prep School, Inc. - New York, NY)
5. Program Survival in Industrial Settings. CRAIG S. PARLATO, Tom Boots, Gretchen Huber, Tom Zwicker, L. Keith Miller (University of Kansas - Lawrence, KS)
6. Effects of Increment Size on Food-Maintained Progressive-Ratio Responding by Pigeons. DAVID STAFFORD and Marc N. Branch (University of Florida - Gainesville, FL)
7. Increasing Generalization of Student Behaviors Using Parent Training. Nyla Lamm, DENISE ROSS, and Irfa Karmali (Babies Prep School, Inc. and Columbia University Teachers College - New York, NY)
8. Is There Covered Verbal Mediation in Pictographic Communication by the Language Impaired. FERNANDO C. CAPOVILLA, M. J. Gonçalves, E. C. Macedo, M. Duduchi, V. O. Thiers, and A. G. Seabra (Universidade de Sao Paulo - Sao Paulo, Brazil)
9. The Effect of a Backward Chaining Procedure In Training Vocal Language. Joyce Gottehrer and FREDRICK EVANS (Babies Prep School, Inc. - New York, NY)

10. A Conceptual Analysis of the Lines of Research on Timing and Temporal Control. FREDY REYES and Ruben Ardila (National University of Colombia - Bogota, Colombia)
11. Opportunity to Mand and Its Effects on Verbal Behavior. Nyla Lamm, IRFA KARMALI, and R.D. Greer (Babies Prep School, Inc. and Columbia University Teachers College - New York, NY)
12. The Effects of Systems-Centered vs. Individual-Centered Training on the Analysis of Organizational Problems. JANE DEVRIES, Alyce Dickinson, Stephen Sundby (Western Michigan University - Kalamazoo, MI)
13. Periodic Effects of Rate of Conditioned Reinforcement. JAY N. GOLDSCHMIDT and Edmund Fantino (University of California Psychology - La Jolla, CA)
14. The Effects of Rate, Probability, and Amount of Reinforcement on Behavioral Contrast. JEFFREY N. WEATHERLY (Washington State University - Pullman, WA), Cam L. Melville (McNeese State University - Lake Charles, LA), Samantha Swindell (Washington State University - Pullman, WA)
15. Teaching Oral Feeding Skills to a Two Year Old with Prorionic Academic and History of Food Refusal Maintained by Continuous 24-Hour Nasal Gastric Feeding Pump. Nyla Lamm and JEREMY GREENBERG (Babies Prep School, Inc. and Columbia University Teachers College - New York, NY)
16. Reinforcement-Rate Maximizing in the Vaughan and Miller (1984) Procedure. JOHN J. WIDHOLM, Alan Silberberg (The American University - Washington, DC)
17. Stimulus Control and the Pacemaker. JON BEAM and Peter R. Killeen (Arizona State University - Tempe, AZ)
18. Statistical Process Control as Rule-Governed Behavior: A Comparison of Management by Exception and Statistical Process Control from a Behavior Analytic Perspective. JONATHAN V. KRISPIN (Temple University - Philadelphia, PA)
19. Individual Performance as a Function of Individual and Group Pay Contingencies. JUDITH A. HONEYWELL, Alyce M. Dickinson (Western Michigan University - Kalamazoo, MI)
20. Interdependence Between Reading and Spelling: Development of Spelling as a Function of Reading Training. JULIO C. DE ROSE, Deisy G. de Souza, and Elenice Seixas Hanna (Universidade de Brasilia, Brazil)
21. Prefeeding Manipulations and the VI Response Function: Does the Location Matter? KAREN M. LIONELLO and James D. Dougan (Illinois Wesleyan University - Bloomington, IL)

22. The Influence of Punishment on the Efficacy of Existing Reinforcers. LINDA L. ROSS, Angela Broadfoot (Brandon University - Brandon, Manitoba, Canada)
23. Self-Control and Impulsiveness in Adult Human Females: Effects of Food Preferences. LORI B. FORZANO (State University of New York Psychology - Brockport, NY)
24. Rats' Choices in a Resetting Fixed-Interval-Progressive-Interval Schedule: Effect of Economic System. LYNDIA LA-BOUNTY (Macalester College - St. Paul, MN)
25. The Effect of Interreinforcement Interval on Acquisition with Delayed Reinforcement. MARCO A. PULIDO, Carlos A. Bruner (Universidad Nacional Autonoma de Mexico - Mexico City, Mexico)
26. Assessment of Naming and Matching-to-Sample Performances in a Head-Injured Adult. MARK A. GEREN (Mediplex Northshore - Brookline, MA), Robert Stromer (E. K. Shriver Ctr - Waltham, MA), Harry A. Mackay (Northeastern University - Lexington, MA), Carrie Swift (Mediplex Northshore - Brookline, MA)
27. Incentive Pay System in a Supportive Employment Organization. MARK R. DIXON and Linda J. Hayes (University of Nevada - Reno, NV)
28. The Use of Schedule-Induced Drinking as an Index of Cooperation and Competition Among Rats. Gina E. Truesdell (Family and Neighborhood Services - Romulus, MI), MELISSA A. AUSTIN, and James T. Todd (Eastern Michigan University - Ypsilanti, MI)
29. Awareness of and Preference for Antiquated Operants. Linda J. Hayes, MICHAEL C. CLAYTON, Mark A. Swain, Mark A. Adams, Ruth Anne Rehfeldt, Otto H. MacLin, and Mark R. Dixon (University of Nevada - Reno, NV)
30. The Impact of a Written Prompt on the Quality of Poster Presentations. NED CARTER, Berit Scott, Kenneth Nilsson, Anders Friberg, Orjan Swahn (University Hospital - Uppsala, Sweden) and Anders Boulogner (Uppsala Universiy - Uppsala, Sweden)
31. Behavioral Training and its Effects on Speech Therapists and their Students. NYLA LAMM, Irfa Karmali, and Joyce Gottehrer (Babies Prep School, Inc. and Columbia University Teachers College - New York, NY)
32. Using a Change in Criterion Design to Develop Language Skills. Denise Ross and PAMELA HARDEN (Babies Prep School, Inc. - New York, NY)

33. On the Dissociation of Pavlovian and Operant Knowing. PAULINE B. THOMPSON (Temple University - Philadelphia, PA), Nancy M. Bormann (Oregon Health Sciences - Portland, OR), Doug Field, Paul Neuman, and Philip N. Heline (Temple University - Philadelphia, PA)
34. Treatment Histories of Children Referred to a Hospital-Based Behavioral Feeding Program. RAMASAMY MANIKAM, Anne Riley, Roberta Babbitt, and Ping Wang (Kennedy Krieger Institute - Baltimore, MD)
35. Effects of Peer Tutoring on Sight Word Acquisition and Social Skills of Students with Multihandicaps. RICHARD G. WELSCH (Knox County Schools - Mt. Vernon, OH), Timothy E. Heron, Sylvia Plattenburg, and Stacy A. Martz (Ohio State University - Columbus, OH)
36. Effects of Organizational Contingencies on Work Activity Reports. RAMONA HOUMANFAR and Linda J. Hayes (University of Nevada - Reno, NV)
37. Within-Session Changes in Responding During Multiple Schedules with Different Component Schedules. SAMANTHA SWINDELL, Frances K. McSweeney, Jeffrey N. Weatherly (Washington State University - Pullman, WA)
38. Sexual Rehabilitation—Training and Needs Assessment. SANDY MACLEOD (Illinois Institute of Technology - Chicago, IL)
39. Improving Timeliness and Completion of Assignments Using Individualized Performance Feedback. STEPHEN S. BRUCE, Paul A. Nau (Bancroft, Inc. - Cherry Hill, NJ)
40. P300 Event-Related Brain Potentials Correlate with Contingency-Shaped But not Rule-Governed Learning In a Simple Visual Discrimination Task. STEVEN F. FAUX, W. Scott Wood, and Leah Bresin (Drake University - Des Moines, IA)
41. The Effects of Self-Evaluation on Spelling Accuracy. Clarence O. Taylor, T. STEUART WATSON, Christopher H. Skinner (Mississippi State University - Mississippi, MS)
42. Effects of the Add-A-Word Spelling on the Accuracy, Retention and Spelling Grades of Fifth and Sixth Grade Students. THOMAS F. MCLAUGHLIN, Pamela K. Schermerhorn (Gonzaga University - Spokane, WA)
43. Acquisition and Generalization of Learning Strategies Across Content Areas for Secondary Students with Learning Disabilities. Rachel Ball (Kamloops School District - Kamloops, BC) and VIKKI F. HOWARD (Gonzaga University - Spokane, WA)

- # 385** **Research in Clinical Issues and Behavioral Medicine.**
5:00 **Poster Session** **International**
6:30 PM **91. A Frame of Alternative Practices in Brazilian Psychology.**
Constitution A **CACILDA F. R. BARBOSA AMORIM** (Pontificia Universidade
CBM **Catolica de Sao Paulo - Sao Paulo, Brazil)**
92. Parent Training for Cambodian Refugees Utilizing Video-
tape Modeling. **GINA M. PALLOTTA, Susan A. Berg** (Californ-
ia State University, Stanislaus - Turlock, CA)
93. Isolating The Effects of Competing Response Rehearsal
As a Component in a Habit Reversal Treatment Package.
ELENA A. PAPPAS, Marilyn K. Bonem, Peter Holmes (East-
ern Michigan University - Ypsilanti, MI)
94. Applying the Behavior Engineering Model to Client Per-
formance in Rehabilitation. **PENNY L. WOLFE and Robert**
Morrell (Illinois Institute of Technology - Chicago, IL)
95. HIV Prevention and Heterosexual Male College Students:
The Impact of Video Instruction on "Safer" Sexual Behaviors.
CHERYL L. KNIGHT (The Greens Way - Jacksonville Beach,
FL), Suzanne L. Keller, Peter Carey, Nicole Goodrum, Tim No-
lan, Tony Maniscalco, Sue Schultz, R. Wayne Fuqua (Western
Michigan University - Kalamazoo, MI)
96. Treatment of Elective Mutism in a Public School Setting.
MARIE TARAS, Stephen R. Anderson (The May Institute - Ar-
lington, MA), Milena Quill (Holbrook Public Schools - Hol-
brook, MA)
97. Effects of a Brief Manual to Train Patient-Physician Pairs
in Joint Problem Solving on Management of Insulin-
Dependent Diabetes. **PAT FARREL, Stephen W. Holborn**
(University of Manitoba - Winnipeg, Manitoba, Canada)
98. An Operant Approach to Panic Disorder with Agoraphobia.
JOHN TODARO, Dean McKay (Institute for Bio-Behavioral
Therapy and Research - Great Neck, NY), Kurt Salzinger
(Hofstra University - Hempsted, NY)
99. Long Term Follow-up of a Simplified Treatment for Stutter-
ing in Children. **JOEL R. WAGAMAN** (Mayo Clinic - Roches-
ter, MN), Raymond G. Miltenberger, Douglas W. Woods
(North Dakota State University - Fargo, ND)
100. The Effectiveness of Very Brief Time-Outs. **T. STEUART**
WATSON, Heather Elise Sterling (Mississippi State University
- Mississippi State, MS)

101. An Operant Approach to Obsessive-Compulsive Disorder. DEAN MCKAY (Institute for Bio-Behavioral Therapy and Research - Great Neck, NY), John Todaro (Institute for Bio-Behavioral Therapy and Research - Great Neck, NY) Kurt Salzinger (Hofstra University - Hempstead, NY)

102. Successful Use of the Nocturnal Urine Alarm for Diurnal Enuresis. PATRICK C. FRIMAN, Dennis Vollmer (Father Flanagan's Boys' Home - Boys Town, NE)

103. Social Phobia Occluded by Disruptive Behavior Disorders. PATRICK C. FRIMAN (Father Flanagan's Boys' Home - Boys Town, NE), Christopher P. Lucas (Columbia University College of Physicians and Surgeons - New York, NY)

104. Experimental Investigation of Eye Movement Desensitization with Spider Phobics. ROBERT W. MONTGOMERY, Larry Bates, F. Dudley McGlynn, Thomas Matkee (Auburn University - Auburn, AL)

386
5:00
6:30 PM
Constitution A
CBM

Treatment of Behavior Problems Associated with Head Trauma and other Neurologically-Based Disorders.

Poster Session

International

105. Use of Self-Monitoring Procedures to Reduce Maladaptive Responses in Head Injured Individuals. ROBERT BECK, Jenny M. Turner (Mediplex Rehab - Seattle - Mountlake Terrace, WA)

106. Behavioral Analysis with Startle Epilepsy - A Case Study. KENNETH NILSSON, Lennart Melin (Uppsala University - Uppsala, Sweden), David Henley, Susanne Barr-Carling (Child Habilitation Unit - Uppsala, Sweden)

107. Using Extinction, Re-direction and Presentation of Challenging Learning Opportunities to Reduce Physical Agitation in a Male with an Acquired Brain Injury. IRENE JILDERDA, Lori-Anne Davis, Steve Metham (Chedoke McMaster Hospital - Hamilton, Ontario, Canada)

108. The Decrease of Aggressive Behaviors in a 30-year Old Traumatically Brain-injured Male Utilizing Negative Punishment. ALISTAIR M. CAMERON, Tanya Jacobson (Chedoke McMasters Hospitals - Hamilton, Ontario, Canada)

109. The Reduction of Manipulative Behaviors in a 32 Year Old Traumatically Brain Injured Male Utilizing a Response Cost. Alistair M. Cameron, KIM E. HAGEN (Chedoke McMaster Hospital - Hamilton, Ontario, Canada)

110. Treatment Integrity of Behavioral Therapies for Tourette Syndrome in a Single Case. JAMES E. CARR (Florida State University - Tallahassee, FL)
111. Accelerating Orientation with SAFMEDs. RICHARD M. KUBINA (Mediplex Rehab - Battle Creek, MI)
112. Treating Nocturnal Enuresis in a Head-injured Adult. JOHN BERRY, Ted Newbigging (Hamilton Psychiatric Hospital - Hamilton, Ontario, Canada)
113. Reducing Agitation During Conversation in a Man with a Brain Injury: A Case Study. RICHARD ZAGRODZKI, Jennifer Douglas, Ted Newbigging (Hamilton Psychiatric Hospital - Hamilton, Ontario, Canada)
114. Behavioral Intervention for Post-Traumatic Memory Syndrome: A Single Case Design. ROBERT W. MONTGOMERY, Teodoro Ayllon, Steve Swavely (Georgia State University - Atlanta, GA)

387 Academic and Vocational Skills Training of Persons with Special Needs.

5:00

6:30 PM

Constitution A
DDA

Poster Session

International

115. Where Do We Go Next? Selecting and Sequencing Community Skills for Autistic Students. DOMINICK C. SQUITIERE, Andrew Bondy (Delaware Autistic Program - Newark, DE)
116. The Evolution of a Behaviorally-Focused, Community-Based Educational and Neurorehabilitation Program for Children and Youth with Neurobehavioral Disorders. KAREN BENNETT, Carryl P. Navalta (The May Institute - Randolph, MA)
117. Analysis of a Nationwide Survey to Identify Training Priorities of Supported Employment Specialists. ROBERT L. MORGAN (Utah State University - Logan, UT)
118. From Lab to Living Room: Generalization of Pivotal Response Training to In-Home Settings. LAURA CAMPBELL, Laura Schreiber (University of California - La Jolla, CA)
119. Service Outcomes of a Supported Employment Project. RUTH A. REHFELDT, Mark R. Dixon, Scott Harrington, Ruth Steinagle, Eric Boylan, Cristy Collier, Elizabeth Yeater, Andrew Ponce, Linda J. Hayes (University of Nevada - Reno, NV)
120. Self-management and Contracting in the Community. ALAN E. HARCHIK, Lyle F. Feinberg (The May Institute - Springfield, MA)

121. School-Based Application of Behavior Analysis: an Inclusion Case Study. AMY J. HARCHIK, Amy Smith (The May Institute - Amherst, MA)
122. The Effects of a Non-Intrusive Mediator Based Behavioral Intervention in Teaching Assembly Work Skills in a Sheltered Work Shop for the Developmentally Disabled: A Case Study. SCOTT J. BARK (Surrey Place Centre - Toronto, Ontario, Canada)
123. An Analysis of Public and Private Posting in a Sheltered Workshop. SONIA BHANOT (Queens College and ACRMD - Flushing, NY), Claire L. Poulson, Susan M. Vener (Queens College - Flushing, NY)
124. Accountability of Staff Training Services Using Didactic Teaching and Hands-on Practice at the Alpine Learning Group. ANGELIKI GENA, Effie Kymissis (Alpine Learning Group - River Edge, NJ)
125. Supported Employment in the Community with Adults with Autism. SCOTT HELSINGER, Christine Ivanick, Susanah Bartley, Eric Buchanan, Kathy Allen, Steve Stidham, Doug Lauser, Marla McCullouch (ReMed - Conshohocken, PA)
126. Impact and Cost-Benefit of Graduated Behavior Analysis: Minimum Standards Vs. State of the Art. LINDA MATEY, Lara Delmolino, Stephanie Lockshin, Sally Hazen, Raymond G. Romanczyk (Binghamton University - Binghamton, NY)
127. Assessment of a Course Designed to Increase Educators' Understanding of Behavioral Principles and Functional Assessment Methodologies. CYNTHIA M. ANDERSON, Kimberly Mullen, Kurt A. Freeman, Jill Lewis, Karen Weigle, Karen Kirk, Joseph R. Scotti (West Virginia University - Morgantown, WV)
128. Functional Analysis of Excess Behaviors and Positive Replacement Skills: A Series of Cases from the School Consultation Project. JOSEPH R. SCOTTI, Kimberly Mullen, Cynthia M. Anderson, Kurt A. Freeman, Karen Weigle, Michelle Robertson, Karen Boccio, Christie Tanner, and Ethan Long (West Virginia University - Morgantown, WV)
129. Ecobehavioral Relationships of Teacher Behaviors and Peer Interaction of Preschoolers with Disabilities in Segregated and Integrated Settings. JOEL HUNDERT (McMaster University - Hamilton, Ontario, Canada)

130. Enabling Nurses to Deliver Quality Pediatric Home Care. JOHN M. PARRISH, Joan M. Dougherty, Liz B. Trotter (Children's Seashore House - Philadelphia, PA), Martha M. Parra, Zoe A. Kinney (Commonwealth of PA), Georgette K. Kandrak (Children's Hospital of PA), Linda Hock-Long (Children's Seashore House - Philadelphia, PA), John J. Downes (Children's Hospital of PA)
131. Service Providers' Perception of Behavioral Challenges Among Adults with Developmental Disabilities and Mental Health Problems. JANE SUMMERS, Peter Wyngaarden, Michelle Gold, Debbie Del Giacco (Chedoke McMaster Hospital - Hamilton, Ontario, Canada)
132. Providing Outreach Services to Maintain Community Living Environments for Individuals with Challenging Behaviors. CARLA A. RATTI, George E. Zukotynski (Behavior Treatment and Training Center - Richmond, TX)
133. A Naturalistic Assessment of the Relationship Between Child Characteristics and Adult Interaction in an Integrated Preschool. FRANK R. ROBBINS, Doniel Drazin, Robert S. Feldman (University of Massachusetts - Amherst, MA)
134. The Effects of Task Design and Work Efficiency on Vocational Preference. WANDA TORO-ZAMBRANA, David Lee, Phillip J. Belfiore (Purdue University - West Lafayette, IN)
135. Ontario Aberrant Behavior Survey I. Prevalence of Behavior Problems and Treatments in Persons with Developmental Disabilities. MAURICE FELDMAN (Queens University - Kingston, Ontario, Canada), Leslie Atkinson, Andrew McNamara (Clarke Institute of Psychiatry - Toronto, Ontario, Canada), Lawrence Uhlin (Thomas Nicola Family Resource Society - Kamloops, Canada)
136. Analysis of Transition from Residential School to a Public School Inclusion Classroom. RENEE MANSFIELD, Richard W. Martin, Daryl Rynning (The New England Center for Autism - Southboro, MA)
137. The Effect of Co-Worker Versus Job Coach Training on Integration in Supported Employment Settings. Mellanie Lee, KEITH STOREY (San Francisco State University - San Francisco, CA)
138. Competency Based Training of Direct Care Staff on Documentation of Behavior Intervention with Developmentally Delayed Adults. JOYCE CHRISTENSEN, Phillip Hawk (W. A. Howe Developmental Center - Tinley Park, CA)

139. An Analysis of Behavioral Characteristics and Treatment Factors for Persons Admitted to a Large Residential Facility from Community Facilities. SHARON KIRKPATRICK-SANCHEZ, Don E. Williams (Richmond State School - Richmond, TX)

140. Analysis of Staff Injuries and Injury-reduction Procedures. D. DANIEL GOULD (The New England Center for Autism - Southboro, MA)

141. Integrating Adolescents with Autism and their Typically Developing Peers: Some Initial Considerations. TODD A. HARRIS, Pam Newman, Carol Fitzgerald (Delaware Autistic Program - Newark, NJ)

SOCIAL EVENT

388

09:00 PM

1:00 AM

Independence A

ABA Social!

ABA Dance with a disc jockey and cash bar. No ticket required for admission. Free to all convention registrants.

ANNOUNCEMENTS

Do not miss the 22nd Annual ABA Convention in 1996!

Friday, May 24 - Tuesday, May 28, at the San Francisco Marriot

Society for the Advancement of Behavior Analysis

Make a Tax-Deductible Contribution Today at the Registration Desk!

SABA is a nonprofit organization founded by behavior analysts. Its mission is to improve the human condition by promoting public understanding of the science and practice of behavior analysis and to promote the development of the science and technology through support of ABA initiatives to enhance education, science, and practice in behavior analysis.

Contributors specify how the funds should be used or deposit in SABA's general fund. For instance, SABA has sponsored (a) **Project Outreach** to recognize programs that have successfully increased the participation of under-represented groups in behavior analysis. (b) **OBM Small Grants Program** to fund research projects in Organizational Behavior Management. (c) Grants for behavioral research projects presented at the **International Science and Engineering Fair**.

Monday, May 29, 1995

Place	7:00 am	8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm
Conference Theater					#342 Coming of...		#349 O. Lindsley
Constitution Ballroom							
Constitution A						#344 - #348 Posters	
Constitution B							
Constitution C			#316 Teach Outside	#335 Teaching Outside			
Constitution D			#317 Aggression in Dogs	#336 Learning as Much			#357 Facilitating
Constitution E			#309 Internship, OBM	#331 Buying In Without			#352 Performance
A Arlington			#314 Assessing Life, Consumers	#343 Pharmacolo			#354 Building
B Cabin John			#311 Autism Topics	#333 Community			#356 At-Risk
C Roosevelt							
D Wilson							
Burnham Room			#315 Contingency				#355 Inner
Latrobe Room	#300 Affiliated Breakfast		#323 Perspectives, Future, OBM				#364 OBM
Bulfinch Room			#308 Method, Quant.	#332 Educational Issues			#351 Education
Renwick Room	#301 Student Breakfast		#313 Science, Psych.	#340 Error Analysis, Error			#366 Contextualis
Washington Boardroom							
Potomac Boardroom							
Independence Ballroom							
Independence A							
Independence B			#319 Neural Networks	#338 Animal Welfare			#359 Graphic
Independence C			#312 Cond.	#334 Session Changes			#353 Modeling
Independence D			#320 Effects, Schedule	#339 Stimulus			#360 Out of the
Independence E			#310 Experimental Analysis				#350 Fluency
Independence F			#321 Safety, Health, Promotion				#361 Progress
Independence G			#324 Multisystem	#330 Win	#341 Self-Generat		
Independence H			#322 Establishing Operations				#362 Process
Independence I				#328 Improving the Play			#363 Novel
Farragut Square			#307 Theory Exp.	#327 New Thrusts			#358 Functional
Lafayette Park				#326 Future Treatment, Behavior			
Franklin Square			#318 Quality	#337 Early Socialization			
McPherson Square				#329 Skill Learning			#365 Age-Irreleva

Monday, May 29, 1995

Place	2:00 pm	3:00 pm	4:00 pm	5:00 pm	6:00 pm	7:00 pm	8:00 pm
Conference Theater		#380 Context Thry					
Constitution Ballroom							
Constitution A					#384 - #387 Poster Sessions		
Constitution B							
Constitution C	#368 Research, Innovations,					#304 Elec. Comm.	
Constitution D	#357 cont.						
Constitution E	#352 cont.	#372 Performance					
A Arlington	#354 cont.	#371 Walden Two				#302 Diversity	
B Cabin John	#356 cont.	#375 Behavioral				#303 Pharmacolo	
C Roosevelt						#305 Ed. Impact	
D Wilson						#306 Verbal SIG	
Burnham Room	#355 cont.						
Latrobe Room	#364 cont.						
Bulfinch Room	#351 cont.						
Renwick Room	#366 cont.						
Washington Boardroom							
Potomac Boardroom							
Independence Ballroom							
Independence A							
Independence B	#359 cont.	#373 Choices					
Independence C	#353 cont.	#374 Temporal Variables					
Independence D	#360 cont.	#376 Unusual					
Independence E	#350 cont.						
Independence F	#361 cont.	#377 Making Progress					
Independence G	#370 Addressing Complex						
Independence H	#362 cont.	#381 AIDS					
Independence I	#363 cont.	#378 Enhancing Staff					
Farragut Square	#358 cont.						
Lafayette Park	#367 Bell Curve						
Franklin Square	#369 Function Assessment						
McPherson Square	#365 cont.	#379 Aggression, Abuse					

Don't miss
The ABA Social
9:00 p.m. - 1:00 a.m.
In Independence A

Association for Behavior Analysis

21st Annual Convention

Tuesday, May 30, 1995



Invited Presentation
Special Event
Business Meetings
Sessions
Day Schedule

INVITED PRESENTATION

**#441 • Mands Controlled by Learned Moti-
vative Variables.** Chair: W. Scott
Wood (Drake University - Des
Moines, IA), Presenter: JACK MI-
CHAEEL (Western Michigan University
- Kalamazoo, MI)

SPECIAL EVENT

**#402 • Exhibit of objects used by Skinner in
his Scientific Work!**

BUSINESS MEETINGS

400 Traffic Safety.
8:00 Chair: Francis R. Laux (General Motors Corporation - Warren,
8:50 AM MI).
Arlington The objective of this meeting is to discuss how could behavior
analysis help to solve traffic safety issues.

**# 401 Group Interested in the Conformation of the
8:00 ABA-Colombian Affiliated Chapter.**
8:50 AM International
Cabin John Chairs: Fredy Reyes and Rene Quinones (National University
of Colombia - Bogota, Colombia)
We want to participate in a meeting of the ABA-affiliated chap-
ters in order to know the experiences and progresses of the
behavior analytic communities around the world, their organi-
zations, structures and relations with other scientific communi-
ties. Also we will be presenting our by-laws and our annual
convention schedule in order to promote behavior analysis in
the context of the ABA-Colombian Affiliated Chapter and the
way in which we can promote relations around the world.

SPECIAL EVENT

**# 402 See the Exhibit of objects used by Skinner in his
8:30 Scientific Work!**
12:00 PM Special Exhibit
Constitution B To further consider the evolution of behavior analysis in con-
cert with technological innovation and adaptation, President
Kennon A. Lattal has arranged for the National Museum of
American History at the Smithsonian Institute to display a few
objects used by Skinner in his Scientific Work.

These include an early cumulative recorder, an early operant conditioning chamber, and a teaching machine. Don't miss this special event.

SESSIONS

- # 403** **Effective Aggression Management for Survivors of Traumatic Brain Injury: Treating Aggression in Acute, Post-Acute and Residential Settings.**
9:00
10:20 AM
Arlington
CBM
Panel Discussion
Chair: Arnie H. Zencius (Premier Rehabilitation Center of Chicago - Downers Grove, IL)
Discussant: Michael Wesolowski (Department of Health and Rehabilitative Services - Miami, FL)
Panelists:
•MICHAEL P. MOZZONI (Vanderbilt-Stallwoth Rehabilitation Hospital - Nashville, TN)
•RICHARD ZAWLOCKI (Department of Health and Rehabilitative Services - Tampa, FL)
•STEPHEN E. LYDON (Premier Rehabilitation Center of Chicago - Downers Grove, IL)
- # 404** **Radical Behaviorism and Society.**
9:00
11:00 AM
Bulfinch
TPC
Paper Session International
Chair: Jonathan V. Krispin (Temple University - Bryn Mawr, PA)
•Comte, Wells, Skinner, and the Utopia of Science. BOBBY NEWMAN (Queens College, CUNY, Room to Grow - Flushing, NY)
•Misrepresentation of Radical Behaviorism in Introductory Psychology Textbooks and in the Classroom Setting. HEFER BEMBENUTTY and James T. Todd (Eastern Michigan University - Ypsilanti, MI)
•Radical Behaviorism and Feminism: Congenial or Conflicting Juxtaposition? MARIA R. RUIZ (Rollins College - Winter Park, FL)
•The Virtues of Determinism: Some Consequences of Acceptance. ROBERT PETERSON (University of Nevada - Reno, NV)
•Behaviorism as an Ethnomethodological Experiment: Flouting the Convention of Rational Agency. ULLIN T. PLACE (University of Wales - North Yorkshire, England)

- # 405 Performance Management: Safety and Absenteeism.**
 9:00 Paper Session
 10:20 AM Chair: Michael J. Cameron (Evergreen Center - Milford, MA)
 Constitution E
 PRM
- Slips and Falls in Stores and Malls: An Ecobehavioral Analysis. JENNIFER DENICOLIS, Amy K. Rajala, and Donald A. Hantula (Temple University - Philadelphia, PA)
 - Analysis of a Safety Incentive Program: N=127 Companies; 7,500 Workers. MARK P. ALAVOSIUS, (Abacus Management Group, Inc - Cranston, RI), Jim Getting (Auburn University - Auburn, AL), A. E. Adams and Michael Follick (Abacus Management Group, Inc - Cranston, RI)
 - Little Momentary Effects that Produce Cumulatively Large Economic Consequences in Industrial Settings: Costing Metacontingencies of Chronic Absenteeism. THOMAS C. MAWHINNEY (University of Detroit - Detroit, MI)
- # 406 Matching--Naturally.**
 9:00 Paper Session International
 10:20 AM Chair: Lynda Labounty (Macalester College - St. Paul, MN)
 Independence C
 EAB
- Concurrent Schedule Performance in Dairy Cows: Persistent Undermatching. Mary Foster, William Temple, Brett Robertson, Vijayen Nair (University of Waikato - Hamilton, New Zealand), and ALAN POLING (Western Michigan University - Kalamazoo, MI)
 - Choice Behavior with Physical Travel Requirements. CARLOS F. APARICIO (University of Mississippi - Oxford, MS)
 - Naturalistic Choice in Rhesus Monkeys. JOHN J. WIDHOLM, Alan Silberberg (The American University - Washington, DC)
 - Evidence for and Against Human Matching: Quantitative Analyses of Matching in Experimental and Naturalistic Settings. SCOTT M. KOLLINS and Christopher Newland (Auburn University - Auburn, AL)
- # 407 What is a Word?**
 9:00 Symposium
 10:50 AM Chair: Winifred C. T. Ju (University of Nevada/Reno - Reno, NV)
 Burnham
 TPC
- Discussants: Philip N. Himeline (Temple University - Philadelphia, PA) and Richard Degrandpre (University of Vermont - Burlington, VT)
- Words and Behavioral Function. Linda J. Hayes, MARK A. SWAIN (University of Nevada, Reno - Reno, NV)
 - Words as Arbitrarily Applicable Relational Responding. RICHARD T. BISSETT, Steven C. Hayes (University of Nevada, Reno, NV)

- Our Talking America. MICHAEL R. MARKHAM (Florida International University - Miami, FL)
- What is a Word?: Perspectives from Psycholinguistics and Behavior Analysis. WILLIAM J. MCILVANE, Krista M. Wilkin-son (EK Shriver Center - Waltham, MA)

408 **Walden 2000: The Walden Fellowship Experiments.**
 9:00 Symposium
 10:50 AM Chair: Mark A. Mattaini (Columbia University School of Social
 Cabin John Work - New York, NY)
 ELS Discussant: Janet S. Twyman (Fred S. Keller School - Yonk-
 ers, NY)

- Walden Fellowship: Experiments in Cultural Design. MARK A. MATTAINI (Columbia University School of Social Work - New York, NY), Nilda C. Mattaini (Walden Fellowship, Inc - New York, NY)
- Fellowship Meetings: Mutual Reinforcement and Self Educa-tion. GLADYS WILLIAMS (Fred S. Keller School - Yonkers, NY)
- Personal and Family Consultation Services. MIRIAM SEI-DENFELD (The Fresh Air Fund - New York, NY), Mark A. Mat-taini (Columbia University School of Social Work - New York, NY)
- Community Service: Violence Prevention. WENDY CHIN (Chindren's Aid Society - Brooklyn, NY), Mark A. Mattaini (Co-lumbia University School of Social Work - New York, NY)
 Janet Twyman (Fred S. Keller School - Yonkers, NY)

409 **Teaching Behavior Analysis: Do it Better with**
 9:00 **Computers and other Doodads.**
 10:20 AM Symposium
 Constitution C Chair: David R. Schmitt (University of Washington - Seattle,
 EDC WA)
 •Integration of Computers into College Teaching and Testing. DARRELL E. BOSTOW (University of South Florida - Tampa, FL), Kale M. Kritch, Brendan F. Tomkins (University of South Florida - Tampa, FL)
 •Computer-Testing and PSI: A Smooth-Running Introductory Social Psychology Class. DAVID R. SCHMITT (University of Washington - Seattle, WA)
 •Using Computer-Based Instruction to Teach Behavior Analy-sis. R. REED HARDY (St. Norbert College - DePere, WI)
 •Practice Sheets and SAFMEDs for Teaching Behavior Analy-sis. STEPHEN A. GRAF (Youngstown State University - Youngstown, OH)

- Response Cards: Three Variations for Use During Group Instruction. PATRICIA M. BARBETTA and Cindy L. Skaruppa (Florida International University - Miami, FL)
- Use of Skinner's "Thinking Aid" with Students Writing Theses. THOMAS L. ZANE (Russell Sage College - Troy, NY)

410
9:00
10:50 AM
Constitution D
EDC

The Use of Complex Direct Observation Research Procedures to Study Social Behavior in School Settings.

Symposium

Chair: Joseph H. Wehby (Vanderbilt University - Nashville, TN)

Discussant: James J. Fox (East Tennessee State University - Johnson City, TN)

- Technical Issues Related to the Use of Complex Direct Observation Procedures to Study Social Interactions in Classrooms. RICHARD E. SHORES, Susan L. Jack (University of Kansas - Parsons, KS)
- Incorporating Setting Events into Direct Observation Measurement Systems. MAUREEN A. CONROY, James J. Fox (East Tennessee State University - Johnson City, TN)
- Social Behavior of Students with Mental Retardation in Regular Physical Education Settings. DAVID N. ELLIS (University of South Alabama - Mobile, AL)
- Use of Descriptive Observational Data to Identify Factors Related to the Occurrence of Aggressive Behavior in Classrooms. JOSEPH H. WEHBY, Frank Symons, Stephanie J. Rush (Vanderbilt University - Nashville, TN)
- Evaluating Naturally Occurring Interaction Sequences in the Classroom Setting: An Examination of Negative Behavioral Momentum. CAROL ANN DAVIS (University of Minnesota - Minneapolis, MN), Joseph H. Wehby (Vanderbilt University - Nashville, TN)

411
9:00
10:50 AM
Farragut Square
DEV SIG

Temporal Control of Behavior in Children.

Symposium

International

Chair: Jean-Claude Darcheville (Universite de Lille - Lecelles, France)

Discussant: J. Wearden (University of Manchester - Manchester, UK)

- Modification of Self-Control Behavior and Temporal Regulation in Infants. VINCA RIVIERE (Universite De Lille - Lecelles, France)
- A Neuropsychological Approach of Time and Space in ADHD Syndrome. FLORENCE PANDI (Centre Hospitalier Regional Universitaire De Lille - Lecelles, France)

•DRL Performance in Infants. JEAN-CLAUDE DAR-CHEVILLE (Universite De Lille - Lecelles, France)

412 Current Applications and Extensions of Preference Assessments.

9:00

10:50 AM

Franklin Square
DDA

Symposium

Chair: K. Mark Derby (Kennedy Krieger Institute - Baltimore, MD)

Discussant: Gary Pace (Kennedy Krieger Institute and Johns Hopkins University- Baltimore, MD)

•Methodologies for Enhancing Reinforcer Identification for Persons with Severe to Profound Disabilities. CATHLEEN C. PIAZZA, Wayne W. Fisher, Lynn G. Bowman, Louis P. Hagopian, Kellie Hilker, Adrianna Amari (Kennedy Krieger Institute - Baltimore, MD)

•A Comparison Between Two Dependent Measures in the Selection of Preferred Stimuli to Reduce Aberrant Behavior Maintained by Automatic Reinforcement. JANET DREW (University of Iowa - Iowa City, IA), K. Mark Derby (Kennedy Krieger Institute - Baltimore, MD), David P. Wacker, Marc Andelman, Jennifer M. Asmus, Anne-Marie Prouty, Peggy Laffey (University of Iowa - Iowa City, IA)

•Analysis of Preference in the Assessment of a Preschooler's Challenging Behavior. JAY HARDING (University of Iowa - Iowa City, IA), David P. Wacker, Wendy K. Berg (University of Iowa- Iowa City, IA), K. Mark Derby (Kennedy Krieger Institute - Baltimore, MD), Jennifer Asmus, Anne-Marie Prouty (University of Iowa- Iowa City, IA)

•Providing Leisure Choices in Accordance with Existing Choice-Making Skills Among Older Adults with Severe Disabilities. MARSHA PARSONS, Vicki Harper, Joyce McCarn-Jebson, Dennis Reid (Western Carolina Center - Morgantown, NC)

413 Behavioral History: Data and Theory.

9:00

10:20 AM

Independence B
EAB

Symposium

International

Chair: Glen E. Sutphin (Baldwin-Wallace College - Berea, OH)

Discussant: Kennon A. Lattal (West Virginia University - Morgantown, WV)

•The Acquisition of Lever Pressing by Rats with Intermittent Delayed Reinforcement. CARLOS A. BRUNER (Universidad Nacional Autonoma de Mexico - Mexico City, Mexico)

•Response Acquisition with Delayed Reinforcement and Subsequent Schedule Control. BARBARA METZGER (Anderson College Psychology - Anderson, SC), Kennon A. Lattal (West Virginia University - Morgantown, WV)

- The Effects of a Multiple-Schedule Conditioning History on Fixed-Interval Performance in Pigeons. BARBARA A. WAN-CHISEN (Baldwin Wallace College - Berea, OH), Thomas A. Tatham (USUHS - Bethesda, MD), Glen E. Sutphin, Kimberly Hendricks, Theresa Domers (Baldwin Wallace College - Berea, OH)
- Toward General Principles of Behavioral History. THOMAS A. TATHAM (USUHS Dept of Psychiatry - Bethesda, MD)

414 Advice Related to Gaining Employment as a Behavior Analyst.

9:00

10:50 AM

Independence D

TPC

Symposium

Chair: Ken Alling (National Institute on Drug Abuse - Baltimore, MD)

Discussant: Jay Moore (University of Wisconsin - Milwaukee, WI)

- Employment in the New Marketplace. PERRY TANNER (The Skills Bank - Marietta, GA)
- The Application Process from the Perspective of an Employer. LARRY A. ALFERINK (Illinois State University Psy - Normal, IL)
- Preparing for, Completing, and Following-Up on a Job Interview. KEVIN ARMSTRONG (Western Michigan University - Kalamazoo, MI)
- How to Use Your Post-Doctoral Training in Order to Maximize the Likelihood of Landing a Job. JONATHAN L. KATZ (National Institute on Drug Abuse - Baltimore, MD)

415 Changing Challenging Behavior by Altering Antecedent Environmental Conditions.

9:00

10:50 AM

Independence F

DEV SIG

Symposium

Chair: W. Larry Williams (University of Nevada - Reno, NV)

Discussant: Jon S. Bailey (Florida State University - Tallahassee, FL)

- Effective Treatment Approaches: Examining the Antecedent Side of the Behavioral Picture. MARCIA L. BENNETT (Sierra Regional Center - Sparks, NV)
- Who is in Control? Intervention Strategies Based on Changing Staff Approaches to Client Behavior. ROBIN DRAPER (Sierra Regional Center - Sparks, NV)
- Ethical Approaches to Behavior Change. CYNTHIA A. REINBOLD (University of Nevada - Reno, NV)
- Analysis and Intervention Involving Antecedent Condition Manipulations in a Pre-Vocational Day Program for Persons with Developmental Disabilities. DAVID SAYRS, David Wilder, W. Larry Williams (University of Nevada - Reno, NV)

- # 416 PECing Away: Applications of the Picture Exchange Communication System.**
 9:00 Symposium
 10:50 AM Independence G
 DDA Chair: Barbara J. West (New Jersey Center for Autism - Bridgeton, NJ)
 Discussant: Kathleen Dyer (Bancroft, Inc. - Haddonfield, NJ)
- Getting Along with Peers Through the Picture Exchange Communication System. MICHELLE EVANS (Devereux, New Jersey Center for Autism - Bridgeton, NJ)
 - Getting Along in the Community Through the Picture Exchange Communication System. SIMONE BEY (Devereux, New Jersey Center for Autism - Bridgeton, NJ)
 - Shifting Gears More Smoothly Through the Picture Exchange Communication System. JOHN BARNARD (Devereux, New Jersey Center for Autism - Bridgeton, NJ)
 - The Relationship Between Picture Exchange Communication System Skill Level and Reduction of Challenging Behaviors. KATE DICKEY, Bryant Belknap (Devereux, New Jersey Center for Autism - Bridgeton, NJ)
 - Using the Picture Exchange Communication System to Increase Receptive Language Skills. JESSE W. JOHNSON (Northern Illinois University - Dekalb, IL), Kate Dickey (Devereux, New Jersey Center for Autism - Bridgeton, NJ)
- # 417 So What? What Psychiatric Rehabilitation Can Teach Applied Behavior Analysts About Quality of Life.**
 9:00 Symposium
 10:50 AM Independence H
 DDA Chair: Roger R. Davies (The May Institute - Revere, MA)
 Discussant: E. Sally Rogers (Boston University - Boston, MA)
- Integrating Psychiatric Rehabilitation with the Behavioral Approach: Application with Community Based Consumers. FRANK BIRD (The May Institute - Revere, MA)
 - Increasing Quality of Services in an Adolescent Inpatient Setting – The Use of Competency Based Training Systems. JEANNE MORRISON, Rita Gardner (The May Institute - Randolph, MA)
 - Designing Effective Educational Programs in an Adolescent Inpatient Setting to Improve Outcomes in the Community. RITA GARDNER, Michelle Kupfer (The May Institute - Randolph, MA)
 - Implementing Quality Assessment and Improvement Programs: The Functional Application of Continuous Quality Improvement Practices in Behavioral Programs. KATHLEEN KAPSALIS (The May Institute - Chatham, MA)

- # 418 The Impact of Health Care Reform on Behavior
9:00 Analysis: Issues for Outpatient and Community/Home
10:50 AM Based Services.
Independence I Symposium
CBM Chair: Gary Pace (Kennedy Krieger Institute - Baltimore, MD)
Discussant: Michael Cataldo (Kennedy Krieger Institute - Baltimore, MD)**
- Characteristics and Outcomes of a Hospital Based Outpatient Behavioral Psychology Clinic. GARY M. PACE, Megan Schmelzer, Dan Krell, Michael F. Cataldo (Kennedy Krieger Institute - Baltimore, MD)
 - An Evaluation of the Efficacy of an Intensive Behavioral Day Treatment Program. JULIA O'CONNOR, Jennifer Zarcone, Patricia Kurtz, Wayne Fisher, Gary Pace (Kennedy Krieger Institute - Baltimore, MD)
 - A Comparison of Standard Outpatient vs. Day Treatment Services for Pediatric Feeding Disorders. RAMASAMY MANIKAM, Roberta Babbitt (Kennedy Krieger Institute - Baltimore, MD)
 - Databased Administration of Service Productivity and Quality. MEGAN SCHMELZER, Gary Pace, Michael F. Cataldo, Beth Curtin, Susan Perkins-Parks (Kennedy Krieger Institute - Baltimore, MD)
- # 419 Correctional Architecture and Programs: Designing
9:00 Events to Promote Rehabilitation.
10:20 AM Symposium
Lafayette Park Chair: Dudley J. Terrell (Federal Bureau of Prisons - Arlington, VA)
CCS Discussant: Katheen M. Hawk (Federal Bureau of Prisons - Arlington, VA)**
- PETER HARZEM (Auburn University - Auburn, AL)
 - JANET ELLIS (North Texas State University - Denton, TX)
 - JOHN M. MCKEE (Institute for Social and Educational Research - Tuscaloosa, AL)
- # 420 Compensation Systems in the Public and Private
9:00 Sectors.
10:50 AM Symposium
Latrobe Chairs: Linda J. Hayes (University of Nevada - Reno, NV) and
PRM Cloyd Hyten (University of North Texas - Denton, TX)
Discussant: Jon E. Krapfl (Coba, Inc. - Chicago, IL)**
- The Sin of Wages. WILLIAM B. ABERNATHY (W. B. Abernathy and Associates - Memphis, TN)

- Incentive Pay in Human Services and the Academy. LINDA J. HAYES, Mark A. Adams, Mark R. Dixon, Ramona Houmanfar (University of Nevada, Reno, NV), Arthur Dykstra (Trinity Services, Inc - Joliet, IL)
- Collaborative Behavior, Performance and Compensation. JAMES S. HILLGREN (Organization Performance Group - Dallas, TX)

421 Conceptual Issues of Behavioral Technology.

9:00 Symposium International

10:50 AM Chair: Ruben Ardila (National University of Colombia - Bogota, Colombia)

Renwick TPC Discussant: Peter Killeen (Arizona State University - Tempe, AZ)

- The Experimental Synthesis of Behavior and Behavioral Technology. RUBEN ARDILA (National University of Colombia - Bogota, Colombia)
- On the Structure and Organization of Behavioral Technology. RENE QUIONES (National University of Colombia - Bogota, Colombia)
- Radical Behaviorism, Behavioral Technology and Social Engineering. FREDY D. REYES (National University of Colombia - Bogota, Colombia), Wilson Lopez (Konrad Lorenz Foundation)

422 Verbal Relations and Rule-Governed Behavior.

10:30 Paper Session International

11:50 AM Chair: James J. Jakubow (Queens College, CUNY - Flushing, Independence C NY)

EAB

- Analysis of Rule-Derivation Process. ALVARO TORRES (Univeridad Nacional Autonoma de Mexico - Coyoacam, Mexico)
- Accelerating Equivalence Class Formation Using Homogeneous Responding. BARRY J. BRUNS (Mediplex Rehab - Battle Creek - MI), Patrick R. Progar (University of Wisconsin, Platteville, WI)
- Emergence Equivalence Relations: The Effects of Naming, Relational Terms and Contextual Control. SONIA M. MELLO, (Universidade Federal de Minas Gerais - Lago Sul, Brazil), Neil Dugdale and C. Fergus Lowe (University of Wales - Bangor, NWA)
- When Subjects and Investigators Talk: Instructional Practices and Verbal Self-Report Methods In JEAB (1988-1993). THOMAS S. CRITCHFIELD, Michael Schlund and Scott D. Lane (Auburn University - Auburn, AL)

**# 423 Challenges in the Rehabilitation of People with
Acquired Brain Injury.**

10:30

11:50 AM

Arlington

CBM

Symposium

International

Chair: Ted Newbigging (Hamilton Psychiatric Hospital - Hamilton, Ontario, Canada)

Discussant: John R. Davis (McMaster University - Hamilton, Ontario, Canada)

•Green Means Go, Red Means Stop: Using Stimulus Discrimination to Reduce Attention Seeking Behaviors. GARY V. BLAKE, Nicholas M. Bogod, Ted Newbigging (Hamilton Psychiatric Hospital - Hamilton, Ontario, Canada)

•The Effects of a Self-Evaluation Procedure on Inappropriate Sexual Interactions (Verbal and Physical) of a Brain-Injured Man. C. JANE MILLICHAMP, Brenda McCarthy, David Pidgeon, Tracie Schmerling (Hamilton Psychiatric Hospital - Hamilton, Ontario, Canada)

•Running: A Unique Multi-Functional Maladaptive Behavior. TED NEWBIGGING, Gary V. Blake (Hamilton Psychiatric Hospital - Hamilton, Ontario, Canada)

424 Teaching Behavior Analysis: Learning by Doing.

10:30

11:50 AM

Constitution C

EDC

Symposium

Chair: Mark A. Mattaini (Columbia University School of Social Work - New York, NY)

Discussant: Bruce A. Thyer (University of Georgia - Athens, GA)

•Teaching Cultural Design through Community Practice. MARK A. MATTAINI (Columbia University School of Social Work - New York, NY)

•Teaching Parents Advocacy Skills. YUMI T. KOLBA, (Columbia University School of Social Work), Gladys Williams (Fred S. Keller School - Yonkers, NY)

•Services for Homeless Drug Abusing Persons: Contingency Management and Community Reinforcement. MOIRA OJEDA (Broadway Community, Inc - New York, NY), Mark A. Mattaini (Columbia University School of Social Work - New York, NY)



425
10:30
11:50 AM
Independence B
EAB

New Perspectives on the Analysis of Human Behavior: Winners of the 1994-1995 EAHB - Special Interest Group Paper Awards.

Symposium

International

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

- Stimulus Equivalence and Respondent Conditioning: The Effect of Altering Stimulus Equivalence Class Membership. LUCIANNE HACKBERT (University of New Mexico - Albuquerque, NM). Sponsor: Michael Dougher
- Human Matching in the Laboratory: A Second Look at Concurrent Variable-Interval Schedules. SCOTT M. KOLLINS (Auburn University - Auburn, AL). Sponsor: Thomas Critchfield
- Children's Emergent Relations of Equivalence Between "Correct" and "Incorrect" Stimuli. JACQUELINE J. SCHENK, (Leiden University - Leiden, Neth). Sponsor: Paul Smeets
- Timeout-Postponement in Humans without Reduction in Overall Timeout Frequency. BRENDAN F. TOMPKINS (University of South Florida - Tampa, FL). Sponsor: Timothy Hackenberg (University of Florida - Gainesville, FL)

426
11:00
12:20 PM
Bulfinch
TPC

"True" Lies: Misrepresentations of Behavior Analysis and What You Can do to Correct Them.

Panel Discussion

Chair: W. Joseph Wyatt (Behavior Analysis Digest - Hurricane, WV)

Panelists:

- CHARLES MERBITZ (Illinois Institute of Technology - Chicago, IL)
- PAUL CHANCE (Cambridge Center for Behavioral Studies - Cambridge, MA)
- STEPHEN R. FLORA (Youngstown State University - Youngstown, OH)
- T. V. JOE LAYNG (Malcolm X College - Chicago, IL)

427
11:00
12:50 PM
Constitution E
TPC

Bridging the Gap Between Research and Practice: Issues in Applied Research at The Juniper Gardens Children's Project.

Panel Discussion

Chair: Joseph C. Delquadri (Juniper Gardens Children's Project - Kansas City, KS)

Panelists:

- CHARLES R. GREENWOOD (Juniper Gardens Children's Project - Kansas City, KS)
- CHERYL A. UTLEY (University of Kansas - Kansas City, KS)

- JESSICA A. POTUCEK (Juniper Gardens Children's Project - Kansas City, KS)
- YOLANDA TAPIA (Juniper Gardens Children's Project - Kansas City, KS)
- JOSEPH C. DELQUADRI (Juniper Gardens Children's Project - Kansas City, KS)
- SUSAN L. MORTWEET (University of Kansas - Kansas City, KS)

428 How Do We Persuade Linguists and Developmental Psychologists that Language is Learned?

11:00

12:50 PM

Independence D
TPC

Panel Discussion International

Chair: Ullin T. Place (University of Wales - Bangor, Wal)

Panelists:

- BRIAN MACWHINNEY (Pittsburg, PA)
- ERNST L. MOERK (California State University - Fresno, CA)
- JULIE TETEL-ANDRESEN (Duke University)
- PHILIP N. HINELINE (Temple University Psych Dept - Philadelphia, PA)
- ROBERT E. SANDERS (SUNY Albany - Albany, NY)

429 Select Topics in the Developmental Disabilities.

11:00

12:50 PM

Independence G
DDA

Paper Session

Chair: Carryl P. Navalta (The May Institute - Randolph, MA)

- The Role of Behavior Analysis in the Deinstitutionalization of the Developmentally Disabled. RICHARD J. THOMSON (University of Kansas - Lawrence, KS)
- Toward a Behavioral Analysis of Psychiatric Disorders in Persons with Developmental Disabilities. DAVID A. M. PYLES, Wade Frazier, Mark Ammer (W. A. Howe Developmental Center - Tinley Park, IL)
- Quality of Life for Persons with Developmental Disabilities: How is it Measured? CAROLYN HUGHES, Bogseon Hwang (Vanderbilt University - Nashville, TN)
- Training and Management of Event Data Collection with Developmental Disabilities Treatment Staff. DENNIS MOZINGO (Behavior Management Consultants, Inc - Tallahassee, FL), Mary Riordan, Jon S. Bailey (Florida State University and Behavior Management Consultants, Inc - Tallahassee, FL)
- Findings of A 5-Year Follow-Up Analysis of State Department Standards on the Use of Behavioral Procedures with Persons who Have Disabilities. ROBERT L. MORGAN, Travis Loosli (Utah State University - Logan, UT)

430 Antecedent Stimulus Control and Respondent Conditioning.
 11:00
 12:20 PM Paper Session International
 Renwick Chair: Carlos F. Aparicio (University of Mississippi - MS)
 TPC

- A Parametric Scheme for a Unification of Pavlovian and Operant Procedures. JOSE E. BURGOS (University of Massachusetts - Amherst, MA)
- Setting the Occasion for the Occasioner: A New Taxonomy of Antecedent Stimulus Control. MATTHEW L. MILLER and Ingolfur Bergsteinsson (Western Michigan University - Kalamazoo, MI)
- A New Factor in Classical Conditioning: The S-R Relation. ROCIO VEGAS (Universidad Central de Venezuela - Caracas), John W. Donahoe (University of Massachusetts - Amherst, MA)

431 Toward a Behavioral Analysis of Complex Language.
 11:00 Symposium
 12:50 PM Chair: Winifred C. T. Ju (University of Nevada/Reno - Reno, NV)
 Burnham
 TPC

Discussant: Sam Leigland (Gonzaga University - Spokane, WA)

- Second Language Acquisition and Relational Frames Theory: Why You Cannot Teach an Old Dog New Tricks. DOSHEEN TOARMINO, Steven C. Hayes (University of Nevada, Reno, NV)
- The Fine Art of Relating: A Behavioral Analysis of Artistic Expression. WINIFRED JU, Steven C. Hayes (University of Nevada, Reno, NV)
- "Metaphoring": A Relational Frame Analysis of Metaphor. RICHARD T. BISSETT, Steven C. Hayes (University of Nevada, Reno - Reno, NV), Regina Lipkens (Belgium)
- Humor and its Relationship to Metaphor. ADAM M. GRUNDT, Steven C. Hayes (University of Nevada, Reno, NV)
- Science and the Evolution of Language. PATRICIA BACH (University of Nevada, Reno, NV)

432 The Reciprocal Functions of Verbal and Nonverbal Behavior in Various Skill Levels of Problem Solving.
 11:00 Symposium
 12:20 PM Cabin John

Chair: Irene Grote (University of Kansas - Lawrence, Kansas)
 Discussant: Lewis P. Lipsitt (Brown University)
 IRENE GROTE (University of Kansas - Lawrence, KS)

- Self-Instruction in Clinical Practice. EILEEN GAMBRILL (University of California - Berkeley, CA)

- The Verbal Function of Inappropriate Behavior. MARK L. SUNDBERG (Behavior Analysts, Inc. - Danville, CA)
- Task-Analyzing, Teaching, and Evoking Self-Instructed Solutions to Taught and Untaught Problems. IRENE GROTE, Hakam Abu-Al-Khair, Rebeca Perez-Barragan, Jorge Garcia, Jesus Rosales, and Donald M. Baer (University of Kansas - Lawrence, KS)

433 Teaching Behavior Analysis: Programmatic Issues in Education.

11:00

12:50 PM

Constitution D
EDC

Symposium

Chair: Nancy Marchand-Martella (University of Montana - Missoula, MT)

- Teaching Behavioral Concepts for Special Education. RANDY L. WILLIAMS, Betty Fry Williams (Gonzaga University - Spokane, WA)
- Precision Teaching? I'd be Happy with ANY Data-Based Instruction. PATRICIA M. DALY (Ohio Dominican College - Columbus, OH)
- The Role of Theory and Research in Educational Practice. ROGER BASS (Cathage College - Kenosha, WI)

434 Three Different Basic and Applied Methodologies for Analyzing Complex Discriminations.

11:00

12:50 PM

Farragut Square
DEV SIG

Symposium

Chair: Jesus Rosales-Ruiz (University of North Texas - TX)

Discussant: Martha Pelaez-Nogueras (Florida International University - Miami, FL)

- Changing a Dimensional Preference in a Child with Autism. JORGE GARCIA, Jesus Rosales-Ruiz (University of Kansas - Lawrence, KS)
- Effects of Inspection Opportunity and Visual Complexity in a Matching to Sample Task. JUAN CARLOS LOPEZ, Donald M. Baer (University of Kansas - Lawrence, KS)
- Analysis of Children's Responses Using Four Variations of a Complex Visual Auditory Discrimination Procedure. REBECA PEREZ, Barbara Etzel (University of Kansas - Lawrence, KS)

435 The Use of Centralized Expertise in the Treatment of Behavior Problems of the Developmentally Disabled in Community Settings: Outreach and Intensive Training Services (OAITs).

11:00

12:50 PM

Franklin Square
DDA

Symposium

Chair: Brett E. Hemstreet (Beatrice State Developmental Center - Beatrice, NE)

Discussant: Lee C. Zlomke (Beatrice State Developmental Center - Beatrice, NE)

- Standard Operating Procedures of the Outreach and Intensive Training Services (OAITS). LYNN BOGART, Brett E. Hemstreet, Lee C. Zlomke (Beatrice State Developmental Center - Beatrice, NE)

- The Continuum of Services from Home to Institution; Is Moving Through this Progression the Best Practice? WAYNE C. PIERSEL (University of Nebraska - Lincoln, NE)

- Initial Results of the Outreach and Intensive Training Services (OAITS) Consultations in the Community. BRETT E. HEMSTREET, Lee C. Zlomke (Beatrice State Developmental Center - Beatrice, NE)

- Short-Term Residential Placement as an Adjunct to Consultation Services to Community Agencies. TERESA WHITE, Amy Breeden, Brett E. Hemstreet, Lee C. Zlomke (Beatrice State Developmental Center - Beatrice, NE)

**# 436 Multiple Applications of Ecobehavioral Analysis in the
11:00 Study of Children Prenatally Exposed to Alcohol and
12:50 PM Other Drugs.**

Independence F Symposium

DEV SIG Chair: Judith J. Carta (Juniper Gardens Children's Project - Kansas City, KS)

Discussant: Charles R. Greenwood (Juniper Gardens Children's Project - Kansas City, KS)

- Developing the CIRCLE - An Ecobehavioral Approach for Recording the Interactions of Children in their Natural Environments. DEBRA MONTAGNA (Juniper Gardens Children's Project - Kansas City, KS)

- Documenting the Developmental Trajectories of Children Prenatally Exposed to Drugs and Alcohol through Ecobehavioral Assessment. JUDITH J. CARTA (Juniper Gardens Children's Project - Kansas City, KS)

- Validating a Home-Based Language Intervention Program for Children Prenatally Exposed to Drugs and Alcohol through Ecobehavioral Assessment. PETE PETERSON (Juniper Gardens Children's Project - Kansas City, KS)

- Using Ecobehavioral Assessment to Identify Target Behaviors and Develop Intervention Plans for Experimental Evaluations of Intervention Procedures. MARY A. MCEVOY, Scott R. McConnell (University of Minnesota - Minneapolis, MN)

- # 437 Behaviorally Based Alternative Healthcare Delivery Systems- Current Best Practices in Healthcare.**
 11:00
 12:50 PM
 Independence H
 CBM
 Symposium
 Chair: Dennis C. Russo (The May Center for Health & Rehabilitative Services - Randolph, MA)
 Discussant: Philip G. Levenduskey (McLean Hospital - Belmont, MA)
- Advancing Pediatric Home Care--An Exciting Enterprise for the Adventurous Analyst. JOHN M. PARRISH, Dana Klar (Children's Seashore House - Philadelphia, PA)
 - To Leave, Never to Be Seen Again--Creating a Balanced Psychiatric Rehabilitation Program in a Managed Care Adolescent Inpatient Unit. ROGER R. DAVIES (The May Center - Revere, MA)
 - Beyond the Brain Injury... Educating Children and Adolescents. KAREN BENNETT, Rita Gardner (The May Center for Educ & Neurorehab - Randolph, MA)
 - Transition from Hospital to Community--A Comprehensive Approach to Medical and Behavioral Management of Traumatically Brain Injured Children. JANET REGAN, Rita Gardner, Andrea Potoczny (The May Center for Education & Neurorehabilitation - Randolph, MA)
- # 438 Project SafeCare: An Ecobehavioral Approach to Health, Safety, and Bonding with High-Risk Parents.**
 11:00
 12:50 PM
 Independence I
 CBM
 Symposium
 Chair: John R. Lutzker (University of Judaism - Los Angeles, CA)
 Discussant: Maurice Feldman (Queens University - Kingston, Ontario, Canada)
- Project SafeCare: A Succinct Replication Aimed at Dissemination. RONALD M. DOCTOR, John R. Lutzker (University of Judaism - Los Angeles, CA)
 - Assessing Families at Risk of Child Abuse and Neglect. KATHRYN M. BIGELOW (University of Kansas - Lawrence, KS), Maria Lynn Kessler (University of Judaism - Los Angeles, CA), Ronald M. Doctor (California State University - Northridge, CA), John R. Lutzker (University of Judaism - Los Angeles, CA)
 - H.E.A.L.T.H. : Evaluation of a Home-Based Video Training Program for Parents at Risk of Child Abuse and Neglect. HILARY B. TAUB, Maria Lynn Kessler, John R. Lutzker (University of Judaism - Los Angeles, CA)

•Evaluation of the Safety and Bonding Training Components of Project SafeCare: Preliminary Findings. MARIA LYNN KESSLER (University of Judaism - Los Angeles, CA), Kathryn M. Bigelow (University of Kansas - Lawrence, KS), John R. Lutzker (University of Judaism - Los Angeles, CA), Ronald M. Doctor (California State University - Northridge, CA)

439

11:00

12:50 PM

Lafayette Park

DEV SIG

College Preparation and Literacy at Malcolm X College.

Symposium

Chair: Hubie Dure (Malcolm X College - Chicago, IL)

Discussants: T. V. Joe Layng, Hubie Dure, Brenetta McGee, William Watts, Angela Boone, Maria Collins (Malcolm X College - Chicago, IL)

•Morningside Generative Reading Instruction. HUBIE DURE (Malcom X College - Chicago, IL)

•Morningside Generative Mathematics Instruction.

BRENETTA MACGHEE (Malcom X College - Chicago, IL)

•Morningside Generative Writing Instruction. WILLIAM WATTS (Malcom X College - Chicago, IL)

•Supervision in the Morningside Model of Generative Instruction. ANGELA BOONE (Malcom X College - Chicago, IL)

•Training and Consulting in the Morningside Model of Generative Instruction. MARIA COLLINS (Malcom X College - Chicago, IL)

440

11:00

12:20 PM

Latrobe

PRM

A Conceptual Review and Empirical Analysis of Training Related Issues.

Symposium

Chair: Keith M. Young (Auburn University - Auburn, AL)

Discussant: Richard K. Fleming (Auburn University - Auburn, AL)

•A Conceptual Review of Transfer of Training. BRIAN COLE, Bill L. Hopkins (Auburn University - Auburn, AL)

•Crew Coordination Training: The Role of Needs Analysis. JULIANNE R. OLIVER (Auburn University - Auburn, AL)

•Investigating Video-Mediated Programs to Promote Transfer of Staff Training. SCOTT A. WATSON, Geoffrey H. Martin, Anne M. Yu, Jennifer Willis, Kevin Norr, Richard K. Fleming (Auburn University - Auburn, AL)

441

12:00

12:50 PM

Conference Theater

VRB

Mands Controlled by Learned Motivative Variables.

Invited Address

Chair: W. Scott Wood (Drake University - Des Moines, IA)

Presenter: JACK MICHAEL (Western Michigan University - Kalamazoo, MI)



- # 442 Conditioned Reinforcement.**
 12:00 Paper Session International
 1:20 PM Chair: Josey Chu (Jacksonville State University - Jacksonville, AL)
 Independence C
 EAB
- Current Issues in Delay-Reduction Theory. HERNAN SA-VASTANO and Edmund Fantino (University of California, San Diego - La Jolla, CA)
 - A Quantitative Analysis of Detection Performance with Two to Four Signals and Responses. MICHAEL DAVISON and Rebecca Godfrey (Auckland University - Auckland, New Zealand)
 - Postreinforcement Delays and the Terminal-Link Effect in Concurrent Chains. RANDOLPH C. GRACE and Michael B. Ehler (University of New Hampshire - Durham, NH)
- # 443 Recent Developments in the Precision Learning System.**
 12:00 Symposium
 1:20 PM Chair: Guy Bruce (Precision Learning Systems - Monmouth, IL)
 Constitution C
 EDC
- Discussant: John Domenick (Precision Learning Systems - Monmouth, IL)
- Recent Developments in the Precision Learning System. JIM COWARDIN (Precision Learning Systems - Monmouth, IL)
 - Design Characteristics of Next Generation Precision Learning Systems Educational Software. GUY BRUCE (Precision Learning Systems - Monmouth, IL)
- # 444 The Dog as a Vapor Sampling and Detection Device: How Good are they at Detecting Explosives?**
 12:00 Symposium
 1:50 PM Chair: L. J. Myers (Auburn University - Auburn, AL)
 Independence B
 EAB
- Discussant: Marion Breland-Bailey (Henderson State University - Arkadelphia, AR)
- The Practice and Problems of Canine Detection Technology. J. M. JOHNSTON, L. J. Myers (Auburn University - Auburn, AL)
 - Generating and Controlling Vapor Stimuli. PAUL WAGGONER, Marc Williams, Jan Jackson, Andy Innis, L. M. Johnston, L. J. Myers (Auburn University - Auburn, AL)
 - Acquiring and Preparing Dogs for Testing. JAN JACKSON, Paul Waggoner, Marc Williams, Andy Innis, J. M. Johnston (Auburn University - Auburn, AL)
 - Measuring Canine Olfactory Performance as a Function of Odor Quantity. ANDY INNIS, Paul Waggoner, Marc Williams, Jan Jackson, J. M. Johnston (Auburn University - Auburn, AL)

•Canine Olfactory Sensitivity to Selected Explosives. MARC WILLIAMS, Paul Waggoner, Jan Jackson, Andy Innis, J. M. Johnston (Auburn University - Auburn, AL)

445 **Magical Mystery Cures: A User's Guide to Educational & Health Care Policy.**
12:30 Panel Discussion
1:50 PM Chair: Travis Thompson (Vanderbilt University JFK Center - Nashville, TN)
Bulfinch Panelists:
TPC •EDWARD G. CARR (SUNY at Stony Brook - Stony Brook, NY)
•STEVEN HIGGINS (University of Vermont - Burlington, VT)
•TRAVIS THOMPSON (Vanderbilt University JFK Center - Nashville, TN)

446 **Behavior and Music.**
12:30 Paper Session International
12:50 PM Chair: Douglas P. Field (Temple University - Philadelphia, PA)
Renwick •Some Contingencies of Listening to Music. BERNARD
TPC GUERIN (University of Waikato - Hamilton, New Zealand)

447 **Integrating Basic and Applied Research in Organizational Behavior Management.**
12:30 Symposium
1:50 PM Chair: Kenneth R. Huntley (University of Nevada - Reno, NV)
Latrobe Discussant: Terry E. McSween (Quality Safety Edge - Missouri City, TX)
PRM •Analysis of the Contextual Effects of a Management Outcome Review Process on the Programming Decision Performance of Direct Care Staff in a Human Services Setting. ANNE CUMMINGS (Surrey Place Centre - Toronto, Ont, Canada), W. Larry Williams (University of Nevada - Reno, NV)
•Examining the Differential Effects of Plys and Tracks on Staff Training of Consumers in a Sheltered Workshop. KENNETH R. HUNTLEY, Steven C. Hayes (University of Nevada - Reno, NV)
•An Analysis of the Contextual Effectiveness of Performance Feedback and Goal Setting Procedures on Client Performance in a Human Service Setting. DAVID A. WILDER, Christopher Empey, W. Larry Williams (University of Nevada - Reno, NV)

Monday, May 29, 1995

Place	2:00 pm	3:00 pm	4:00 pm	5:00 pm	6:00 pm	7:00 pm	8:00 pm
Conference Theater		#380 Context Thry					
Constitution Ballroom							
Constitution A							
Constitution B							
Constitution C	#368 Research, Innovations						
Constitution D	#357 cont.						
Constitution E	#352 cont.	#372 Performance					
A Arlington	#354 cont.	#371 Walden Two					
B Cabin John	#356 cont.	#375 Behavioral					
C Roosevelt							
D Wilson							
Burnham Room	#355 cont.						
Latrobe Room	#364 cont.						
Bullfinch Room	#351 cont.						
Renwick Room	#366 cont.						
Washington Boardroom							
Potomac Boardroom							
Independence Ballroom							
Independence A							
Independence B	#359 cont.	#373 Choices					
Independence C	#353 cont.	#374 Temporal Variables					
Independence D	#360 cont.	#376 Unusual					
Independence E	#350 cont.						
Independence F	#361 cont.	#377 Making Progress					
Independence G	#370 Addressing Complex						
Independence H	#362 cont.	#381 AIDS					
Independence I	#363 cont.	#378 Enhancing Staff					
Farragut Square	#358 cont.						
Lafayette Park	#367 Bell Curve						
Franklin Square	#369 Function Assessment						
McPherson Square	#365 cont.	#379 Aggression, Abuse					

#384 - #387
Poster Sessions

#304
Elec. Comm.

#302
Diversity
#303
Pharmacolo
#305
Ed. Impact
#306
Verbal SIG

Don't miss
The ABA Social
9:00 p.m. - 1:00 a.m.
In Independence A

#382
Covenant
#383
Awrd

PERSONAL PLANNER

ABA 95	Friday	Saturday	Sunday	Monday	Tuesday
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9:00 am					
10:00 am					
11:00 am					
Noon					
1:00 pm					
2:00 pm					
3:00 pm					
4:00 pm					
5:00 pm					
6:00 pm					
7:00 pm					
8:00 pm					
9:00 pm					

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CBM Clinical; Family; Behavioral Medicine

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CCS Community; Corrections

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DDA Developmental Disabilities Autism

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EAB Experimental Analysis of Behavior

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SURVIVAL KIT

Everything you need to know about the 1995 ABA Convention in Washington, D.C.

How much does the Grand Hyatt Washington cost per night?

\$107 per night for up to four people in each room (\$122.41 with taxes). Rooms are limited. **We highly recommend that you make reservations before April 1, 1995.** For reservations call (202) 582-4900. Fax (202) 637-1641.

Where is the Grand Hyatt Washington located?

- 1000 H Street, NW, between 10th and 11th Streets in downtown. Midway between the White House and Capitol Hill.
- Directly across the street from the Convention Center.
- Direct underground access to the Metro Subway (at Metro Center).
- Convenient to area attractions and monuments.

How do I get to the Grand Hyatt?

From the National Airport...

- **Taxi Service:** is available for approximately \$12 (a 15 minute ride).
- **Metrorail:** Metro Center Station Blue line goes from National Airport to the hotel, cost \$1.50-\$1.75.

From the Dulles Airport...

- **Taxi Service:** is available for approximately \$45 (a 45 minute ride).
- **Washington Flyer Shuttle:** offers scheduled trips twice an hour to downtown (cost \$16). For more information, call (202) 685-1400.

What special services does the Grand Hyatt offer?

- An extensive 2-story health club facility including a Jacuzzi, lap pool, exercise room, steam, sauna and juice bar. Daily

aerobics program. Massages available upon request.

- Cable TV- Free HBO/CNN/ESPN in room.
- Full service honor bar in every room.
- Irons and ironing boards are available from housekeeping upon request free of charge.

What can I do if the Grand Hyatt is full?

Call the Grand Hyatt in Washington D.C. ABA will contact the hotels and provide the right information to the Grand Hyatt staff. Reservations at the Grand Hyatt will provide you with alternatives, only if the rooms at the Grand Hyatt are sold out.

How is Washington D.C. laid out?

The District is laid out on a grid-like plan and divided into four quadrants, NW, NE, SW, SE. Lettered streets run East to West and numbered streets run North to South. Avenues named for US states run diagonally and intersect with the East-West, North-South streets at the colorful traffic circles located throughout the city.

How do I get around Washington D.C.?

- **Parking** - Consider using public transportation or other alternatives to driving. If you decide to drive in the city, read the parking signs carefully. If your car is causing a serious safety hazard or impeding traffic, it will be ticketed and may be towed to one of the city's impoundment lots, where you'll have to pay a \$75 fine to get it back. For details on parking enforcement, call (202) 727-5000.
- **Metro** - Most major attractions can be reached by Metro, Washington's clean and efficient modern subway system. This system also provides rail links to the Maryland and Virginia suburbs. Stations are readily identified by black pylons with

Survival Kit, Continued...

the large white M visible from the sidewalks.

To travel on Metro, purchase a farecard from a vending machine at any of the stations. The base fare is \$1 or more, depending on the destination. Trains operate every 10 minutes on the average, from 5:30 a.m.-midnight Monday-Friday and 8 a.m.-midnight Saturday and Sunday.

Metrobus routes are timed with Metrorail routes and schedules to provide a coordinated public transportation system throughout Washington. For Metro information call (202) 637-7000.

- **Taxis** - There are more than 9,000 taxicabs in Washington. Cabs operate on a zone system; zones begin in the central city and spread outward. By law, basic rates must be posted in the cab. There is a \$1.25 charge for each additional passenger in the party and a \$1 surcharge during evening rush hours (4-6:30 p.m.). Telephoning for a cab adds \$1.50 to the fare. For details, call the D.C. Taxicab Commission at (202)767-8319.

Where can I make photocopies or transparencies or send faxes?

Inside the hotel...

The Write Choice, Inc. - located in the Business Center on the Lagoon Level. Open Monday-Friday, 8 a.m.-8 p.m. and Saturday, 8 a.m.-5 p.m.. Phone (202) 637-4788. Fax (202) 393-6016.

- **Photocopies:** Single Sided: \$0.25/page/1st 100; Double Sided: \$0.35/page/1st 100.
- **Fax:** Within US: \$5.00/1st 2 pages; \$3.00/each additional; International: \$8.00/1st & 2nd pages; \$5.00/each additional.
- **Transparencies:** \$0.75/sheet

Near the hotel...

Kinko's - 1402 New York Avenue NW. Phone: (202) 783-2364. Open 24 hours everyday!

High volume copies, pick-up and delivery, full color laser copies, 36" x 48" enlargements, self-serve copiers and computers.

- **Photocopies:** \$0.07/page/letter size (after 100 each copy is half price!); \$0.06 for second side.
- **Fax:** Receptions and Local: \$1.00/page; Within US: \$2.00/page; International \$3.00/page.
- **Transparencies:** \$0.75/letter size; \$1.50/legal size.

Where can I eat?

Inside the hotel...

Inexpensive restaurants (under \$20):

- *Zephyr Deli* - 132-seat New York Style Bistro Deli plus outdoor seating, accessible both from the Atrium and the 11th street entrance.
- *Palladio's* - 5-level lobby bar accessible both from the Atrium and the 10th street entrance, offering live Jazz Friday and Saturday evenings.
- *Grand Slam* - Popular sports bar featuring large screen T.V.'s, interactive video games, and sports memorabilia.
- *The Grand Cafe* - 240-seat informal restaurant serving breakfast, lunch and dinner daily. Located on the Lagoon level. Reservations suggested for 6 or more.

Moderately priced restaurants (\$21-30):

- *Via Pacifica* - 120-seat specialty restaurant, featuring a blend of Italian and Asian Cuisine. Reservations suggested.

Near the hotel...

- *Red Sage* - Currently a popular restaurant featuring upscale southwestern cuisine. Corner of 14th and F Street. From the hotel's main door, go left (South) 1 block to F Street, go right (West) 3 blocks to 14th

Survival Kit, Continued...

Street. For reservations call (202) 638-4444.

- **Luigino** - Featuring contemporary Italian cuisine, including seafood specialties. Corner of 12th and H Streets. From the hotel door, go right to H Street, then left (West) one block to 12th. For reservations call (202)371-0595.
- **Capital City Brewing Company** - Offers a wide selection of California style food and beer in a recently opened brewery pub. Corner of 11th and H Streets, diagonally across the intersections from the Grand Hyatt. For more information call (202) 628-CCBC.
- **Tony Cheng's Mongolian Bar-B-Que** - You choose the meat, vegetables, and sauce and watch it being grilled by a tongs-wielding chef. From the hotel main door, turn right (North) a half block to H Street, then right (East) over four blocks, between 7th and 6th Streets. For reservations call (202) 842-8669.
- **Planet Hollywood** - Movie's version of Hard Rock Cafe featuring chicken, pasta and music. Corner of 11th and Pennsylvania St. From the hotel main door, turn left (South) on 11th Street and go four blocks to Pennsylvania. For reservations call (202) 783-7827.

A long walk or short taxi ride from the hotel...

- **Georgia Brown** - This restaurant serves great Southern cooking and is often frequented by D.C. movers and shakers, including mayor Marion Berry. 950 15th Street, five blocks West and two blocks North of the Grand Hyatt. For reservations call (202) 393-4499.
- **Notte Luna** - Featuring contemporary, lighter Italian cuisine in surroundings of brass and deep carpets. 809 15th Street, 5 blocks west and one block north of the Grand Hyatt. For reservations call (202) 408-9500.

- **The Peasant** - American cuisine with sophisticated ambiance. 801 Pennsylvania Ave., across from the National Archives, four blocks South and three long blocks East of the Grand Hyatt.
- **For those ABA coffee lovers, try:** *Starbuck's Coffee* on the corner of 14th and G, *Brothers Coffee Bar* at the corner of 14th and New York, and *Barista Coffee* across the street from Brothers.

What can I see and do in Washington D.C.?

Within walking distance (5-10 minutes)...

- **FBI Headquarters** -(tours available), 10th Street and Pennsylvania Avenue, NW, #M-956, (202) 324-1016. A look at crime-fighting techniques used by the FBI. One-hour tour takes you into crime laboratories, past photos of the Ten Most Wanted Fugitives and to a live firearms demonstration. Open Monday-Friday, 8:45 a.m. - 4:15 p.m..
- **Ford's Theater** - 511 10th Street NW, (202) 347-4833. The site of a national tragedy. The newly renovated Lincoln Museum includes more than 400 historic objects that tell the story of Lincoln's assassination. Open 9 a.m.-5 a.m. daily, except during matinees and rehearsals.
- **US Holocaust Memorial Museum** - entrances on 14th Street and Raoul Wallenberg Place SW just south of Independence Avenue, (202)653-9220. The museum tells the story of the Holocaust in its three-floor permanent exhibition. Highlights include the Tower of Faces, actual barracks building from Auschwitz, videotaped witness testimony, a rare documentary film and the Hall of Remembrance. Open 10 a.m. - 5:30 p.m. daily. **You need to make reservations a few months in advance.**
- **National Aquarium**- US Department of Commerce Building, 14th Street and Constitution Avenue, NW, Phone: (202) 482-2826, (202) 482-2825.. The nation's

Survival Kit, Continued...

first public aquarium. Highlights include the Touch Tank as well as shark feedings (2 p.m. Monday, Wednesday and Saturday) and piranha feedings (2 p.m. Tuesday, Thursday and Sunday). Open 9 a.m.-5 p.m. Special appointment tours and other incentive programs available through program office. Special group rate: one person free for every 10 in group. Metro: Federal Triangle.

- *National Museum of Women in the Arts* - 1250 New York Ave., NW, (202) 783-5000, 1-800-222-7270, Open 10 a.m.-5 p.m. Monday-Saturday, noon-5 p.m. Sunday. Donations accepted. Permanent collection of more than 1,000 pieces of art by more than 400 women artists from 28 countries, including works by Lilla Cabot Perry, Georgia O'Keeffe and Mary Cassatt.
- *The White House* - 1600 Pennsylvania Ave. NW, (202) 456-7041. Home of every president except George Washington. Tour includes ground floor (library, vermeil room, china collection) and state floor (East, Green, Blue, Red rooms and State dining room). Open to the public 10 a.m.-noon Tuesday-Saturday. Tickets needed April-October and distributed from kiosk on Ellipse beginning at 8 a.m.. Congressional guided tours available through your congressional representative or senator. Metro: McPherson Square, Federal Triangle.

Easily accessible by car, bus, or subway...

- *National Zoological Park* - 3,000 animals in a 163-acre park. 3000 block of Connecticut Avenue, NW Metro Station: Woodley Park-Zoo or Cleveland Park. For Zoo information (recording) call (202) 673-4800.

- *The Smithsonian Institute* - Smithsonian Information Center open 9 a.m. to 5:30 p.m. daily - Most Smithsonian museums are open daily from 10 a.m. to 5:30 p.m. Admission is free. There are over 12 different museums and galleries.

Special events during the convention...

- *Chestertown Tea Party Festival* - (May 27-28) This historic Colonial town reenacts its 1774 tea tax protest and offers a parade, crafts, music and other activities. Call (410)778-0416.
- *Irish Festival* - (May 28) A celebration of Irish culture, with music, food and crafts, at Wolf Trap Farm Park in Vienna. Call (703)255-5430.
- *WorldFest* - (May 28-29) The diversity of the region is showcased at this festival of music, foods, crafts, dance and other entertainment, from 10-8 both days on Pennsylvania Ave. from 9th to 14th streets NW. Admission is free. Call (202)619-7222.

Where can I shop?

Stores in the metropolitan area are generally open Monday through Saturday from 10:00am to 5:00pm - many are open later on Thursday. Shopping is available within walking distance from the hotel lobby.

- *The Pavillion at the Old Post Office* - 1100 Pennsylvania Avenue, NW. Historic landmark houses, shops with clothing, gifts, toys, and a wealth of souvenirs. Walking distance or Metro Blue Line at Federal Triangle.
- *Metro Center* that connects from the Grand Hyatt features Woodward & Lothrop, Hecht's (the Capital's oldest department store), Grafinckel's, and The Shops at National Place with 80 stores featuring clothing, books, jewelry, shoes/leather goods, and more.

CALL FOR NOMINATIONS FOR 1996 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 of 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 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 the 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 for more information on the accomplishments of the nominee.
7. Any other information which would help the awards committee in making a decision.

Send nomination information to:

Marilyn Bonem
Psychology Department
Eastern Michigan University
537 M Jefferson
Ypsilanti, MI 48197
Phone Number: 313-487-0103

NOMINATIONS ARE DUE JUNE 15, 1995.

ABA MEMBERSHIP

ABA has seven categories of membership. A description, the benefits, and the requirements of each category follow:

- **Sustaining and Supporting Members** are eligible to vote on ABA business matters and to participate in the Nominations 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 Master's degree in Applied of Experimental Analysis of Behavior or contributions to the field of 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 the status for the first time.
- **Chapter/Adjunct Members** are members of an ABA-Affiliated National, Regional, State, or Local Chapter. Benefits: Subscriptions 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 of 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 you application for membership.

ABA '95 Membership Form

Association for Behavior Analysis: An International Organization

Mail form and payment to: Attention: Membership Application, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052 Telephone: 616-387-4495. FAX: 616-387-4457

Dues for all Membership Categories include subscriptions to the ABA Newsletter and The Behavior Analyst, with the following exceptions - Chapter/Adjunct Dues do not include a subscription to The Behavior Analyst. See descriptions on the preceding page.

Please print clearly

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

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 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:

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"/> \$90.00	<input type="checkbox"/> \$210.00
Affiliate	<input type="checkbox"/> \$90.00	<input type="checkbox"/> \$210.00
Emeritus	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$75.00
Student	<input type="checkbox"/> \$35.00	
Chapter-Adjunct	<input type="checkbox"/> \$30.00	<input type="checkbox"/> \$60.00
Special Student Transition	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$170.00

(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 the special rate only once.)

New Member 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"/> \$50.00	<input type="checkbox"/> \$170.00
Affiliate	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$170.00
Emeritus	<input type="checkbox"/> \$24.00	<input type="checkbox"/> \$64.00
Student	<input type="checkbox"/> \$24.00	
Chapter-Adjunct	<input type="checkbox"/> \$18.00	<input type="checkbox"/> \$48.00

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.

PERMANENT MAILING ADDRESS

If your mail is returned as "non-returnable" to the address listed on the front of this form, ABA will send you mail to the following address:

Degree Held

List 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
- ☐ Association Scientifique pour la Modification du Comportement, Canada
- ☐ Australian Behavior Modification Association
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Belgium Association for the Study of Behavior Modification & Therapy
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ Chicago ABA
- ☐ Colombia, South America
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour, Wales
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ Germany Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi Association for Behavior Analysis
- ☐ New England Society of Behavior Analysis & Therapy

- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northern California ABA
- ☐ Northwestern ABA
- ☐ Norsk Atferdsanalytisk Forening (Norwegian ABA)
- ☐ Ontario ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Sociedad Peruana de Analisis y Modificacion del comportamiento (Peru)
- ☐ Sociedad Uruguaya de Analisis y Terapia de Comportamiento (Uruguay)
- ☐ Southeastern ABA
- ☐ Southern California ABA
- ☐ Texas ABA
- ☐ TriState ABA

Write "M" in the line next to the ABA Special Interest Groups of which you are a member. Write "I" in the box next to the Special Interest Groups about which you would like to receive information.

- ___ Animal Trainer's Forum
- ___ Autism
- ___ Behavior Analysis & Cultural Design
- ___ BALANCE
- ___ Behavior Analysis in Corrections
- ___ Behavior Analysis in Education
- ___ Behavioral Gerontology
- ___ Behaviorists for Social Action
- ___ Clinical Behavior Analysis
- ___ Computer Users
- ___ Development & Behavior Analysis
- ___ Direct Instruction
- ___ Experimental Analysis of Human Behavior
- ___ Experimental Analysis of Nonhuman Behavior
- ___ Interbehaviorists in ABA
- ___ JABA Users Group
- ___ Legal and Ethical Issues
- ___ Organizational Behavior Management Network
- ___ Rehabilitation & Independent Living
- ___ Society for the Quantitative Analysis of Behavior
- ___ Teaching Behavior Analysis
- ___ Verbal Behavior

ABA '95 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)

Fill out the following information ONLY if changed:

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 badge

Print your affiliation (where you work or go to school)

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:

Check:

Cash:

Credit Card:

Date Received:

CONVENTION REGISTRATION

A Discount is available for early payment of all registration fees. If you registration is postmarked before April 1, 1995, send the amount listed in the "Before" column. You may register for the entire convention or for just on 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

(Friday 5/26-Tuesday 5/30). Choose your membership category from the list below and fill in the appropriate amount.

Category	Before 4/1	After 4/1
Sustaining, Supporting, Full, Affiliate	<input type="checkbox"/> \$79.00	<input type="checkbox"/> \$99.00
Emeritus and Student	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$45.00
Chapter-Adjunct	<input type="checkbox"/> \$105.00	<input type="checkbox"/> \$125.00
Non-member	<input type="checkbox"/> \$205.00	<input type="checkbox"/> \$225.00

OR

One-Day Registration. Check day(s) attending:

- ☐ Saturday 5/27 ☐ Sunday 5/28
☐ Monday 5/29 ☐ Tuesday 5/30

Choose your membership category from the list below and fill in the appropriate amount (fee x # of days).

Category	Before 4/1	After 4/1
Sustaining, Supporting, Full, Affiliate	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$45.00
Emeritus and Student	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$45.00
Chapter-Adjunct	<input type="checkbox"/> \$50.00	<input type="checkbox"/> \$60.00
Non-member	<input type="checkbox"/> \$70.00	<input type="checkbox"/> \$80.00

SPECIAL EVENTS & MATERIALS

Professional Development Breakfast / \$16

\$

Sweatshirts with Washington Logo

Adult Sizes: L XL XXL / \$25 ea.

\$

Short-sleeved T's with Washington Logo

Adult Sizes: L XL XXL / \$15 ea.

\$

Youth Sizes: S M L / \$10 ea.

\$

ABA Painter Hats

One Size Fits All / \$5 ea.

\$

Washington Mug / \$5 ea.

\$

Donation to Support Student Presenter

\$

Registrations for ABA '96 Convention

\$

Placement Service

•Applicants: \$20 (before 4/1) \$25 (after 4/1)

\$

•Employers: \$35/position (before 4/1) \$45 (after 4/1)

\$

Workshop Total

\$

Total Registration Payment Enclosed (US funds only)

\$

ABA '95 Workshop Registration Form

Association for Behavior Analysis: An International Organization Preconvention Workshops, May 26 & 27, 1995

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 Workshop Registration and Materials Fees

Friday, May 26

- #1. 9:00am-4:00pm. Introduction to Standard Celeration. Lindsley, Cooper, Haughton, Pollard, Starlin, and Wolkling. Advance Registration Fee: 1995 ABA Members, \$130; All others, \$155
- #2. 9:00am-12:00pm. TBA: How to Develop, Produce, and Use SAFMEDS. Graf. Advance Registration Fee: 1995 ABA Members, \$70; All others, \$95
- #3. 9:00am-12:00pm. Radical Behaviorism... Williams. Advance Registration Fee: 1995 ABA Members, \$52; All others, \$77
- #4. 9:00am-4:00pm. Critical Thinking in Clinical Practice... Gambrell. Advance Registration Fee: 1995 ABA Members, \$95; All others, \$120
- #5. 9:00am-4:00pm. Educational Design... Bruce, Cowardin, Eshleman, and Shamrao. Advance Registration Fee: 1995 ABA Members, \$105; All others, \$130
- #6. 9:00am-12:00pm. Teaching Language to Autistic and Developmentally Disabled Children. Sundberg. Advance Registration Fee: 1995 ABA Members, \$75; All others, \$100
- #7. 9:00am-4:00pm. Hypercard... Potter and Mason. Advance Registration Fee: 1995 ABA Members, \$110; All others, \$135
- #8. 9:00am-4:00pm. Rule-Governed Behavior... Malott. Advance Registration Fee: 1995 ABA Members, \$105; All others, \$130
- #9. 1:00pm-4:00pm. How to Make Your Program Survive... Miller. Advance Registration Fee: 1995 ABA Members, \$50; All others, \$75
- #10. 1:00pm-4:00pm. Using Statistical Process Control... Pfadt. Advance Registration Fee: 1995 ABA Members, \$60; All others, \$85
- #11. 1:00pm-4:00pm. Behavioral, Instructional, and Medical Interventions for Children... DuPaul and Stoner. Advance Registration Fee: 1995 ABA Members, \$60; All others, \$85
- #12. 1:00pm-4:00pm. TBA: How to Develop and Use Practice Sheets. Graf. Advance Registration Fee: 1995 ABA Members, \$60; All others, \$85
- #13. 1:00pm-4:00pm. Agency or Individual Crisis?... Moreau and Farkas. Advance Registration Fee: 1995 ABA Members, \$65; All others, \$90
- #14. 5:30pm-8:30pm. Statistical Analysis of Applied Behavioral Data... Crosbie. Advance Registration Fee: 1995 ABA Members, \$65; All others, \$90

- #15. 5:30pm-8:30pm. The Picture Exchange Communications System. Frost and Bondy. Advance Registration Fee: 1995 ABA Members, \$60; All others, \$85
- #16. 5:30pm-8:30pm. A Behavioral Diagnostic Paradigm... Pyles, Frazier, and Howe. Advance Registration Fee: 1995 ABA Members, \$50; All others, \$75
- #17. 5:30pm-8:30pm. Consulting in Educational Settings... Detrich and Bartlebaugh. Advance Registration Fee: 1995 ABA Members, \$70; All others, \$95
- #18. 5:30pm-8:30pm. Behavioral Psychotherapy... Zlutnick. Advance Registration Fee: 1995 ABA Members, \$50; All others, \$75
- #19. 5:30pm-8:30pm. The C-BAD System. Cipani. Advance Registration Fee: 1995 ABA Members, \$83; All others, \$108

Saturday, May 27

- #20. 9:00am-12:00pm. A Dozen Teaching Mistakes and... Heward, Barbeta, Cavanaugh, and Grossi. Advance Registration Fee: 1995 ABA Members, \$60; All others, \$85
- #21. 9:00am-12:00pm. Beyond Consequences... Cameron, Maguire, and Ainsleigh. Advance Registration Fee: 1995 ABA Members, \$50; All others, \$75
- #22. 9:00am-12:00pm. Anxiety Management Training. Suinn. Advance Registration Fee: 1995 ABA Members, \$50; All others, \$75
- #23. 9:00am-12:00pm. Defining an Acceptable Treatment Environment. McGimsey and Jacobs. Advance Registration Fee: 1995 ABA Members, \$52; All others, \$77
- #24. 9:00am-12:00pm. Affecting Legislative Policy. Street. Advance Registration Fee: 1995 ABA Members, \$60; All others, \$85
- #25. 9:00am-12:00pm. Evolution & Beh..... Andronis. Advance Registration Fee: 1995 ABA Members, \$70; All others, \$95

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 1, 1995, add \$20 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: \$25.00/copy. International: \$30/copy.
- ☐ *Verbal Behavior*. B. F. Skinner. A classic first printed in 1957; republished in 1992 by the B. F. Skinner Foundation. Price: \$25.00/copy. International: \$30/copy.
- ☐ *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: \$34.95/copy. International: \$39.95/copy.
- ☐ *Interview with B. F. Skinner*. Audio cassette tape of the interview with B. F. Skinner on National Public Radio. Broadcast in 1990. Price: \$4.00/copy. International: \$6.00/copy.

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: \$15.00/copy. International: \$20.00/copy.

ABA Materials

- ☐ *ABA Membership Directory*. A listing of 2,000 members' names, addresses, telephone, FAX, and electronic mail numbers. Updated in 1994. Price: \$16.00/copy. International: \$21.00/copy.
- ☐ *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: \$40.00 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: \$15.00/copy. International: \$20.00/copy.
- ☐ *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: \$4.00/copy. International: \$5.00/copy.
- ☐ *Recommendations of the Task Force on the Right to Effective Behavioral Treatment*. Report, recommendations, and ABA Position Statement. Price: \$4.00/copy. International: \$5.00/copy.
- ☐ *Position Statement on Student's right to Effective Education*. (1990). Price: \$4.00/copy. International: \$5.00/copy.
- ☐ *Concepts and Principles of Behavior Analysis*. Written by Jack Michael. Price: \$17.00/copy.
- ☐ *Analysis of Verbal Behavior*. Journal, 1 issue per year. Price: Individuals: \$22.00, Students: \$15.00. International: Individuals: \$28.00, Students: \$23.00.

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: \$8.00/copy. International: \$10.00/copy.
- ☐ *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: \$17.95/copy. International: \$22.95/copy

Order form on reverse..

"AVAILABLE FROM ABA..." ORDER FORM

Books and Videos	Cost/Copy	International	# Ordered	Total Cost
The Behavior of Organisms	\$25.00	\$30.00		
Verbal Behavior	\$25.00	\$30.00		
Designs for Excellence in Education	\$34.95	\$39.95		
Interview with B. F. Skinner	\$4.00	\$6.00		
Pedagogue's Progress	\$15.00	\$20.00		
ABA Membership Directory (1994)	\$16.00	\$21.00		
ABA Newsletter (nonmember or institution)	\$40.00	\$40.00		
Graduate Training in Behavior Analysis	\$15.00	\$20.00		
Recommendations of the Task Force on Regulatory Issues	\$4.00	\$5.00		
Recommendations ... on the Right to Effective Behavioral Treatment	\$4.00	\$5.00		
Concepts and Principles of Behavior Analysis	\$17.00	\$22.00		
Analysis of Verbal Behavior (Individual)	\$22.00	\$28.00		
Analysis of Verbal Behavior (Student)	\$15.00	\$23.00		
Don't Shoot the Dog! ...	\$8.00	\$10.00		
Lads Before the Wind: ...	\$17.95	\$22.95		

TOTAL AMOUNT OF ORDER \$

NOTE: All prices are in U.S. funds. Prices are subject to change without notice.

Send Order and payment to: **Attention: Purchasing from ABA
Association for Behavior Analysis
258 Wood Hall
Western Michigan University
Kalamazoo, MI 49008-5052**

Method of Payment (check one): ☐ Check, ☐ Visa, ☐ MasterCard, ☐ American Express

Credit Card # _____ Expiration Date _____

Signature _____

Ship Order to:

Name: _____

Street Address: _____

City, State, Country, Postal Code: _____

OFFICIAL RESERVATION REQUEST

Association for Behavior Analysis

An International Organization

21st Annual Convention, May 26-30, 1995

Please reserve accommodations at the Grand Hyatt for:

Name: _____

Company Name: _____

Street Address: _____

City: _____ State/Province: _____

Country: _____ Postal Code: _____

Sharing Accommodations with (Name): _____

Arrival Date: _____ 4 PM or Guaranteed

Departure Date: _____ Hour: _____ AM or PM

Note: Check-in time is 3:00 PM. Check-out time is 12:00 PM (noon).

Please check requested accommodations:

Type of Room:

- ☐ Single (1 person, 1 bed): \$107
- ☐ Double (2 persons, 1 bed): \$107
- ☐ Triple (3 persons, 2 beds): \$107
- ☐ Quad (4 persons, 2 beds): \$107

Special Requests:

- ☐ No Smoking Rooms
- ☐ Disabled Access Room

- Rooms subject to District and Local room tax •

Reservations or changes must be received no later than May 8, 1995. Reservations received after the above date will be accepted on a space availability basis. Should the room block be filled prior to deadline, requests will be confirmed at the hotels available rate, subject to availability.

For hotel reservations call 202-637-4900

* Unless guaranteed by a major credit card, the reservation will be held until 4 PM. American Express, MasterCard, Visa, and Diner's Club.

Guarantee Method: _____ Credit Card : _____

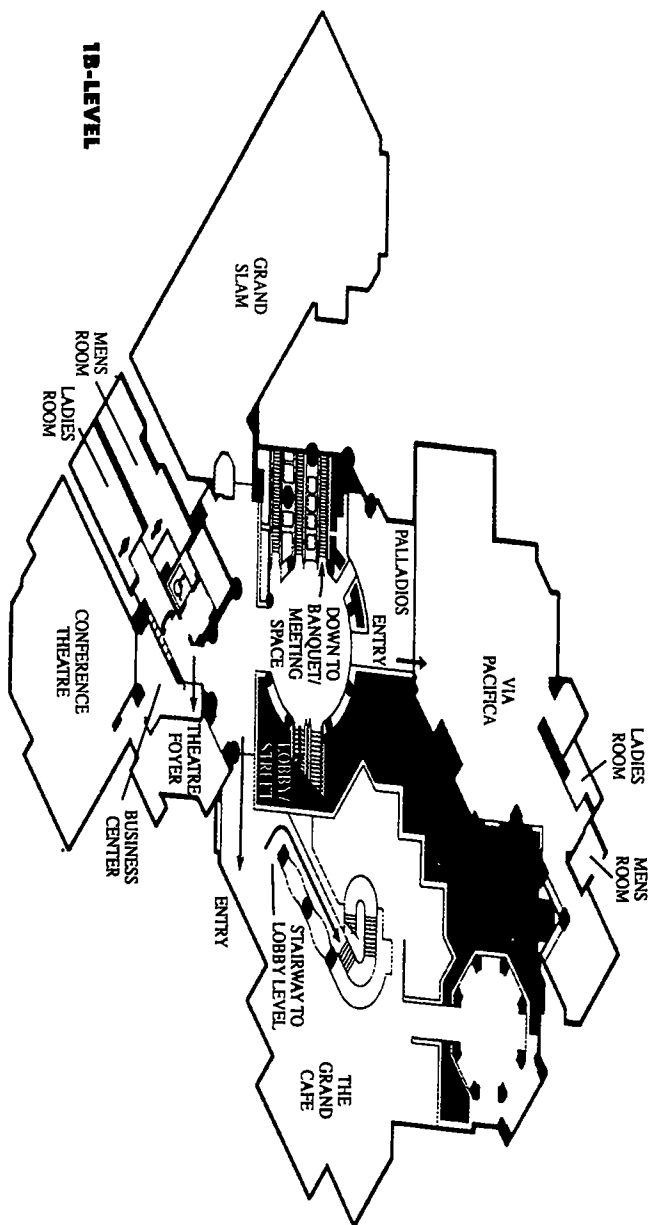
Name as it appears on the card: _____

Number: _____ Expiration Date: _____

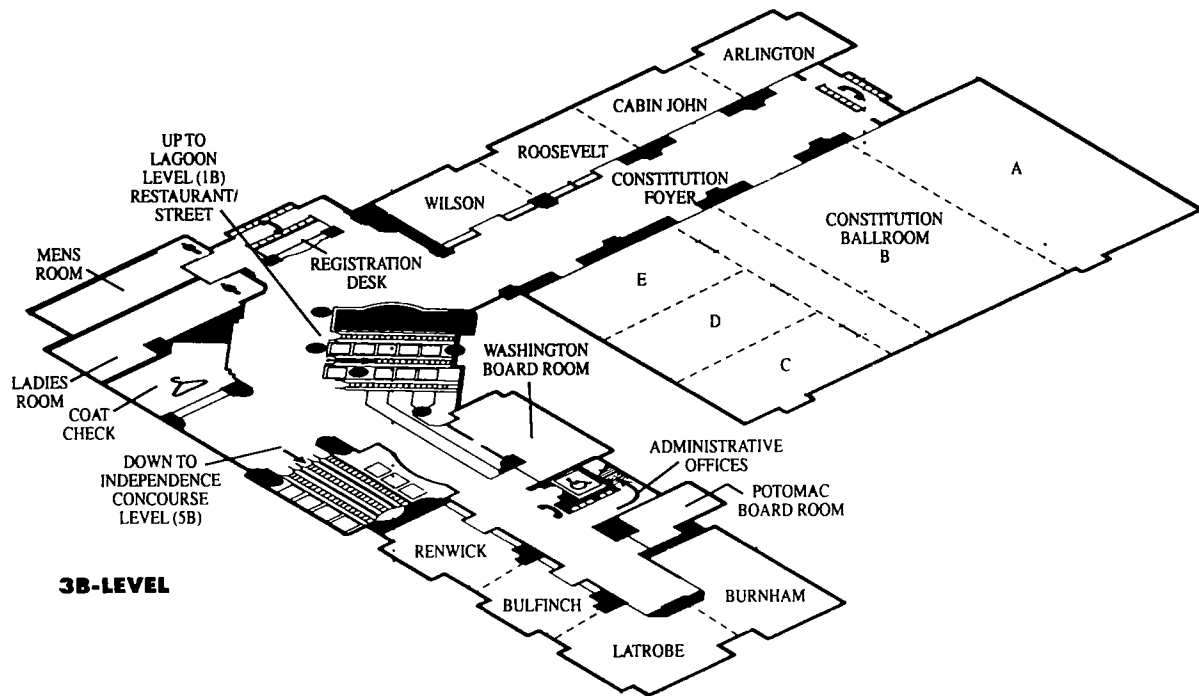
Return this form to:

Grand Hyatt Washington at Washington Center
ATTN: Reservation Department, 1000 H Street NW
Washington, DC 20001 USA

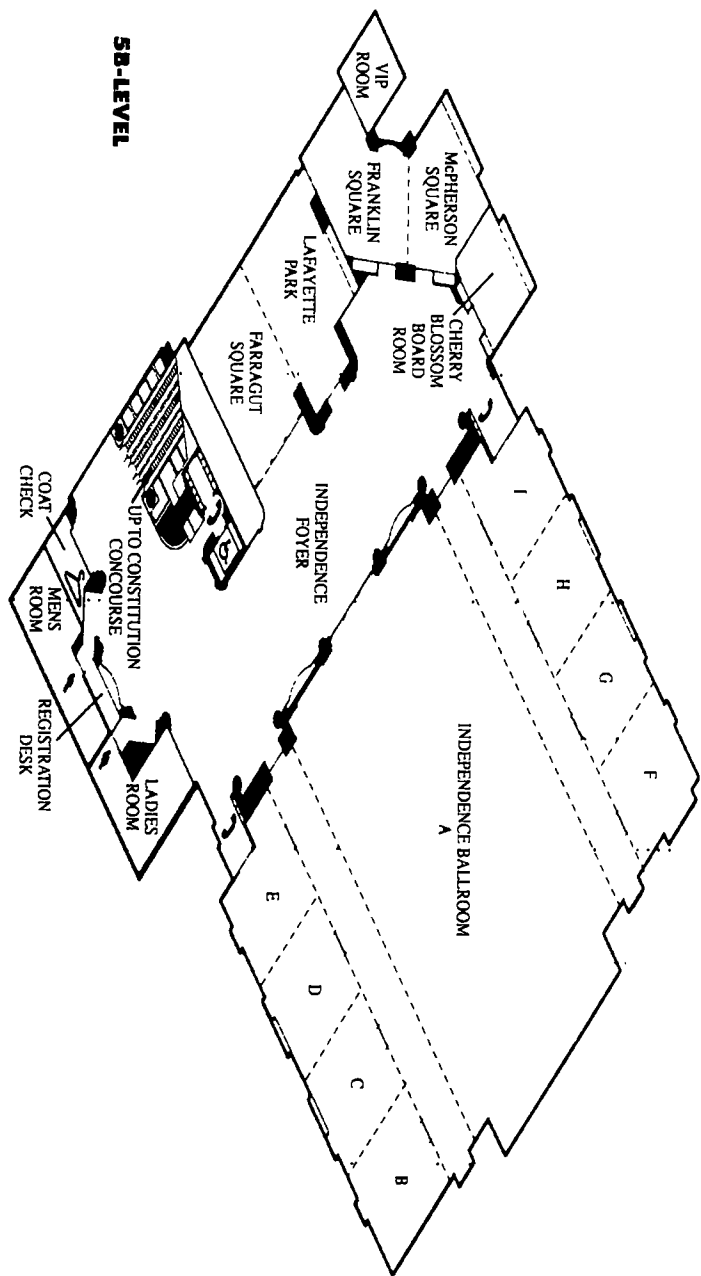
HOTEL MAPS: 1B-LEVEL



HOTEL MAPS: 3B-LEVEL



HOTEL MAPS: 5B-LEVEL



SUSTAINING AND SUPPORTING MEMBERS

Through their contributions, Sustaining and Supporting members help support the involvement of undergraduate and graduate students in behavior analysis, ABA's involvement in the Human Capital Initiative and the Accreditation Council for Persons with Disabilities. The following ABA members provided this support during the 1995 membership year.

Sustaining Members

Anderson, Edward L.
Baer, Donald M.
Binder, Carl V.
Daniels, Aubrey C.
Dickinson, Alyce M.
Ellis, Janet
Favell, Judith E.
Fossum, David G.
Gershenson, Celia Wolk
Glenn, Sigrid S.
Israel, Matthew L.
Lattal, Kennon A.
Lindsley, Ogden R.
Littleton, Robert F., Jr.
Mattaini, Mark A.
McSween, Terry E.
Michael, Jack
Morris, Edward K.
Pennypacker, Henry S.
Stone, John E.
Strully, Vincent
Talsma, Eugene

Bondy, Andrew S.
Brady, Joseph V.
Carlson, Eric L.
Coleman, David A., Jr.
Cooper, John O.
Cowardin, James H.
Cullen, Chris
Daniels, James E.
Davis, Michael L.
Dougher, Michael J.
Eacker, Jay N.
Farris, Howard E.
Foxy, Richard M.
Gambrill, Eileen
Geller, E. Scott
Gentry, G. David
Goldiamond, Israel
Graf, Stephen A.
Harshbarger, Dwight
Heward, William L.
Holland, James G.
Hopkins, Bill L.
Hummel, John H.
Johnston, James M.
Krantz, Patricia J.
Lamal, Peter A.
Langeland, Karen L.
Laties, Victor G.
Lachter, Gerald D.
Layng, T. V. Joe
Lloyd, Kenneth E.

Leblanc, Judith M.
Luce, Stephen C.
Lutzker, John R.
Mabry, John H.
Malott, Richard W.
McClannahan, Lynn E.
Miltnerberger, Raymond G.
Moore, Jay
Obrien, Floyd J.
Osborne, J. Grayson
Parsons, H. McIlvaine
Pokalsey, Connie
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Salzinger, Kurt
Schiller, William J.
Schneider, Howard C.
Schlinger, Henry D.
Shook, Gerald L.
Sidman, Murray
Sloane, Howard
Smith, George A.
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Ulman, Jerome D.
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