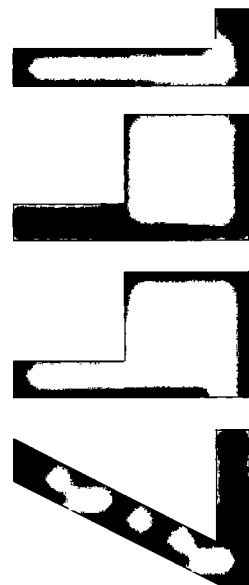
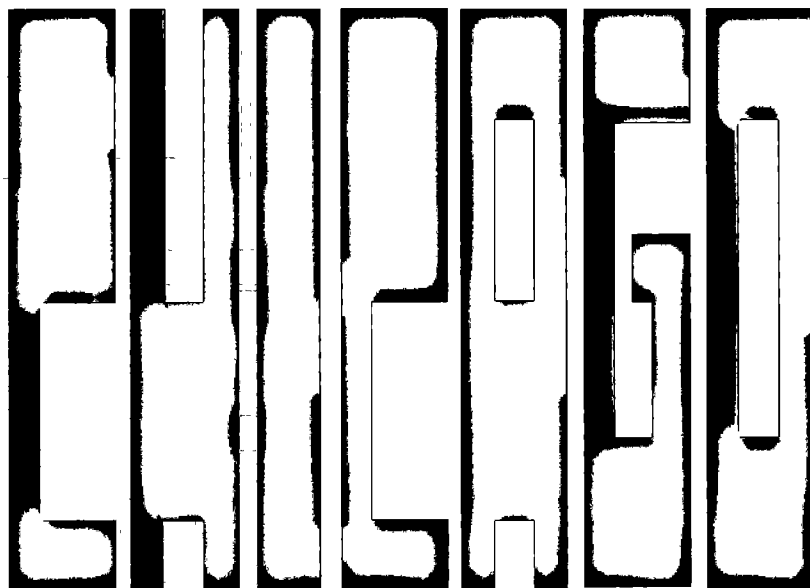


ABA PROGRAM



CONVENTION PROGRAM: CHICAGO 1997

23RD ANNUAL CONVENTION
ASSOCIATION FOR BEHAVIOR ANALYSIS

An International Organization
Sheraton Chicago

Discover the May Institute's Award-Winning Network...

Today, our regional nonprofit network serves over 6,600 individuals and families and stretches across Massachusetts and New England. Together, the May Institute and our new subsidiary, May Mental Health, offer over 100 programs with 1,200 staff.

Recognized for Excellence

Our praise from families has long been echoed by agencies, accrediting bodies, and leading professionals:

- ◆ Full, three-year JCAHO accreditation of all May Institute programs
- ◆ Highest certification for quality from Massachusetts DMR
- ◆ Recognized among "Schools of Excellence" by U.S. Department of Education
- ◆ Staff and programs awarded national and regional honors.

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Our success has come from a clear commitment to the highest standards:

- ◆ Use of most effective, empirically validated methods
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- ◆ Integrated, outcome-focused case management
- ◆ State-of-the-art quality improvement/clinical information systems

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Our programs benefit from the expertise of over 30 Ph.D. and M.D.-level staff and an Advisory Board including experts in autism and behavior disorders (Lovaas, Koegel, Singh, Schreibman, Wacker), brain injury (Sparadeo, Wertleib, Ylvisaker), and mental health (Anthony, Barlow, Liberman, Linehan).

Support for Training and Research

We strongly support professional development of staff and are an active center of research and training:

- ◆ APA-approved Predoctoral Internship
- ◆ Affiliated with 40 hospitals/universities.

An Award-Winning Network of Services

Our services include:

- ◆ Outpatient and Acute Behavioral Healthcare
- ◆ Neurorehabilitation
- ◆ Special Education
- ◆ Early Intervention
- ◆ School Consultation
- ◆ Community Living
- ◆ Job Training/Support

For Information

To learn more about programs, management and consultation services, or career opportunities, call:

1-800-778-7601



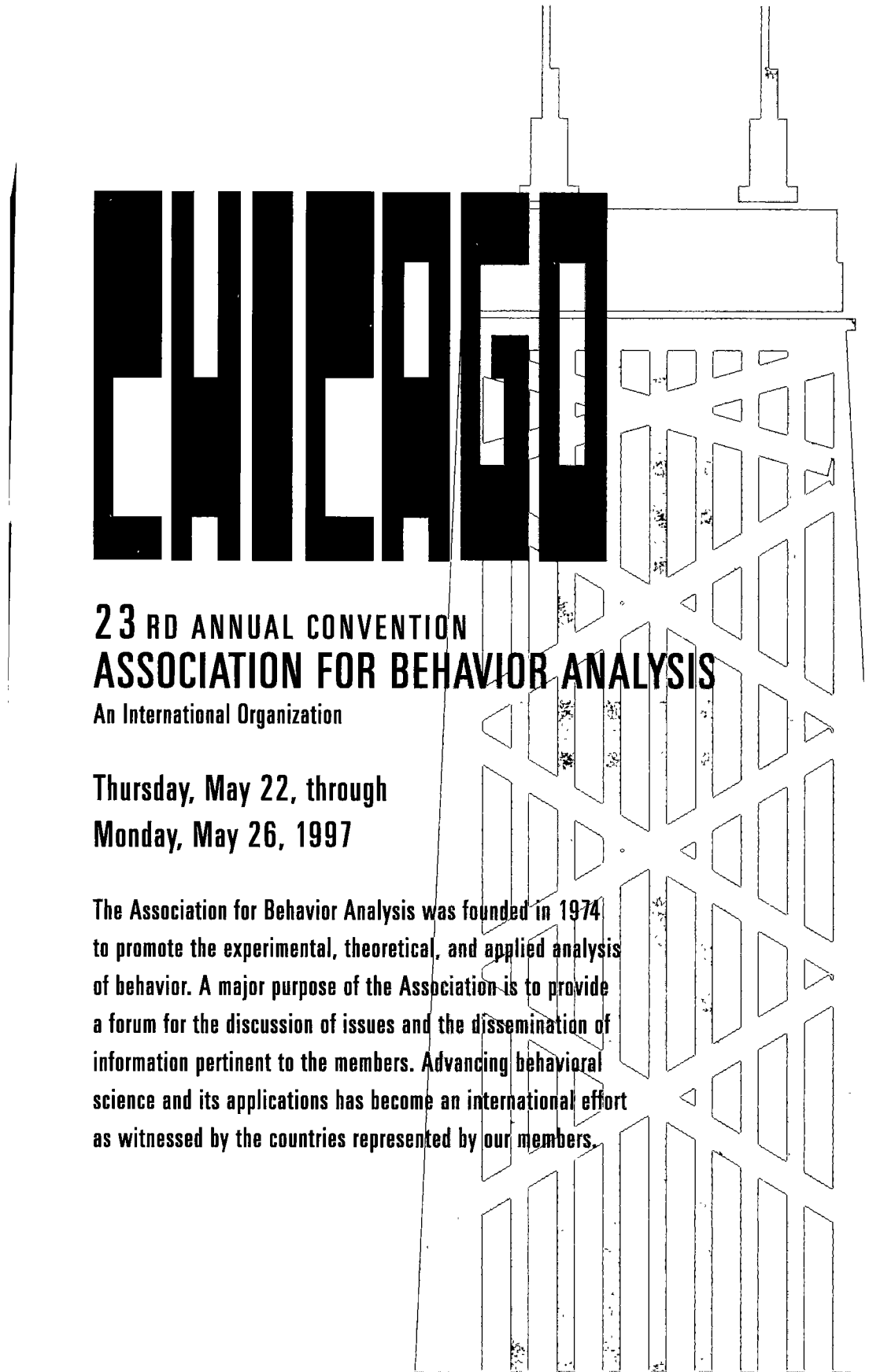
The May Institute is accredited by



Joint Commission

an Accreditation of Healthcare Organizations

940 MAIN ST., SOUTH HARWICH, MA 02661 • 220 NORWOOD PARK SO., SUITE 204, NORWOOD, MA 02062

A stylized, high-contrast black and white line drawing of a city skyline, specifically Chicago, serves as the background for the entire page. The drawing is composed of simple geometric shapes and lines, creating a grid-like pattern of windows and building outlines. The word "CHICAGO" is prominently displayed in the upper left quadrant, rendered in a large, bold, black, sans-serif font. The letters are thick and blocky, with some internal cutouts, giving it a graphic, stencil-like appearance. The skyline includes several tall buildings, with the most prominent one on the right side having a distinctive stepped-top design.

CHICAGO

23RD ANNUAL CONVENTION ASSOCIATION FOR BEHAVIOR ANALYSIS

An International Organization

**Thursday, May 22, through
Monday, May 26, 1997**

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.

Acknowledgements

Program Board Coordinator

James M. Johnston, Auburn University

Program Chairs

Area I: CBM, CCS, DDA, DEV, and ELS

Edelgard Wulfert, SUNY at Albany

Area II: EAB, EDC, OBM, TBA, TOX, TPC, and VRB

Alan Poling, Western Michigan University

Program & Convention Management, Continuing Education Coordination

Maria E. Malott, Malott & Associates

Area Coordinators

CBM: Clinical & Behavioral Medicine

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CCS: Community; Corrections

Anthony Biglan, Oregon Research Institute

Mark A. Mattaini, Columbia University

DDA: Developmental Disabilities; Autism

Kent R. Johnson, Morningside Learning Systems

DEV: Human Development; Gerontology

Jacob L. Gewirtz, Florida International University

EAB: Experimental Analysis of Behavior

William L. Palya, Jacksonville State University

EDC: Education

Laura D. Fredrick, Georgia State University

ELS: Ethical, Legal, and Social Issues

Richard F. Rakos, Cleveland State University

OBM: Organizational Behavior Management

Richard K. Fleming, Auburn University

TOX: Behavioral Pharmacology and Toxicology

Steven Dworkin, Bowman Gray School of Medicine

TBA: Teaching Behavior Analysis

Richard W. Malott, Western Michigan University

Area coordinators, cont.

TPC: Theoretical, Philosophical, and Conceptual Issues

Sam M. Leigland, Gonzaga University

VRB: Verbal Behavior

Thomas S. Critchfield, Auburn University

SQAB: Society for the Quantitative Analyses of Behavior

William L. Palya, Jacksonville State University

Scheduling Support

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Timothy R. Castañón, Association for Behavior Analysis

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Convention Assistance

Conferon, Inc.

Timothy R. Castañón, Association for Behavior Analysis

Wendy Jaehnig and Dan Sikora, Western Michigan University

Continuing Education Support

Corina Groeger, Western Michigan University

ABA Convention Presenters

This program contains the contributions of over 1908 participants from several countries. Thanks to their work, the Association for Behavior Analysis can offer this special convention program, including 29 workshops, 37 business meetings, 47 paper sessions (including 146 papers), 114 symposia (including 454 presentations), 24 panel discussions, 536 posters, 10 reunions/receptions, 25 invited presentations, and 15 special events.

We appreciate all the support of the chairs of ABA's 23 Special Interest Groups. They have made significant contributions to the quality and richness of the 1997 convention program.

Special thanks to the ABA staff for their dedication and quality work.



Maria E. Malott, Ph.D.
Executive Director/Secretary-Treasurer

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About the Association for Behavior Analysis

Purpose

The Association for Behavior Analysis is dedicated to promoting the experimental, theoretical, and applied analysis of behavior. It encompasses contemporary scientific and social issues, theoretical advances, and the dissemination of professional and public information. Advancing behavioral science and its application has become an international effort as witnessed by the countries represented by our members.

ABA is a membership organization that provides a forum for twenty-three special interest groups, maintains a mutually beneficial relationship with thirty-three affiliated chapters located around the world, and organizes an annual convention. The Association publishes two scholarly journals, distributes a newsletter, and offers various other publications relevant to behavior analysis. ABA also provides support for continuing education events.

Background

ABA began in May of 1974 with a planning meeting at the University of Chicago; the first annual convention was held the following year. Its past presidents include: Nathan H. Azrin, Donald M. Baer, Sidney W. Bijou, A. Charles Catania, Barbara C. Etzel, Judith E. Favell, Richard M. Foxx, Sigrid S. Glenn, Israel Goldiamond, Don F. Hake, Philip N. Hineline, Brian A. Iwata, Kennon A. Lattal, 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 Behavior Analyst* (ISSN 0738-6729) began publication in 1978. ABA purchased *The Analysis of Verbal Behavior* (ISSN 0889-9401) in 1994.

Membership

ABA currently has more than 2,500 members, including a significant international representation. A membership application is provided at the back of this Convention Program Book (page. 218).

Annual Meeting

The annual convention currently draws more than 1,800 registrants from around the world. It offers approximately 900 presentations and poster sessions, invited talks and symposia, panel discussions, special interest groups meetings, workshops and social events.

Presidents

President (1995-1998)

Marc N. Branch, University of Florida

President-Elect (1996-1999)

James M. Johnston, Auburn University

Past President (1994-1997)

Richard M. Foxx, Pennsylvania State University

Council Representatives

Applied Representative (1994-1997)

Nancy A. Neef, University of Pennsylvania

Experimental Representative (1996-1999)

Gina Green, New England Center for Children

At-Large Representative (1995-1998)

Carol Pilgrim, UNC at Wilmington

At-Large Representative (1994-1997)

Gerald L. Shook, Shook and Associates

Student Representatives

Representative (1995-1998)

Judith A. Honeywell, Western Michigan University

Representative-Elect (1996-1999)

Mark R. Dixon, University of Nevada-Reno

Past Representative (1994-1997)

Mark A. Swain, University of Nevada-Reno

Executive Director and Secretary-Treasurer (1996-1999)

Maria E. Malott, Malott & Associates

Registration and Convention Services

General Information

Registration and Convention Services are located in the Sheraton Chicago Ballroom Promenade. The hours are:

Thursday	May 22	8:00 AM – 5:00 PM
Friday	May 23	8:00 AM – 5:00 PM
Saturday	May 24	8:00 AM – 5:00 PM
Sunday	May 25	8:00 AM – 5:00 PM
Monday	May 26	8:00 AM – 1:00 PM

Registration

Advanced Registration

Workshop and convention fees must be postmarked by February 15, 1997 to be eligible for early registration discounts.

On-Site Registration

Come to the Registration Desk in the Sheraton Chicago Ballroom Promenade to pick up your advance registration packet or to register on site for workshops and the convention.

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 \$2.00 to your registration and/or 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

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

Forms

Forms for convention registration, workshop registration, membership dues, 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, 1997. A handling fee of \$10.00 will be deducted from all refunds.

After May 1, 1997, 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 23rd Annual ABA Convention in Chicago, IL (e.g., membership, registration, lodging, transportation, meals, etc.) are the responsibility of the presenter or registrant.

Convention Services

Convention Services Desk

If you have any inquiries or concerns about a convention activity or session during the Convention, visit the Convention Services Desk in the Sheraton Chicago Ballroom Promenade. A message board will be available for registrants to leave notes for one another.

Continuing Education

At the Continuing Education Desk, ABA will provide APA continuing education certificates to those that attend workshops and request such CE certificates. We offer this service on site at no additional cost to workshop attendees.

For further information on CE credits, see Page 14 of this book.

Job Placement

Looking for a job? Have a position available? Consider ABA Job Placement! Vitae, resumes, and position listings are available for review at the Job Placement booth in the Sheraton Chicago Ballroom. Interviews may be conducted during the Convention.

Volunteer Services

If you are volunteering to work at the 1996 ABA Convention, check in at the Volunteer Services Desk in the Sheraton Chicago Ballroom when you register. ABA offers the opportunity to assist with various aspects of the convention to those who wish to volunteer their services.

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 that 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
OBM	Organizational Behavior Management
TOX	Behavioral Pharmacology and Toxicology
TPC	Theoretical, Philosophical, and Conceptual Issues
TBA	Teaching Behavior Analysis
VRB	Verbal Behavior

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

Check the schedule charts at the Information Desk in the Sheraton Chicago Ballroom 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 that 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.

Business 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.

Panel Discussions are moderated discussion sessions with panel members responding to a theme.

Poster Sessions are displays of information relevant to data-based research projects; authors are available for 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.

ABA Cooperative Bookstore

Have you had trouble finding the behavior analysis books you want?

Look no further! The ABA Bookstore carries a huge selection of books in virtually all areas related to behavior analysis. Stop by the ABA Cooperative Book Exhibit in the Sheraton Chicago Ballroom Promenade.

Is there a book you think behavior analysts should know about?

Contact the ABA Office! We're interested in any books on any topic of interest to behavior analysts. Just tell us what you want, and we'll do our best to provide it.

The ABA Cooperative Bookstore – Your One-Stop Behavior Analysis Resource!

Job Placement

Instructions for Job Placement Registration

ABA Convention Job Placement is an ideal way to obtain information about applicants and available positions. Rooms are available for immediate interviews. Applicant credentials are on file and available for review. For additional information, contact the ABA office at 616-387-8341. At the Convention, stop by the Job Placement booth in the Sheraton Chicago Ballroom.

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 ABA '97 Job Placement, send 25 copies of your vita or resume and the following information on a 7" wide by 5" high 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 for advance registration (before April 15, 1997), and \$25.00 for on-site registration. Use the Convention Registra-

tion Form in this book for Advance Registration. You may register during the Convention at the Job Placement Service Booth in the Sheraton Chicago Ballroom. Remember to bring the materials as specified above if you choose to register on site. Remember to register early, otherwise an employer may have reviewed the files prior to your registering. Don't miss an opportunity due to poor timing.

Employers

A summary of positions available is posted for quick review by potential applicants. Applicants may then request a copy of the complete job description for review. To register for the 1997 ABA Placement Service, send 10 copies of the complete job description, and the following information on a 7" wide by 5" high 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 for advance registration (before April 15, 1997) and \$45.00 for on-site registration. Use the Convention Registration Form in this book for Advance Registration. You may register during the Convention at the Placement booth in the Sheraton Chicago Ballroom. Remember to bring the materials as specified about if you choose to register on site.

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, health status, religions, abilities, and educational levels.

ABA '97 Exhibits

Exhibit Hours

Exhibits provide an excellent opportunity to obtain information about new and existing products and services. The 1997 Convention Exhibit hours are as follows:

Friday, May 23 12:00 PM - 6:30 PM

Saturday, May 24 ... 12:00 PM - 6:30 PM

Sunday, May 25 12:00 PM - 6:30 PM

Exhibitors

The following are some of our Exhibitors. Join us in Sheraton Chicago Ballroom for these and other interesting exhibits.

Brooks/Cole Publishing Company

ITP-7625 Empire Drive, Florence, KY 41042. Stop by the Brooks/Cole booth to see a display of outstanding books and software, including the following new titles: *Behavior Modification: Principles and Procedures*, by Raymond Miltenberger, *Contemporary Behavior Therapy, Third Edition*, by Michael Spiegler and David Guevremont, *Self-Directed Behavior, Seventh Edition*, by Watson and Tharp, and *Principles of Everyday Behavior Analysis, Third Edition*, by L. Keith Miller. Also on display: *Sniffy the Virtual Rat, Version 4.5*, by Lester Krames, Jeff Graham, and Tom Alloway, *Learning and Behavior*, by Paul Chance, *Essentials of Learning and Conditioning*, by Michael Domjan, and more!

Bluestem Technologies

1104 E 25th Terrace, Lawrence, KS 66046. The Data Collection Assistant (DCA) is a powerful tool for educators, clinicians, and other human service providers. It is designed to bring the technological advances in bar code systems to bear on programmatic data collection in human service settings. Thus, DCA is designed to facilitate data collection in settings where individuals receive support services and where detailed evaluations of the outcome of those services are desired. These settings include locations for education, training, treatment, habilitation, rehabilitation, and general care. The individuals served may be children with special needs,

adults with developmental disabilities, person with mental illness, patients in long-term care facilities, and others.

Cartesian Products, Inc.

52 River Road, Winnipeg, Manitoba, Canada R2M 3Z2. The major product we are exhibiting is CAPSI/PC, a program that enables an instructor to run a Computer-Aided Personalized System of Instruction course on a PC network. We will also be exhibiting behavior analysis graphics, research, and student lab software.

Coulbourn Instruments

7462 Penn Drive, Allentown, PA 18106. A full line of behavioral and physiological research systems. Modular cages for pigeons, rats, small primates, and mice. Modular shuttle cages for rats and mice; modular mazes. A complete line of response and stimulus devices, programmable infusion pumps, bioelectric stimulators, shockers, feeders, auditory and visual stimuli. Systems for startle response, rotometry, activity, etc. Control and data acquisition with computer interfacing and a variety of data acquisition and analysis software. LabLinc V physiological recording system includes amplifiers, couplers, signal processing modules, transducers, computer interfaces and software for signal acquisition, analysis, and experiment control.

Educational Models, Inc.

P.O. Box 35, Burnt Hills, NY 12027. *Bridges for Children with Autism* is a video series designed to assist in the development and utilization of an Applied Behavior Analysis program, the only treatment method that has been proven effective in treating autism. This three and a half hour series is the most thorough program currently available, and includes three videos, two manuals and forms to help evaluate the child's progress.

The New England Center for Children

33 Turnpike Road, Southboro, MS 01772. The Center's primary focus is to increase the skills and abilities of children with autism and other developmental disorders through the use of systematic operant conditioning. The Center serves

approximately 195 students in a variety of programs including: community-based residential for students 3-22 years of age, community-based residential for young adults, integrated and intensive preschool programs up to 22 years of age, and transition programs where students who were residential have been integrated back into supported home or school situations. The majority of our students, particularly those who are residential, display intense, chronic and seriously interfering forms of inappropriate behaviors, including aggression, property destruction, and self-injury. Our overriding goal is to provide state-of-the-art behavioral services to our students to decrease their dangerous and interfering behaviors and increase their ability to function and communicate independently. A critical component of the success of our program is the competency of our teachers, all of whom are college graduates. Our clinical and applied research interests focus on: the assessment and establishment of reinforcement systems, generalization and maintenance of treatment gains, augmentative communication, early intervention, and basic learning processes. To learn more about The New England Center for Children, Inc., please stop by and visit our display in the exhibit area.

Noldus Information Technology, Inc.

6 Pidgeon Hill Drive, Suite 180, Sterling, VA 20165. Software and Instrumentation for behavioral research. Products on display: (1) The Observer – Collect, analyzing and managing series of events. For live registration by a human observer, using a desktop of hand-held computer. (2) Hand-held computers that can be used in combination with The Observer. (3) Video Tape Analysis System – Coding, editing and analyzing behavioral data from video tape. This is an additional system to The Observer Base Package. (4) EthoVision – Automatic recording of activity, movement and social interactions of animals. For complete automation of behavioral tests. (5) Video Course in Behavioral Observation – Interactive training course for students in psychology or biology.

The Professional Crisis Management Association, Inc.

4321 NW 93 Way, Sunrise, FL 33351. Professional Crisis Management (PCM) is a cognitive behavioral system of crisis management used with children, adolescents and adults who ex-

hibit disruptive, aggressive and self-injurious behaviors. Professional Crisis Management was designed and developed for use by educators and human service providers whose primary focus is to go beyond the first step in crisis management training. PCM is prevention oriented, but includes a complete system of physical intervention procedures which are based on the principles of active feedback and learning. The system has been utilized in hospitals, training programs, residential and home settings for more than 15 years. PCM is the only complete crisis management system available that can guarantee successful prevention and intervention with maximum safety, increased dignity and total effectiveness. PCM includes competency-based training and certification for practitioners and master trainers.

Cooperative Book Exhibit

ABA provides an area in which multiple copies of publications, brochures, and other materials may be displayed and sold throughout the convention. The Cooperative Book Exhibit will be open during all regular registration hours and is designed for the display and sale of all books in or related to the field of behavior analysis. In particular, we would like to display books written or edited by presenters at the ABA Convention.

If you would like to include your publications in this display, please contact the ABA office.

CMS Software

PO Box 1514, Columbia, MD 21044-0514. Psychology on a Disk: Interactive Software for Introductory Psychology. Behavior on a Disk: Interactive Software for Psychology of Learning. For a free demonstration disk, write to: CMS Software, PO Box 5777, Santa Fe, NM 87502-5777 USA.

Health Sciences Software

30 Sunset Blvd, St. Albert, AB T8N 0N5, Canada. Health Sciences Software brings you two new affordable Windows software packages. ABBY for Windows greatly simplifies recording and reporting behavioral data on a PC. Use a PC in a classroom, group home or day program. Workload Measurement Plus offers labor deployment and labor cost analysis. Visit our web site: <http://www.compumart.ab.ca/jhealth>

**Bluestem Technologies
Announces the Release of**

Data Collection Assistant (DCA)

Bar code technology has revolutionized many aspects of business and industry. Now the power and efficiency of automated bar code data collection is available in a software and hardware package designed specifically for applied behavior analysts. This package seamlessly integrates bar code data collection into educational and habilitation methodologies found in typical service delivery settings. While focusing on enhanced data collection and analysis capabilities the software, DCA, also promotes and facilitates the highest standards in behavioral program development and application.

DCA Features

- Converting from paper-and-pencil to bar code data collection is fast and efficient.
- Completely eliminates the need for manual data entry and analysis of collected data.
- Allows the user to customize important terminology.
- Allows the user to customize data collection forms with useful instructions on program implementation.
- Supports the collection of discrete event, duration, likert scale/prompt hierarchy, and yes/no data.
- Supports data output in several formats including totals, frequencies, durations, means, percentages, and distributions.
- System can track up to 25,000 outcomes for each of 1000 individuals.
- Produces tables of data in a variety of useful report formats.
- Rapidly produces charts and graphs with easy to use tool bars.
- Supports Videx TimeWand I ®, DuraWand ®, and DuraTrax™ scanners.

Please visit our booth in the exhibit hall.

Bluestem Technologies
1104 E. 25th Terrace • Lawrence, Kansas 66046
Phone: (913) 865-3804

CHICAGO

Thursday, May 22

**Continuing Education Program
Workshop Registration Instructions**

Workshops

Convention Sessions

SOAB Meeting

Day Schedule

Continuing Education Program

General Information

One of the primary objectives of ABA is to provide educational opportunities for members and other professionals to review recent research, discuss current theoretical issues, and learn new methods in the application of behavior analysis to societal problems. While ABA does not require participation in the continuing education program for Association membership, involvement in the program is encouraged.

The Continuing Education Program is designed to meet the academic needs of self-improvement and to provide continuing academic training as required by many licensing associations and specialty boards. ABA will maintain the record of all continuing education credits, which are not equivalent to university credit hours.

APA-Approved CE Credits

The Association for Behavior Analysis (ABA) is approved by the American Psychological Association to offer continuing education credits for psychologists. If you are interested in receiving CE credits for attending workshops at the 1997 ABA convention, please visit the Continuing Education Desk in the Sheraton Ballroom.

ABA will provide CE credit certificates, at no additional charge, to workshop attendees that request CE credits. Certificates can either be claimed on site at the Continuing Education Desk or mailed, at your request.

Note: ABA does not offer CE credits for attending regular convention sessions.

Workshop Registration Instructions

General Information

You may pay membership dues and register for workshops and the convention either by mail, using the forms at the back of this book, or on site at the On-Site Registration Desk in the Sheraton Chicago Ballroom Promenade.

If you register prior to the convention, your workshop ticket(s) will be included in your Advance Registration packet, which may be picked up at the Advanced Registration Desk in the Sheraton Chicago Ballroom Promenade.

Note: Workshops are subject to cancellation due to low enrollment, so advanced registration is advised. If registering after April 1, 1997, please call the ABA office at 616-387-8342 to determine if the workshop will be held before sending payment.

Detailed Instructions

1. Review workshop offerings on the pages that follow.
2. Make selections on the Workshop Registration Form on page 222 of this book.
3. Calculate total fees for all workshops selected. Enter the total on the Workshop Registration Form and on the Convention Registration Form (page 221).
4. If you are also paying membership dues or registration for the Convention, please mail all forms and payment in the same envelope. Payment for all items may be made with one check or credit-card charge.
5. All payments must be made in U.S. funds.

Questions?

Call the ABA Office at 616-387-8341
(Monday-Friday, 9am-5pm EST)

Workshops

Thursday, May 22

Workshop #1

Thursday, May 22, 10:00 AM - 1:00 PM
Arkansas Room

Bringing the Behavior of People with Autism Under the Control of Relevant Environmental Stimuli: The Design, Implementation, and Assessment of Activity Schedules

PATRICIA J. KRANTZ, Gregory S. MacDuff, Edward C. Fenske, and Lynn E. McClannahan (Princeton Child Development Institute)

Description: The progress of people with autism is often impeded by dependence on prompts delivered by other people. Individuals who have learned to dress, complete household chores, or greet other people often fail to display these responses unless teachers or parents prompt them to do so. Although verbal prompts may be carefully faded from instructions to single words, to initial sounds, and, finally, to expectant looks, and, although these cues may be progressively delayed, transfer of stimulus control from prompts to task-related stimuli frequently fails to occur. Dependence on prompts may promote an undesirable set of contingencies; individuals may be rewarded for prompted performances, and teachers may be rewarded by learners' compliance. Under these circumstances, prompts are likely to accelerate, and there are fewer opportunities for transitions from prompted to unprompted responding. If people with autism could respond to stimuli in the physical environment without prompts from other people, their daily activities would more closely approximate those of their nondisabled peers. In addition, parents would be spared the virtually continuous supervision that is often perceived as highly stressful.

Objectives: The workshop is designed to teach participants to identify intervention practices that may result in prompt dependence. Additionally, they will receive instruction in (a) design and implementation of procedures to teach people to follow photographic and written activity schedules, (b) how to fade prompts, and (c) how to use motivational systems to bring behavior under the control of relevant environmental stimuli.

Activities: Activities will include lecture, discussion, instructional videotapes, and brief practice related to the use of activity schedules and prompt-fading procedures.

Target Audience: This workshop is designed for individuals who provide intervention services for people with autism and other developmental disabilities, and their trainers and mentors.

Academic Level: All levels

Workshop Fee: \$50

Workshop #2

Thursday, May 22, 10:00 AM - 1:00 PM
Mayfair Room

Incidental Teaching 101: Effective Intervention with Young Children with Autism

TERESA DALY, Edward Bovey, and Toni Thomas (Emory University School of Medicine)

Description: This workshop will provide participants with experiences designed to build skills in incidental teaching of language, play skills and self help that can be applied in their work with children and families. Incidental teaching (also known as activity-based instruction) provides a timely alternative to traditional discrete-trial methods of intervention for children with autism, and is developmentally appropriate for programs coming into compliance with IDEA, or those programs serving children with disabilities and normally-developing children in a mixed group. Research-based applications of incidental teaching procedures designed to increase such skills as eye contact, social responsiveness, language and peer interactions will be demonstrated. Focus will be on young children (1-5 years old). Common errors and factors that compromise procedural effectiveness will also be addressed.

Objectives: To provide participants with exercises designed to: (1) task-analyze their practices for activities appropriate for incidental teaching, (2) target goals and learning objectives for clients, (3) develop an incidental teaching plan for their practice with toddlers, families, or preschoolers, and (4) gain knowledge of inci-

dental teaching applications across a variety of language, social and self-care skills relevant to young children with disabilities and their families. Participants should leave with an understanding of the steps of incidental teaching and familiarity with the implementation of incidental teaching episodes obtained through practice during the workshop.

Activities: The workshop format will include a combination of presentation, videotaped vignettes, exercises, break-out groups and discussion. Break-out groups will focus directly on one client group (toddlers, families, or preschoolers). Extensive "how-to" materials designed for use with children and families will be provided to all participants.

Target Audience: Teachers, parents, early intervention professionals. The workshop is appropriate for professionals who work directly with families or young children, as well as professionals who supervise a program designed to build language, social and self-help skills for toddlers, preschoolers, or families. This workshop is a companion piece to Environmental Design for Effective Intervention with Young Children with Autism.

Academic Level: Introductory/Intermediate

Workshop Fee: \$53

Workshop #3

Thursday, May 22, 10:00 AM - 5:00 PM
Mississippi Room

Further Developments in Instructional Design

GUY BRUCE and John Eshleman (Precision Learning Systems)

Description: This workshop will teach the instructional design process used by Precision Learning Systems to create computer-based teaching activities that build fluent performance. Steps in the process include: writing performance objectives, designing teaching activities and tests, evaluating program effectiveness and efficiency, and redesigning parts of the program that do not meet outcome criteria. 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).

Objectives: (1) Given information provided by client, the learner will write possible performance objectives. (2) Given client-approved performance objectives, the learner will design a valid measurement instrument for measuring fluency of the desired performance. (3) Given a list of teaching objectives, the learner will design a training program for those objectives, using design principles presented during the workshop. (4) Given a set of objectives, a training program, and measures of program effectiveness and efficiency with respect to each objective, the learner will analyze those data and suggest changes in the instructional design of ineffective or inefficient sections of the program.

Activities: The workshop will be both highly interactive and practice-intensive. Participants will work 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. Each participant will receive a complete training manual (3rd edition) with instructions, exercises and answer keys for each step in the design process.

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

Academic Level: All levels

Workshop Fee: \$115

Workshop #4

Thursday, May 22, 10:00 AM - 5:00 PM
Parlor F

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

RICHARD W. MALOTT (Western Michigan University)

Description: Behavior analysis often seems simplistic in its treatment of the behavior of verbal human beings. For instance, people work or fail to work toward the distant goal of a college

degree. How can we understand this in terms of something so simple as the rat 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: The 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, 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 analysis.

Academic Level: Intermediate

Workshop Fee: \$105

Thursday, May 22

Workshop #5

Thursday, May 22, 10:00 AM - 5:00 PM
Columbus Room A&B

Behavioral Techniques for Identifying and Ameliorating Animal Behavior Problems

KENNON A. LATTAL and Gary M. Wilkes
(West Virginia University)

Description: Techniques useful in identifying and correcting behavior problems of pets will be discussed, demonstrated, and practiced by workshop participants. The techniques include such standard techniques as response shaping, extinction, intermittent reinforcement and punishment, respondent conditioning procedures, corrective feedback, and response and stimulus generalization. These techniques will be applied to such common pet behavior problems as aggression, elimination, and different types of inappropriate or disruptive behavior. The use of these techniques in such open environments as homes and public places will receive special consideration. Issues related to ensuring owner compliance with treatment programs and long-term maintenance of behavior also will be considered.

Objectives: (1) To learn and apply general behavior analytic strategies for establishing effective treatment programs for pet behavior problems. (2) To develop practical skills in assessing and diagnosing behavior problems of pets. (3) To review and provide participants with experience in using basic behavioral techniques with pets in non-laboratory settings. (4) To familiarize participants with the varieties of pet behavior problems likely to be encountered in a pet behavior treatment practice. (5) To provide experiences in interacting with pet owners about behavior problems and their treatment in both short and long term.

Activities: Activities will include some didactic material, but mostly will involve practice by participants in small groups in assessing and treating pet behavior problems.

Target Audience: This workshop is intended for individuals with at least some experience in behavior analysis in either laboratory or applied settings, although not necessarily with pets.

Academic Level: All levels

Workshop Fee: \$120

Workshop #6

Thursday, May 22, 10:00 AM - 5:00 PM
Colorado Room

Treatment Windows: Providing Needed Healthcare Treatments to Physically-Resistant Clients

FRED KEMP (Quixote Consulting)

Description: While many clients with severe disabilities cooperate with needed health-related treatments (e.g., medical and dental examinations and treatments, toothbrushing, face washing, etc.), a significant minority physically resist such treatments, with predictably negative consequences for their health and quality of life. Treatment Windows is a comprehensive, field-tested behavioral package designed to transmute client resistance into cooperation, thus ensuring the delivery of such needed treatments. Treatment Windows consists of two stages. Positive Reinforcement of Participation (PROP) involves individualized positive reinforcement and coping-skills interventions applied before (e.g., education, desensitization, coping skills, rules), during (e.g., setting events, rituals, choice, patient control, distraction, reinforcement), and after (e.g., immediate and delayed reinforcers) the needed treatment. PROP is applicable to clients exhibiting minimal to moderate resistance. Hands On Protective Support (HOPS) is a staff-intensive treatment package designed for clients exhibiting more intense resistance. HOPS includes a consistent, predictable routine; positive reinforcers; escape extinction; differential outcomes; and massed practice. During HOPS, the resistant patient learns that resistance results in immobilization, no attention and more time in the unpleasant situation, while cooperation and self-control result in release from restraint, maximum attention, and less time in the unpleasant situation.

Objectives: (1) To provide a detailed description of Treatment Windows, PROP and HOPS, using toothbrushing and face washing examples. (2) To teach participants, via lecture and discussion, videotaped examples, and role play, the procedural details, instructional techniques, and physical movements involved in creating Treatment Windows. (3) To provide suggested indications and contraindications for client participation in Treatment Windows. (4) To suggest applications to other needed health-related and grooming activities.

Activities: The workshop will consist of two parts: (1) lecture and discussion based on the manual to be handed out, including videotaped examples of successful treatments and (2) demonstrations and role playing where participants will be encouraged to participate in the simulated application of HOPS. A significant portion of time will be reserved for questions at the end of the session.

Target Audience: This workshop is appropriate for everyone responsible for implementing health-related treatments for persons with severe disabilities – direct-care staff, interdisciplinary-team members, health-care professionals, occupational therapists, psychologists, and administrators.

Academic Level: Introductory

Workshop Fee: \$110

Workshop #7

Thursday, May 22, 10:00 AM - 5:00 PM
Michigan Room B

Systemic, Nonlinear, Constructional Approaches to Behavior Change in Educational, Organizational, and Clinical Settings

PAUL T. ANDRONIS (Northern Michigan University), T. V. Joe Layng (The New School for the Learning Sciences, Seattle), and Kent R. Johnson (Morningside Learning Systems, Seattle)

Description: Applications of behavior analysis have extended into more complex problem domains and require more elaborate intervention strategies than ever before. Recent attempts at using a functional analysis have proven fruitful in understanding disturbing behavior in a variety of contexts, including educational, business, and clinical settings. Unfortunately, when we consider the costs and benefits of the disturbing pattern only, while overlooking the costs and benefits of its available alternatives, we may misinterpret the situation in three ways. First, behavior may seem to be maladaptive or an outcome of a diseased process. Second, behavior may appear to be insensitive to its costs as a result of a putative history of rule governance. Third, behavior may seem to be a product of escaping or avoiding aversive internal stimuli (in a variation of two-factor theory). Indeed, these problems may lead to the formulation of func-

tional analyses that do not even address the consequential governance of behavior. Israel Goldiamond and his students have developed a nonlinear functional analysis that helps clinicians, teachers, and performance managers focus upon the consequences of behavior and thus make sense of seemingly nonsensical behavior. Moreover, the topical treatments often associated with behavioral approaches – those that target the symptoms directly – are sometimes inappropriate, and may lead to ineffective outcomes. The present workshop will introduce participants to Goldiamond's (1974, 1978, 1984) approach to linear vs. nonlinear assessment and topical vs. systemic intervention planning, in a constructional approach to treatment. Nonlinear, systemic, treatment is typically directed not at the presenting complaint (aka, symptoms or disturbing patterns), but at other contingency relations which make the contingencies maintaining disturbing patterns potent. We will draw examples from educational, organizational, and clinical cases.

Objectives: Participants will: (1) learn to distinguish between pathological and constructional approaches to behavior change, (2) learn to distinguish between linear and nonlinear analyses of behavior, (3) learn to distinguish between topical and systemic behavioral interventions, (4) use information collected in a constructional questionnaire interview, and a completed case presentation guide to write a nonlinear, systemic, constructional treatment plan.

Activities: (1) Concept Program: Participants will observe presentations of definitions, examples and nonexamples of pathological approaches, constructional approaches, nonlinear analyses, linear analyses, topical interventions and systemic interventions, drawn from clinical, educational, and organizational settings. They will then practice describing case studies along these dimensions. (2) Presentations: Initial constructional client interview, using the constructional approach questionnaire. (3) Writing a Case Presentation Guide from Interview Information. (4) Small Group Project: Small groups of participants will use Whimbey's talk-aloud-problem-solving method to collectively write a constructional, nonlinear, systemic treatment plan from information collected in an initial constructional interview and a written case presentation guide. Workshop directors will rotate and provide feedback to the groups as they are working. (5) Individual Project: Participants will

design a nonlinear, systemic and constructional behavioral project of their own to implement at home.

Target Audience: Intermediate and advanced-level behavior analysts who work in schools, clinics and inpatient services for children and adults and business, industrial and other organizations.

Academic Level: Intermediate

Workshop Fee: \$95

Workshop #8

Thursday, May 22, 10:00 AM - 5:00 PM
Missouri Room

Cognitive Therapy for Depression: A Behavioral Approach

ROBERT J. KOHLENBERG, Chauncey R. Parker, and Madelon Y. Bolling (University of Washington)

Description: Cognitive therapy (CT) is the most utilized short-term psychological treatment for depression. The preponderance, but not all, of the empirical studies support its effectiveness and it is included in most lists of empirically validated treatments. Although behaviorists have often, and justifiably, criticized cognitive therapy for its mentalistic underpinnings, they have less frequently looked at it as a source of potentially useful techniques that might be incorporated into a comprehensive behavioral approach to treatment. This workshop will introduce a behaviorally informed treatment that incorporates cognitive therapy methods and yet remains true to behavioral principles. This new treatment is based on (1) a radical behavioral analysis of the psychotherapeutic environment, based on Functional Analytic Psychotherapy (FAP) (Kohlenberg & Tsai, 1991) and (2) a behavioral reconceptualization of cognitive therapy, with a primary emphasis on the phenomena and methods discussed in Beck's (1978) Cognitive Therapy for Depression. The new treatment is known as FECT (FAP Enhanced Cognitive Therapy) and is used to account for and suggest ways to resolve the problems facing cognitive therapy, as identified by cognitive therapists, and improve CT efficacy.

Objectives: The primary objectives are: (1) a mastery of the behavioral principles and their application to an understanding of the psycho-

therapy environment in general, as well as the phenomena of interest to cognitive therapists, (2) a familiarity with CT methods and how they are used, and (3) how to apply the behaviorally-informed treatment. As part of these primary objectives, participants will learn about (1) the use of reinforcement, specification of clinically relevant behaviors (including those of interest to cognitive therapists) and arrangement for generalization within the constraints of outpatient adult therapy, (2) the three important client behaviors and five therapist rules that guide treatment, (3) a system for classifying client responses, based on Verbal Behavior, that can help the therapist discriminate clinically-relevant behavior during the session, (4) the role of the therapeutic rationale in outpatient treatment and the difference between the cognitive and behaviorally-informed rationales, (5) the various meanings of cognition and their relationship to the "contingency shaped - rule governed" distinction, (6) the use of an adherence scale specifically designed for FECT, and (7) the use the "reaction to rationale" scale.

Activities: Although the workshop is primarily didactic, participants will have opportunities to practice the methods within small groups and apply skills to clinical vignettes presented in transcripts, video, and/or audio tapes. For example, participants will practice (1) detecting clinically-relevant behavior (including cognitive behavior) that are the focus of FECT, (2) discriminating therapist behaviors that are called for by FECT, (3) using a verbal behavior based system to classify client behavior, (4) presenting a behaviorally-informed rationale, (4) classifying the client's reaction to the therapeutic rationale, and (5) using cognitive therapy informed methods in session and for homework assignments.

Target Audience: The workshop is aimed at several audiences. One is the experienced behavior analyst who has little or no experience in adult outpatient treatment, such as cognitive therapy or psychotherapy, and who is interested in a radical behavioral interpretation of the process and an introduction to the therapy techniques. Another is the experienced behavior therapist who has used cognitive therapy and is interested in enhancing treatment with methods suggested by a radical behavioral view of the process. No prior familiarity with FAP or CT is required and, as such, some participants will find portions of the workshop to be more in the nature of a review than a presentation of new

material. Because clinical material is being presented, the workshop is open only faculty, graduate students or professionals.

Academic Level: Introductory

Workshop Fee: \$95

Workshop #9

Thursday, May 22, 10:00 AM - 5:00 PM
Michigan Room A

Play-Based Assessment: Assessment using Open-Ended and Objective-Based Procedures

YVETTE CORNETT and Valeri Farmer-Dougan (Illinois State University)

Description: Transdisciplinary play-based assessment (TPBA) is increasingly used in early intervention programs as an alternative to traditional testing. Many consider it an improvement over traditional tests for young children because it assesses behavior within the natural environment while children are engaged in their typical behaviors-ongoing play. TPBA avoids artificial testing situations, and eliminates the difficulties when children are asked to perform for strangers in strange situations. However, questions remain regarding the validity and reliability of the procedure. Some investigations have found low reliability and low validity when open-ended assessment procedures are used. In contrast, when well-defined behavioral categories were developed, strong correlations have been obtained between the play-based assessment and standardized assessments of cognitive and social skill behavior (the Battelle Developmental Inventory and the SSRS-Teacher form), however, some investigators fear that objective tests may miss some behaviors. Given that no standardized assessment procedure for TPBA exists, the workshop introduces participants to two methods of assessment, an open-ended assessment more traditionally used with TPBA, and a closed-ended, objective based rating system. Participants will be given a chance to used both methods, and the pros and cons of each procedure will be discussed.

Objectives: Participants will receive training in two TPBA procedures. First, the traditional open-ended procedure proposed by Linder (1993) will be introduced. Participants will have an opportunity to use this system when viewing videotapes of preschool children engaging in

four areas of freeplay: Blocks, Housekeeping, Manipulatives, and a circle-time setting. Following the break, the objective-based TPBA system will be introduced, and again participants will have an opportunity to use this system while viewing videotapes of preschool children. The pros and cons of each system will be evaluated, and participants will engage in discussion regarding the appropriateness of each method. Participants will leave the workshop with materials on play based assessment, in addition to knowledge and practice regarding each of the rating systems.

Activities: Participants will have an opportunity to use both the open-ended, traditional TPBA coding system and the objective-based coding system when viewing videotapes of preschool children engaging in four areas of freeplay: Blocks, Housekeeping, Manipulatives, and a circle-time setting. Participants will leave the workshop with materials on play-based assessment, in addition to knowledge and practice regarding each of the rating systems. Importantly, participants will receive at least one hour of actual coding practice time with each procedure. Finally, participants will be asked to voluntarily complete a questionnaire and release their coding data to the workshop presenters for analysis. The data will be analyzed as part of the first author's dissertation. Results of this comparison between the two procedures will be given to all workshop participants when data analyses are completed.

Target Audience: Target audience includes anyone who is interested, has used on a limited basis, or wishes to gain further training in TPBA. This would include early childhood teachers, psychologists, social workers, speech pathologists and audiologists, occupational therapists, or anyone who may be part of an interdisciplinary assessment team. No previous knowledge of TBPA is required.

Academic Level: Introductory

Workshop Fee: \$130

Workshop #10

Thursday, May 22, 2:00 PM - 5:00 PM
Mayfair Room

Environmental Design for Effective Intervention with Children with Autism

TERESA DALY, Edward Bovey, and Toni Thomas (Emory University School of Medicine)

Description: Today, children with autism are being identified earlier, but there are few models for intervention with this younger group of children. Most practitioners are confronted with diluting a curriculum and methodology designed for older children in order to intervene with this younger age group. Furthermore, more traditional approaches to intervention for children with autism (Lovaas, 1981, 1993) have been criticized as developmentally inappropriate for toddlers. This workshop will present a model of environmental design and teaching approaches specifically geared toward toddlers with autism. Little Walden is an innovative treatment approach that combines center- and home-based activities that occur in naturalistic play settings, using incidental teaching techniques. The program was funded by the US Department of Education as a National Model Demonstration project.

Objectives: Participants will: (1) be able to identify environmental manipulations that promote language, self-help, and social skills in toddlers with autism, (2) be provided with supervised practice of strategies to promote skill development in toddlers with autism, and (3) leave the workshop with concrete plans for modification of their real-life environments to accommodate intervention for toddlers with autism.

Activities: Workshop activities will include an overview of the Little Walden treatment model and the use of environmental and strategic teaching arrangements that can be used to encourage skill development. Participants will receive instruction in strategies for building self-help, play skills, and language opportunities into a naturalistic setting.

Target Audience: Childcare providers, parents and early intervention professionals. Participants are encouraged to bring a "case study," their floor plan, and a list of materials available with them to facilitate real-life application of materials covered in the workshop. It is recommended

that participants have basic understanding of incidental teaching techniques or have completed the companion workshop, Incidental Teaching 101, before taking this workshop.

Academic Level: Introductory/Intermediate

Workshop Fee: \$53

Workshop #11

Thursday, May 22, 2:00 PM - 9:00 PM
Arkansas Room

Standard Celeration Chart Reading and Charting

OGDEN LINDSLEY (Behavior Research Company), John O. Cooper (Ohio State University), Patsy Daly (Ohio Dominican College), Sandra Fields (Malcolm X College), James N. Peters (Morningside Learning Systems), and Randy L. Seevers (University of Wisconsin - Oshkosh)

Description: How to read and chart daily, weekly, monthly, and yearly Standard Celeration Charts. The dramatic learning results produced by Morningside Academy and Malcolm X College have attracted renewed attention to this powerful learning and performance analysis tool. Daily frequency monitoring has proven highly successful in Applied Behavior Analysis, Precision Teaching, and Organizational Performance Management. Standard Celeration Charts were developed to easily track frequency growth, changes in growth, variance, outliers, and to project outcomes. This repeat of the very highly rated workshop at ABA 94, 95, and 96 was requested by participants unable to attend in Atlanta, Washington, or San Francisco.

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

Activities: Morning: Paced choral reading (Point-Sec-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. Unique Features: Since 1965, Standard Celeration Charting workshops have taught dot dropping before chart reading. Chart reading was seldom directly practiced. This workshop's first unique feature is teaching participants to read charts fluently before putting dots on charts. Practice sheets with 100 small (3/8" x 1/2") Standard Celeration Charts helped produce rapid, paced, choral chart reading. After participants have read frequencies, celerations, bounces, turns and jumps fluently at 60 per minute, then placing dots on charts at 10 per minute is rapidly learned. The second unique feature is a coach for every five participants as they practice throughout the workshop's duration.

Target Audience: Graduate students, faculty, researchers, and consultants who have heard about the power of Standard Celeration Charting, but have had no opportunity to learn how. Here is your chance! This proven, entirely hands-on workshop is fun, and it works!

Academic Level: Introductory

Workshop Fee: \$130

Workshop #12

Thursday, May 22, 6:00 PM - 9:00 PM
Michigan Room A

How to Develop, Produce, and Use SAFMEDS

STEPHEN A. GRAF (Youngstown State University)

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 application 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 template for Microsoft Word provided to them as part of their materials, (3) reproduce sets of SAFMEDS for students or trainees, and (4) implement 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 timings with small or large groups. (5) Discussion of how to incorporate SAFMEDS into larger patterns of learning.

Target Audience: Participants in this workshop should either have competent subject matter repertoires and be interested in promoting fluent verbal behavior in specialty areas for students, clients or employees they teach or train or want to improve their own repertoires in a content area.

Academic Level: Introductory

Workshop Fee: \$70

Workshop #13

Thursday, May 22, 6:00 PM - 9:00 PM
Mississippi Room

The Use of a Personalized Training Model to Train Staff in Applied Behavior Analysis with Children with Autism

MARY E. MCDONALD and Sharon A. Hobbie
(The Genesis School and Queens Services for Autistic Citizens)

Description: This personalized training model is an efficient model used to effectively train staff with minimal experience in the field of psychology. Staff members gain an understanding of applied behavior analysis and how it is used with children with autism. This model was developed for an agency that had difficulty finding staff who were trained in the use of applied behavior analysis with children with autism. It is unique in that the staff progress through the series at their own pace. This is accomplished by task analyzing the relevant areas of applied behavior analysis into ten steps or

training classes. Each training class consists of lecture, scenarios, role-playing and/or videotape. After each training class, the staff are evaluated through testing and only after mastery of the material is demonstrated the staff are permitted to advance to the next class. Because most of the material is cumulative as well as interrelated, we found it necessary to present smaller amounts of information and require our staff to demonstrate mastery criteria of this information before advancing to the next topic, in accordance with Keller's (1967) personalized system of instruction. In addition to classroom training, our staff is then supervised performing hands-on implementation of the material they have learned. When working with the children with autism, the staff must show mastery of one implementation of a technique before advancing to the next level of implementation during this component of the training as well.

Objectives: (1) To provide a practical explanation of the development of the personalized training model. (2) To provide a detailed description of the personalized training model. (3) To teach participants the procedural details and instructional techniques related to implementing the personalized training model to staff teaching children with autism. (4) To allow participants to practice using the techniques learned during the workshop.

Activities: (1) Lecture. (2) Video tape of sample training classes. (3) Sample syllabus of training course. (4) Sample training class. (5) Role playing and direct feedback.

Target Audience: People who are responsible for the supervision and training of direct-care staff in a school or agency utilizing the principles of applied behavior analysis with children with autism.

Academic Level: Introductory/Intermediate

Workshop Fee: \$60

Workshop #14

Thursday, May 22, 6:00 PM - 9:00 PM
Columbus Room A&B

Create a Web Page

LESLIE BURKETT (University of North Texas)

Description: As teachers, administrators, clinicians, and researchers, behavior analysts have

information and data to organize and share with colleagues and the rest of the world. The World Wide Web offers the potential, not only to organize and make available vast amounts of information, but to do so in a distributed, decentralized way, sharing the response cost and eliminating bureaucratic organization. The Web Page has opened the doors to the Internet – those who take advantage of its potential now will be on the leading edge, helping to create the future. The Web Page is more than just some flashy graphics and commercials. Participants in this workshop will explore the range of possibilities – practical, productive, serious applications for behavior analysts on the Internet, including sharing research and references, funding and job information; publicizing services, graduate programs, and projects; establishing new ways of collaborating across distances; and establishing clearinghouses of information for special interest groups. Through participant exercises and instructor demonstration, participants will discover how easy it is to build a Web Page, as well as how to delegate the job. Attendees will learn not only how to create a Web Page, but why.

Objectives: At completion of this workshop, participants will be able to: (1) identify 3 Web Page projects needed in their own work/research environments, (2) make informed decisions on when to find or hire outside help versus create their own Web Page, (3) design their own first Web page, including attractive headings, a bulleted list, graphics, and links to Web sites, and (4) describe a strategy for setting up a Web Page on the Internet and establishing links to and from other sites.

Activities: (1) View sample Web sites covering a wide range of potential applications. (2) Hear descriptions and receive handouts on the hardware, software, and behavior needed to design, create, and publish Web Pages. (3) Follow step-by-step instructions to add HTML codes to a document to create a Web Page before end of the '97 ABA meeting and view their own Web Page as it would appear on the Internet. (4) Receive a workbook containing handouts on all the information presented.

Target Audience: Anyone with information to organize and share online. The workshop is designed for intermediate computer users – not "techies," programmers, or hackers. It is also for

non-computer users who will delegate Web Page project tasks to others.

Academic Level: Introductory

Workshop Fee: \$55

Workshop #15

Thursday, May 22, 6:00 PM - 9:00 PM
Mayfair Room

Describing Behavioral Principles Through Visual Media

RONNIE DETRICH and Christa Dahlstrom
(Spectrum Center)

Description: Recently, there has been a call for behavior analysts to increase the accessibility of behavior analytic concepts and reach a wider audience. Perhaps part of the difficulty in increasing accessibility has been the media used to describe basic behavior relations. Traditional methods are primarily text-based, which have inherent limitations for presenting complex, abstract relations. Visual media provide an alternative to text-based media that have important advantages for instruction. Visual strategies are more efficient and concise; communicating dense information more quickly. They aid in retention and provide a focal point for attention. When visuals are used to communicate the basic content of an idea, words are free to expand rather than explain. This workshop will examine the ways in which behavioral relations can be more effectively and more easily communicated through a strategic balance of visual and text-based instruction. The workshop will present instructional design strategies that capitalize on the unique strengths of text and visual tools, methods for creating visual metaphors to explain relationships and abstract ideas, and examples of behavior analytic concepts presented in primarily visual media.

Objectives: (1) Utilize basic principles of visual design to effectively communicate concepts in Behavior Analysis in print and other visual media. (2) Identify the design properties of established visual communication tools (i.e. graphs, charts, matrices, timelines, etc.) and use decision rules for their use in presenting data and information. (3) Employ design techniques that enhance the instructional effectiveness of established visual communication tools, such as graphs and charts. (4) Design visual metaphors

for translating narrative information and abstract concepts into visual ideas.

Activities: The workshop will present: (1) a conceptual framework for instructional design, (2) decision-making rules to guide the application of this framework, and (3) practical strategies for use in designing materials for instruction. The teaching format will include didactic instruction, group discussion, and numerous case studies. After being introduced to the instructional design process, the group will practice applying these principles to actual topics. Participants will be provided handouts that summarize the major themes 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 who teaches behavior analysis to the wider community, such as college faculty, management consultants, workshop leaders, or education and training specialists.

Academic Level: Introductory

Workshop Fee: \$70

Workshop #16

Thursday, May 22, 6:00 PM - 9:00 PM
Michigan Room B

No-Nonsense Guide to Group Home Management

SHIRLEY O'BRIEN, Vicki Pommier, Roger Zhuang, Doris Duan (Community Environments), Jose Martinez-Diaz (Department of

Health and Rehabilitative Services), and Ira Ehrlich (Community Environments)

Description: This workshop will focus on the components necessary to develop and operate efficient and effective behavioral group homes. The workshop will focus on six primary topic areas: (1) an overview of the literature on group homes, (2) the management and organizational structure of group homes, (3) the important components of staff training and when during employment this training should be provided, (4) the development and implementation of behavioral programs for training clients in appropriate home and community behaviors, (5) what to consider when your group home is being monitored by an outside agency, and (6) community acceptance, funding patterns, and political ramifications when operating a group home.

Objectives: The goal of this workshop is to provide information to the audience on the components necessary to develop and operate a behavioral group home.

Activities: All participants will be provided with a manual containing the materials which are covered in the topic areas described above (e.g., sample schedules, components of staff training, a competency-based staff training tool, tools for assessing client behaviors, and a monitoring checklist). The presentation will include lecture (slides and overheads), role-plays, demonstrations, and audience discussion.

Target Audience: Introductory to Advanced.

Academic Level: All levels

Workshop Fee: \$70

CONVENTION SESSIONS

#1 Society for Quantitative Analyses of Behavior (SQAB)

Special Event
7:00 AM - 10:00 PM
Sheraton Ballroom
Chair: William L. Palya (Jacksonville State University)
See the schedule on pages 26 and 27 for details.

#2 ABA Boards, Committees, Special Interest Groups

Special Event
8:00 PM - 9:30 PM
Missouri Room
Chair: Marc N. Branch (University of Florida)
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 of your Board, Committee or SIG.



Society for the Quantitative Analyses of Behavior

Wednesday Evening, May 21

Lincoln Board

5:00-9:00+ *Cash Bar and Registration*

Thursday, May 22

Sheraton Ballroom #5

7:00-8:30 *Registration, Coffee and Pastries*

7:30-8:20 *Early Bird Breakfast Tutorial: Armando Machado*

8:35 **John A. Nevin** - President's Introduction

8:45 **Howard Rachlin** - A teleological theory of addiction

9:26 **Steven R. Hursh & Gail Winger** - Normalized demand for different reinforcers

10:07 **Terry W. Belke** - Qualitatively different reinforcement and parameters of Herrnstein's (1970) hyperbola

10:48 *Break*

11:03 **Georgi Stojanov** - Constructing versus construing: The treatment of stimulus in AI and psychology

11:44 **Arata Kubota** - Recursive Bayesian formulation of operant behavior

12:25 *Lunch*

1:45 **George H. Collier** - Who's in charge? Animal versus experimenter control

2:26 **Charles P. Shimp, Thane Fremouw & Walter Herbranson** - Optimal decision rules: A model for how pigeons categorize naturalistic stimuli

3:07 **M. E. Bitterman & Patricia A. Couvillon** - Analysis of the performance of pigeons in a complex discrimination task

3:48 *Break*

4:03 **Joel Myerson & Leonard Green** - Models of the subjective value of delayed and probabilistic rewards

4:44 **David Case** - Why the delay-of-reinforcement gradient is hyperbolic

5:25 *Break*

5:30 **Business Meeting**

Thursday Evening, May 22

Sheraton Ballroom #4

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

\int QAB

Society for the Quantitative Analyses of Behavior

Friday Morning, May 23

Sheraton Ballroom #5

7:00-7:55	<i>Registration, Coffee and Pastries</i>
7:15-7:50	<i>Early Bird Breakfast Tutorial: Armando Machado</i>
8:00	Max Jones & Michael Davison - On the relevance and irrelevance of third alternatives in choice
8:41	R. Duncan Luce - Coalescing of Gambles: A behavioral property to distinguish some broad classes of utility theories
9:22	<i>Break</i>
9:37	Chyan E. Lau & John L. Falk - Timing performance deficits: Pharmacokinetic-pharmacodynamic modeling of stimulatory and sedative effects of alprazolam on DRL 45-s
10:18	Christopher Newland & Phyllis Reile - Logistic model of drug and toxicant induced behavior changes under concurrent schedules

QAB is sponsoring **Invited Preeminent Tutorials** during the normal ABA program. In keeping with its commitment to simplify the transition to quantitative analyses for both advanced researchers and students, these tutorials will explain the evolution of contemporary paradigms from their basic origins, as well as illuminating the analytical machinery. These presentations will also be available as inexpensive videotapes for classroom use.

Friday Afternoon, May 23 - *Mississippi*

Philip N. Hines - Aversive Events and Behavior	(Chair: Marc Branch)	1:00-1:50
James T. Townsend - Chaos	(Chair: Jack Marr)	2:00-2:50
Edmund J. Fantino - Delay Reduction	(Chair: Richard L. Shull)	3:00-3:50
Gene M. Heyman - The Matching Law	(Chair: Howard Rachlin)	4:00-4:50

In addition, we have informal interactive **Breakfast Tutorials** (7:30 am Thursday, and 7:45 am Friday, in *Ballroom #5*). These tutorials will provide extended answers to specific or even choate questions. The emphasis will be on providing the broad conceptual framework, important distinctions, and details of the analytical machinery for beginners. They are audience driven so that you will be able to make them serve your purposes. Bring your questions!

Visit the **\int QAB** web page for abstracts, etc: (<http://jsucc.jsu.edu/psychology/sqab.html>)

For further information, videotapes, or registration, contact:

William L. Palya, **\int QAB** Program Chair

Department of Psychology, Jacksonville State University, Jacksonville, AL 36265

ilya@sebac.jsu.edu 205-782-5641 voice 205-782-5680 fax

Rooms	7:00 AM	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM
Huron Room							
Ontario Room							
Erie Room							
Superior Room A							
Superior Room B							
Michigan Room A							
Michigan Room B							
Missouri Room							
Colorado Room							
Arkansas Room							
Mississippi Room	Workshop #9 Play-Based Assessment: Assessment using ...						
Ohio Room	Workshop #7 Systemic, Nonlinear, Constructional Approaches to ...						
Mayfair Room	Workshop #8 Cognitive Therapy for Depression: A Behavioral ...						
Parlor C	Workshop #6 Treatment Windows: Providing Needed Healthcare ...						
Parlor F	Workshop #1 Bringing the Behavior of People with ...						
Lincoln Boardroom	Workshop #3 Further Developments in Instructional Design						
Columbus Room A & B	Workshop #2 Incidental Teaching 101: Effective ...						
Sheraton Ballroom I	Workshop #4 Rule-Governed Behavior, Self-Management, and ...						
Sheraton Ballroom II	Workshop #5 Behavioral Techniques for Identifying and ...						
Sheraton Ballroom III							
Sheraton Ballroom IV							
Sheraton Ballroom V	SQAB Events						
Chicago Ballroom VI							
Chicago Ballroom VII							
Chicago Ballroom VIII & IX							
Chicago Ballroom X							

Rooms	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM
Huron Room							
Ontario Room							
Erie Room							
Superior Room A							
Superior Room B							
Michigan Room A	Workshop #9 (cont.) Play-Based Assessment: Assessment ...				Workshop #12 How to Develop, Produce, and Use ...		
Michigan Room B	Workshop #7 (cont.) Systemic, Nonlinear, Constructional ...				Workshop #16 No-Nonsense Guide to Group Home ...		
Missouri Room	Workshop #8 (cont.) Cognitive Therapy for Depression: ...				#2 ABA Boards		
Colorado Room	Workshop #6 (cont.) Treatment Windows: Providing Needed ...						
Arkansas Room	Workshop #11 Standard Celeration Chart Reading and Charting						
Mississippi Room	Workshop #3 (cont.) Further Developments in Instructional ...				Workshop #13 The Use of a Personalized Model to ...		
Ohio Room							
Mayfair Room							Workshop #10 Environmental Design for Effective ...
Parlor C							
Parlor F							Workshop #4 (cont.) Rule-Governed Behavior, ...
Lincoln Boardroom							
Columbus Room A & B							Workshop #5 (cont.) Behavioral Techniques for Identifying ...
Sheraton Ballroom I							
Sheraton Ballroom II							
Sheraton Ballroom III							
Sheraton Ballroom IV							
Sheraton Ballroom V							SQAB Events (cont.)
Chicago Ballroom VI							
Chicago Ballroom VII							
Chicago Ballroom VIII & IX							
Chicago Ballroom X							

Thursday, May 22

CHICAGO

Friday, May 23

Workshops

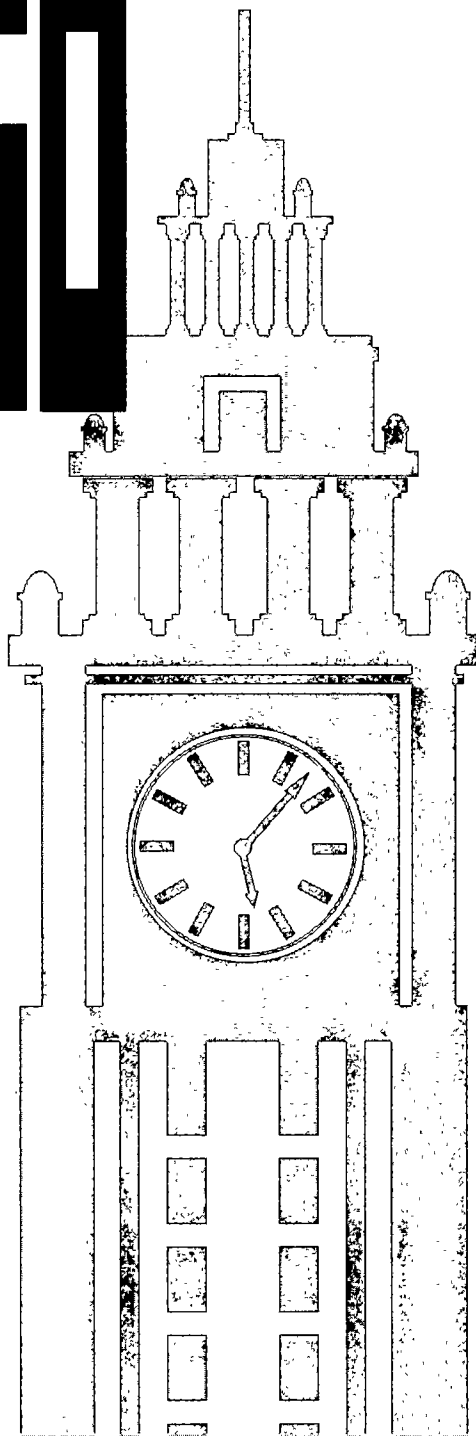
Special Events

Invited Presentations

Convention Sessions

ABA Expo

Day Schedule



Workshops

Workshop #17

Friday, May 23, 8:00 AM - 10:50 AM
Parlor C

Functional Analysis: A Minority View

FRED KEMP (Quixote Consulting)

Description: Functional analysis is ubiquitous in contemporary behavior analysis. This workshop will consider the definitions and current status of the concept and will solicit the experiences of workshop participants in trying to implement functional analyses in the real world. Based on the empirical and theoretical literature, discussion will center on the following topics: Where's the data? What's new? Functional analysis in the real world. Functional analysis and the "nonaversive" debate. Alternatives to functional analysis. Contraindications to functional analysis. The need to expand categories considered in functional analysis. And, finally, a functional analysis of functional analysis. Conclusion: While undoubtedly valuable in some contexts, current enthusiasm for functional analysis is in danger of outstripping reasonable expectations for its contribution to the amelioration of severe behavior problems. Current expectations for functional analyses of all behavior problems are both unrealistic and impractical.

Objectives: Participants will: (1) gain an understanding of the definition and current status of functional analysis, (2) share their experiences in applying functional analysis in the real world, (3) discuss a variety of conceptual and practical problems associated with functional analysis, and (4) develop ideas for future research concerning functional analysis.

Activities: This workshop will consist primarily of lecture and discussion. In addition, participants will be invited to share their experiences in attempting to conduct functional analyses under real-world conditions.

Target Audience: This workshop is appropriate for anyone directly or indirectly involved in assessing individuals with challenging behaviors.

Academic Level: All levels

Workshop Fee: \$50

Workshop #18

Friday, May 23, 8:00 AM - 10:50 AM
Arkansas Room

Time-Based Data Collection and Analysis Strategies Using Computer Technology: Hands-on Application of the BEST System

TOM SHARPE (Purdue University)

Description: The workshop will provide hands-on application of a sophisticated software package designed to collect and analyze discrete and sequential behavioral data. The program is particularly useful to advanced graduate students and behavioral psychologists interested in analyzing complex configurations of behaviors which are emitted at high rates, oftentimes overlap sequentially, and are contextualized within a larger behavioral stream. Discussion includes an introduction to (a) recommended procedures when collecting time-based data in the live setting and from videotape records, (b) computer-generated discrete and sequential analyses (Bakeman & Gottman, 1986), (c) alternative graphic representations, and (d) reliability issues related to sequential data.

Objectives: Workshop participants will exit with software-based data collection and analysis competencies, including the ability to (1) generate a time-based behavioral record using inclusive, overlapping category systems, (2) perform traditional and sequential analyses and interpret Z-score transformations, and (3) create and edit graphic representations of select data segments.

Activities: Activities include: (1) review of traditional recording methods highlighting their inherent challenges when dealing with complex behavioral configurations and highly interactive settings, (2) introduction to, and hands-on application of, a computer-based package which overcomes those challenges, and (3) detailed demonstration of data collection features, discrete and sequential analysis capabilities, and within and across data-file graphic representations using a video-based education research illustration.

Target Audience: Masters and doctoral-level behavioral psychologists in training and practicing professionals interested in software which

accommodates the collection and analysis of behavioral data in time-based sequence. Workshop activities should be of particular interest to those working in highly interactive educational and clinical settings.

Academic Level: Introductory/Intermediate

Workshop Fee: \$125

Workshop #19

Friday, May 23, 8:00 AM - 10:50 AM

Huron Room

A Behavior-Analytic Approach to the Assessment of Child Sexual Abuse

W. JOSEPH WYATT (Marshall University)

Description: Most date the onset of national attention to child sexual abuse to the McMartin Preschool case in Manhattan Beach California. The McMartin Preschool case, due in large measure to the woefully inadequate assessment techniques employed, lasted 7 years, cost \$16 million to prosecute and caused children who were not abused to believe that they had been. There were no convictions. What went wrong in the McMartin case continues to be repeated nationwide – examiners fail to adequately assess the swirl of situational variables, both antecedent (coercion, acrimonious divorce, promises) and consequent (promises, special attention, differential reinforcement of accusatory or exculpatory verbal behavior) often found in sexual abuse cases. Moreover, examiners often pursue only a single hypothesis (either that the abuse occurred or that it did not), make unwarranted assumptions (children might be wrong about the details, but never about the "important things"), use repeated or leading questions, and make other mistakes. Behavior analysis has much to offer that leads to defensible assessment practices, including a systematic approach to the functional analysis of behavior and a tendency to avoid going beyond our data. These and more create the foundation that well prepares behavior analysts to make unique contributions to the assessment of child sexual abuse. The workshop will provide an overview and introduction to the behavior analyst's role in the assessment of child sexual abuse.

Objectives: Workshop attendees will: (1) know the most recent data regarding incidence of child sexual abuse and the frequency of true claims and false claims, (2) have a working knowledge

of a half dozen landmark cases, (3) know the most frequently held myths about the assessment of child sexual abuse, (4) know the most recent research and its implications for a number of crucial issues in assessment of child sexual abuse including: (a) problems inherent in pursuit of a single hypothesis, (b) the influence of repeated questioning on later child testimony, (c) the influence of leading questions, (d) the uses and limitations of anatomically detailed dolls, and (e) the problems of stereotype induction, (5) be knowledgeable of the specific steps in, and elements of, an effective and accurate assessment of child sexual abuse. These include how to "test" a child to determine (a) the ease with which the child may be led, (b) whether the child knows fantasy from reality, and (c) whether the child is being influenced by another person to gain operant consequences (money, leverage in a custody dispute or divorce case) and others, and (6) be able to critique child sexual abuse assessment for its strengths and weaknesses.

Activities: Attendees will participate in lecture and discussion and will view two videotapes (a reenactment of interviews and testimony from the McMartin Preschool case, and a research video based on the work of Steven Ceci and Margaret Bruck). The videos run approximately 35 minutes, combined. Also, participants will be given an exercise in which they will review the transcript of an interview with an alleged child victim and then critique that interview in light of what they have learned in the didactic portion of the workshop. All names have been changed in the interview transcript.

Target Audience: The workshop is targeted for those who train doctoral and masters-level practitioners (especially those who teach general assessment courses, interviewing courses and child-related courses), and at masters and doctoral-level practitioners as well. It is also especially suitable for those who work in children's services, those who participate in sexual abuse prevention (or treatment) teams, those who consult with law enforcement agencies, those who may be called upon to give expert testimony regarding child sexual abuse, and those who, at times, must assess children for sexual abuse.

Academic Level: Introductory

Workshop Fee: \$60

Workshop #20

Friday, May 23, 8:00 AM - 10:50 AM
Michigan Room A

Maximizing Success: Creating a Context to Promote Educational Accomplishments

RONNIE DETRICH and Karl Bartlebaugh
(Spectrum Center)

Description: In many classrooms it is common that the teaching staff spend as much or more time managing misbehavior as they spend directing instruction. Often, there is an arbitrary distinction drawn between behavior and educational accomplishments. It is the thesis of this workshop that the level of educational success and student behavior are not separate domains, but rather both reflect something about the context in which education is occurring. Most classroom behavior management systems emphasize arranging consequences for behavior. The approach described in this workshop emphasizes creating a context to maximize student success, which reduces the motivation to misbehave. This workshop will describe: (1) contextual variables that influence student behavior, (2) a method for encouraging rule following, (3) a function-based method for arranging activities to maximize success and (4) instructional strategies that promote active student responding.

Objectives: (1) Participants will learn the conceptual framework that drives this classroom management system. (2) Participants will be able to use contextual variables in a classroom to arrange activities in such a way to maximize educational success and constructive social behavior. (3) Participants will learn how to design instructional activities to increase active student responding.

Activities: Participants will: (1) practice implementing the concepts with samples provided by the instructors and (2) in small group discussion develop plans based on students with whom they are currently working.

Target Audience: Classroom teachers, school psychologists, school administrators, behavioral consultants working in schools, and university faculty responsible for training classroom teachers.

Academic Level: Introductory

Workshop Fee: \$70

Workshop #21

Friday, May 23, 8:00 AM - 10:50 AM
Superior Room B

The Treatment of Habit Disorders with Simplified Habit Reversal Procedures

RAYMOND G. MILTENBERGER (North Dakota State University) and Joel R. Wagaman (University of Kansas)

Description: In this workshop, participants will learn how to use a simplified habit reversal approach to the treatment of habit disorders (tics, stuttering, trichotillomania, nervous habits, rumination and related disorders). Research has shown the multi-component, habit reversal procedure to be one of the most effective methods for the treatment of habit disorders. Researchers have also identified the important components of habit reversal in an effort to simplify the treatment and have successfully used the simplified treatment with a variety of habit disorders. A review of this literature will be presented. The remaining focus of the workshop will be on teaching participants the simplified habit reversal approach. Each treatment component will be presented in detail. Discussion will address such topics as functional assessment of habit disorders, assessment of treatment outcome, compliance with treatment, treatment acceptability, and long-term maintenance.

Objectives: Participants will learn: (1) the habit reversal procedure and simplified habit reversal procedures, (2) the research evaluating simplified habit reversal procedures, (3) a functional approach to understanding habit disorders, and (4) how to apply simplified habit reversal procedures to habit disorders such as motor tics, stuttering, trichotillomania, and rumination.

Activities: Information on the research and application of habit reversal procedures for a variety of habit disorders will be presented didactically. Participants will be encouraged to ask questions and relate their own experiences with behavioral treatment of habit disorders. The habit reversal procedures will be described and modeled for participants. Participants will have an opportunity to practice the procedures in role-plays.

Target Audience: Individuals who are interested in the behavioral treatment of children and adults with habit disorders.

Academic Level: Introductory/Intermediate

Workshop Fee: \$50

Workshop #22

Friday, May 23, 8:00 AM - 10:50 AM
Columbus Room A&B

Creating a Behavior Analyst's Handbook for Speaking to Teacher and Parent Audiences

ROGER W. MCINTIRE, Donald K. Pumroy (University of Maryland), and Marcie Smith (Private Practice, Silver Spring, MD)

Description: Many very useful guidelines for presentations to lay audiences reside in the subculture of our profession and surface occasionally when the more experienced of us reveals a personal style or strategy. Our field would benefit from any sharing of effective techniques that result in the more frequent use of appropriate behavioral principles by our audiences. "Building Your Brief Handbook for Behavior Analysts Speaking to Teacher and Parent Audiences" will be a workshop where participants will share their own approaches and accumulate a set of effective techniques that will improve the understanding of behavioral approaches by the general audience.

Objectives: Participants will discuss modifications and additions to the suggestions presented by the leaders. The objective is for each participant to produce an organized booklet of do's, don'ts, tips, examples, handouts, and checklists for effective presentations of behavioral principles and their use. Audience participation and demonstrations will be tried out in the workshop. Workshop materials will include handouts used by the authors and others in parent and teacher training programs and presentations. Those interested in a more effective presentation to parents, teachers, trainers and therapists will obtain a personalized handbook modified with the contributions made from the workshop discussion and re-copied. The new edition should be a valuable guide in future preparations and deliveries before these audiences.

Activities: In subgroups, participants will share their own suggestions for additions to the handouts addressing subtopics (examples below). Copies of the group's final edition will be made and distributed. Examples of Subtopics: (1) Before you go: Questions to ask when invited. Suggestions: Topics of previous speakers, behaviors and population of concern (ages, etc), audience characteristics, room characteristics, other agenda items. Also, provide personal biography

to your host for an informed introduction. (2) Objectives: Yours, the audience's, the organization's. (3) Preparation: What checklist would be useful? Suggestions: Handouts ready and plentiful, all tapes checked and set all tapes to starting places, early arrival to set up, make acquaintances, and ask questions. (4) Presentation: What are the pros and cons of providing an agenda and/or objectives for the audience? (5) Presentation: What are the important concerns in developing handout materials and flip charts? When, during the session, should they be used? (6) Presentation: What should be on a checklist of speaker style? (7) Presentation: What would be the do's and don'ts of the speaker's habits? (8) Presentation: What should be your "to bring" checklist? (9) At the end: Do's and don'ts of the question period. (10) At the end: What issues of professionalism and ethics arise during and after the question period?

Target Audience: The workshop will be designed to help professional behavior analysts prepare for presentations to audiences in other human service and educational professions. Participants with some experience and prospects for future invitations are most likely to benefit from the workshop activities. University and college faculty, school psychologists, teachers, and counselors of students, parents and teachers should make up a large portion of the attendees.

Academic Level: Intermediate

Workshop Fee: \$55

Workshop #23

Friday, May 23, 8:00 AM - 10:50 AM
Michigan Room B

Training to Teach in a Day: A Program for Rapidly Training Direct-Support Staff How to Teach People with Severe Disabilities

MARSHA B. PARSONS (Carolina Behavior Analysis and Support Center), and Dennis H. Reid (Louisiana State University Medical Center)

Description: The instructors will describe the Teaching-Skills Training Program for training staff how to teach within one, eight-hour workday. The program has been developed through applied research with residential and community staff that repeatedly demonstrated the effectiveness of the training procedures. Such research

has also shown the program to be well received by staff trainees including residential, direct-support personnel and classroom aides. The workshop will describe strategies for training staff to (a) follow a written task analysis, (b) effectively use a least-to-most prompt sequence, (c) reinforce consumer progress, and (d) correct consumer errors. The workshop will include step-by-step instructions for conducting the training program including descriptions of procedures for observing for teaching accuracy and mistakes as well as instructions for effectively providing feedback to staff to enhance their teaching proficiency.

Objectives: Following the workshop, attendees will demonstrate skills to: (1) define correct teaching behavior regarding the use of task analyses, a least-to-most prompting strategy, reinforcement, and error correction, (2) describe classroom-based procedures for training the four basic teaching skills, (3) describe on-the-job training procedures to ensure staff correctly implement teaching skills, (4) describe a monitoring system for quantifying staffs' teaching proficiency, and (5) describe a protocol for delivering performance-improving feedback that staff find acceptable.

Activities: This workshop will focus on the components necessary to develop and operate efficient and effective behavioral group homes. The workshop will focus on six primary topic areas: (1) an overview of the literature on group homes, (2) the management and organizational structure of group homes, (3) the important components of staff training and when during employment this training should be provided, (4) the development and implementation of behavioral programs for training clients in appropriate home and community behaviors, (5) what to consider when your group home is being monitored by an outside agency, and (6) community acceptance, funding patterns, and political ramifications when operating a group home.

Target Audience: Supervisors and staff development personnel in programs serving consumers with severe disabilities and clinicians who rely on direct-support staff to implement effective teaching programs.

Academic Level: Introductory

Workshop Fee: \$50

Workshop #24

Friday, May 23, 8:00 AM - 10:50 AM
Ontario Room

Sleep and its Disorders among Persons with Developmental Disabilities

V. MARK DURAND and Eileen Mapstone
(SUNY at Albany)

Description: Sleep refreshes and restores us. However, when sleep is disrupted it can result in behavioral, as well as physical, problems that impact on the person affected as well as family and friends. This workshop will provide participants with an overview of sleep and the problems that are associated with it. Highlighted will be a number of the more common disturbances of sleep such as bedtime difficulties, night waking, circadian rhythm disorders and sleep terrors, and recent work on the non-medical treatments for these problems. Also featured will be work with people with developmental disabilities, who appear to exhibit a higher prevalence of sleep problems compared to the general population. Participants should gain a beginning appreciation of the nature of sleep problems, their assessment, and their treatment.

Objectives: Participants should come away from the workshop knowing (1) the nature of sleep and how it can be disturbed, (2) how to assess for the presence and cause of a variety of sleep problems, and (3) how to use behavioral interventions for a number of common sleep problems exhibited by people with and without developmental disabilities.

Activities: Attendees will participate in a discussion of sleep and its problems. Participants will have an opportunity to discuss particular examples of sleep problems and the instructors will recommend general intervention plans.

Target Audience: People who are directly responsible for the care of people who display sleep problems, including family members, direct-care staff, teachers, psychologists, and special educators.

Academic Level: Introductory

Workshop Fee: \$50

Workshop #25

Friday, May 23, 8:00 AM - 10:50 AM
Erie Room

Person-Centered Planning and Behavior Analysis

CYNTHIA M. ANDERSON, Kurt A. Freeman, and Donald K. Kincaid (West Virginia University)

Description: This workshop will provide a brief overview of the basic tenets of Positive Behavior Support. Additionally, one approach to providing Positive Behavior Support, Person-Centered Planning, will be highlighted. Participants will learn the critical components of this comprehensive consultation model, which operates from a person-centered value base and is consistent with the principles of behavior analysis.

Objectives: (1) Be aware of the tenets of Positive Behavior Support and its relevance to managing challenging behaviors. (2) Understand the five essential goals and common characteristics of Person-Centered Planning. (3) Become familiar with the role of behavior analysis in Person-Centered Planning processes. (4) Learn to implement one specific Person-Centered Planning approach to providing services (Personal Profile and Futures Plan). (5) Become familiar with additional strategies that are useful in blending Person-Centered Planning with behavior-analytic technologies into a positive behavior support model.

Activities: (1) Didactic lecture to establish tenets of Positive Behavior Support and Person-Centered Planning. (2) Interact with sample data from Personal Profiles and Futures Plans to gain experience with the principles and processes involved. (3) Opportunities will be provided to practice using Personal Profiles, Futures Plans, and other Positive Behavior Support technologies. (4) Opportunities will be provided for participants to explore the impact of the Positive Behavior Support technology with people they are currently supporting.

Target Audience: This workshop would be appropriate for behavior analysts working with individuals who exhibit challenging behaviors. Participants may include parents, teachers, administrators, students, direct-care providers, and therapists.

Academic Level: Introductory/Intermediate

Workshop Fee: \$60

Friday, May 23

Workshop #26

Friday, May 23, 8:00 AM - 10:50 AM
Mississippi Room

Assessment, Diagnosis and Behavioral Treatment Prescription for Severe Problem Behaviors: The C-BAD System

ENNIO CIPANI (California School of Professional Psychology - Fresno)

Description: This workshop will delineate a procedural format, utilizing the Cipani Behavioral Assessment & Diagnostic (C-BAD) System, for: (1) conducting a behavioral assessment, (2) diagnosing problem behavior into a four-category system, and (3) prescribing a behavioral strategy on the basis of the diagnosis. The C-BAD manual, which contains many usable forms and tables, will guide the participant in the activities needed in these three stages. The Behavioral Assessment Report (BAR) software system (Microsoft Word 6.0, Windows 95, and IBM-compatible) will be illustrated on video, as a specific format for writing a behavioral assessment and treatment plan.

Objectives: (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 C-BAD system to diagnose and prescribe behavioral treatment(s) for a presented case study.

Target Audience: All professionals working with children, adolescents and adults with challenging problem behaviors 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 super-

vising practica 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: \$78

Workshop #27

Friday, May 23, 8:00 AM - 10:50 AM
Mayfair Room

The "Other" Type of Conditioning: Personal Fitness Training, Martial Arts, and Behavior Analysis

BOBBY NEWMAN (Orca Dragon Kenpo)

Description: Personal training is a booming industry. Behavior analysts, because of their knowledge of behavior, are in a unique position to be highly effective personal trainers. They can take their knowledge of how to teach skills and how to ensure compliance with programs, and apply this to personal training. Particular attention will be placed upon doing this work with the developmentally disabled.

Objectives: Participants in this workshop will learn how to become personal trainers, and how to apply their knowledge to exercise-related issues. Participants will learn about the legal issues involved in becoming personal trainers, common types of requests for personal training, and how to design task analyses and contracts to ensure compliance with programs. Common myths in exercises and fitness will be explored.

Activities: Participants will explore, in a discussion format, dietary issues and exercise methodology. Martial arts instruction will be used as an example of how to write task analyses, as well as shaping and chaining of responses.

Target Audience: The target audience consists of behavior analysts who wish to apply their skills to the area of fitness training and those who serve clients who may have particular health problems that require steady exercise.

Academic Level: Introductory

Workshop Fee: \$60

Workshop #28

Friday, May 23, 8:00 AM - 10:50 AM
Superior Room A

Radical Behaviourism and the Counseling Process: Constructional Bones, Solution-Focused Flesh

JOHN L. (Jack) WILLIAMS (University of Waterloo)

Description: This workshop has been revised to reflect the emergence of new methods that are consistent with a goal-directed, competency-based approach to counseling/psychotherapy. Elements of the radical behavioral viewpoint will be related to standard practices, strategies, and concepts involved in helping others. The aim is to help provide attendees who are interested in 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 counseling/psychotherapeutic practices and strategies, and experiential 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 with, modified by, 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: Practitioners, prospective practitioners, and others who see the world from a radical behavioral perspective and wish to develop counseling practices that fit with this perspective.

Academic Level: Introductory/Intermediate

Workshop Fee: \$52

SPECIAL EVENTS

- #3 • International Development Committee Breakfast. Chair: Ned Carter. 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.
- #5 • Newcomer's Session. Chair: Jack Michael. An overview of ABA, its history, structure, and function as an international locus of the field of behavior analysis. Awards, special interest groups, and other features will also be dealt with.

- #6 • Welcome to ABA. Chair: April D. Miller. 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.
- #7 • Opening Address and Awards Ceremony. Chair: Richard M. Foxx.
- #67 • Welcome to Chicago. Chair: David Pyles. Cash bar and hors d'oeuvres provided by BASIL and CABA. An informal gathering to meet and talk to ABA members.

EXPO • ABA EXPO! Featuring displays from behavioral programs in graduate training, around the world, and ABA committees and special interest groups.

INVITED PRESENTATIONS

- #9 • Realistic Pragmatism or Pragmatic Realism: What in the World is There to Talk About? Chair: Sam Leigland. M. JACKSON MARR.
- #10 • Fluency Research Topics. Chair: Cathy Watkins. CARL BINDER.
- #11 • Industriousness: How It Can Be Learned? Chair: Karyn L. Jarco. ROBERT EISENBERGER.
- #15 • From Basics to Contemporary Paradigms: Aversive Events and Behavior. Chair: Marc N. Branch. PHILIP N. HINELINE.
- #24 • A New Way of Managing in the New Economy. Chair: Maria E. Malott. JACK STACK.
- #25 • Selection: Biological Evolution, Operant Conditioning, and the Immune System. Chair: Sigrid S. Glenn. DAVID L. HULL.
- #26 • From Basics to Contemporary Paradigms: Chaos. Chair: M. Jackson Marr. JAMES TOWNSEND.

- #31 • Applying Behavior Analysis in Child Abuse: Compatibilities and Difficulties. Chair: Robert W. Montgomery. JOHN R. LUTZKER.
- #32 • From Basics to Contemporary Paradigms: Delay Reduction. Chair: Richard L. Schull. EDMUND J. FANTINO.
- #41 • Adverse Implications for University Teaching Concealed in Economically Driven Policies. Chair: Richard K. Fleming. LAWRENCE E. FRALEY.
- #43 • Clinical Behavior Analysis and Clinical Social Work: A Mutually Reinforcing Relationship. Chair: Robert W. Montgomery. BRUCE A. THYER.
- #44 • From Basics to Contemporary Paradigms: The Matching Law. Chair: Howard Rachlin. GENE M. HEYMAN.
- #45 • Personal Agency in Feminist Theory: Evicting the Illusive Dweller. Chair: Sam Leigland. MARIA R. RUIZ

CONVENTION SESSIONS

- #3 International Development Committee Breakfast**
Breakfast
7:30 AM - 9:00 AM
Ohio Room
Chair: Ned Carter (Arbets-Och Miljomedicin - Uppsala, Sweden)
The goal of the International Development Committee is to study and recommend to the Council policies and strategies to increase participation by non-U.S. residents in ABA activities and in the field of Behavior Analysis.
- #4 Affiliated Chapters Board Meeting**
Business Meeting
8:00 AM - 10:50 AM
Colorado Room
Chair: Gerald L. Shook (Shook and Associates)
All affiliated chapter directors are invited to participate. The purpose of the board meeting is to review relevant activities of affiliated chapters over the past year and to discuss and plan the board's activities for the upcoming year.
- #5 An Introduction to the Association for Behavior Analysis (Newcomer's Session)**
Special Event
9:00 AM - 11:00 AM
Parlor F
Chair: Jack Michael (Western Michigan University)
An overview of ABA, its history, structure, and function as an 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. Professor Michael, one of ABA's founding members, will review the origin and organization of ABA as well as describe the principles of behavior analysis that form the scientific foundation of the field.
- #6 Welcome to ABA**
Panel Discussion
9:00 AM - 11:00 AM
Missouri Room
Chair: April D. Miller (University of Southern Mississippi)
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.
- #7 Awards Ceremony: Society for the Advancement of Behavior Analysis**
Opening Address
11:00 AM - 12:50 PM
Chicago Ballrooms VIII, IX, & X
Chair: Richard M. Foxx (Pennsylvania State University)
 - Distinguished Service to Behavior Analysis, Donald Baer: "Distinguished Service by Behavior Analysis"
 - International Dissemination of Behavior Analysis, Masayo Sato: "My Forty Years with Behavior Analysis"

- Public Service in Behavior Analysis, Aubrey Daniels: “How to Save the World: III”
- Effective Presentation of Behavior Analysis in the Mass Media, Karen Pryor: “Clicker Training: A Grass-Roots High-Tech Behavioral Revolution”

#8 Topics in the Experimental Analysis of Behavior

Paper Session
1:00 PM - 2:20 PM
Arkansas Room
EAB

Chair: Jennifer A. Rennie (Eastern Michigan University)

- Behavior Analysis in the Family of Behavior Sciences. HENRY D. SCHLINGER, JR. (Western New England College)
- Receptive by Feature, Function, and Class (RFFC): A Bridge Between Receptive Language and Intraverbal Behavior. MARK L. SUNDBERG and James W. Partington (Behavior Analysts, Inc.)
- The Role of Experience in Human Choice. EDMUND FANTINO (University of California, San Diego)

#9 Realistic Pragmatism or Pragmatic Realism: What in the World is There to Talk About?

Invited Address
1:00 PM - 1:50 PM
Columbus Room A&B
TPC

Chair: Sam Leigland (Gonzaga University)

- M. JACKSON MARR (Georgia Tech)

#10 Fluency Research Topics

Invited Address
1:00 PM - 1:50 PM
Missouri Room
EDC

Chair: Cathy Watkins (California State University, Stanislaus)

- CARL BINDER (Precision Teaching & Management Systems, Inc.)

#11 Industriousness: How It Can Be Learned?

Invited Address
1:00 PM - 1:50 PM
Colorado Room
ELS

Chair: Karyn L. Jarco (Eastern Michigan University)

- ROBERT EISENBERGER (University of Delaware)

#12 Behavior Analyst Credentialing and Regulation: Current Status - Future Direction

Panel Discussion
1:00 PM - 1:50 PM
Michigan Room B
DDA

Chair: Gerald L. Shook (Shook and Associates)

- GERALD L. SHOOK (Shook and Associates)
- MICHAEL J. HEMINGWAY (Florida Department of Children and Families)

#13
Symposium
1:00 PM - 2:50 PM
Sheraton Ballroom I
CBM

The Dismantling of Eye Movement Desensitization and Reprocessing Treatment for Anxiety Disorders

Chair: Larry Grimm (University of Illinois-Chicago)

Discussant: C. Richard Spates (Western Michigan University)

- The Relationship Between Hypnotizability, Client Expectations, and Treatment Outcome with EMDR Treatment of PTSD. LISA LARGO-MARSH (Western Michigan University)
- The Effects of Behavioral Avoidance Testing and Instructions to Visualize Prior Traumatic Exposure During EMDR Treatment of Public Speaking Anxiety. TERRY FOLEY (Western Michigan University)
- The Contribution of the Cognitive Component of EMDR to Treatment Outcome. KAREN CUSACK (Western Michigan University)
- The Effects of EMDR on Test Anxiety. JOHN HAMPEL (Western Michigan University)

#14
Symposium
1:00 PM - 2:50 PM
Ontario Room
CBM

Clinical Behavior Analysis and Managed Care: Good Marriage or Bad?

Chair: Robert P. Hawkins (West Virginia University)

Discussant: David J. Hansen (University of Nebraska-Lincoln)

- The Impact of Managed Care on Graduate Training: A Call for Action. CARRIE L. MASIA, Cynthia M. Anderson, Daniel W. McNeil, Robert P. Hawkins, and Kurt Freeman (West Virginia University)
- Prescription Privileges for Psychologists Undermine Environmentally Based Interventions: A Behavior-Analytic Wake-Up Call. JOHN P. FORSYTH (University of Mississippi Medical Center)
- Empirically Validated Treatments: Right Idea, Wrong Strategy: A Call for Functionally Derived Treatments. CYNTHIA M. ANDERSON and Georg H. Eifert (West Virginia University)
- The Role of Behavioral Science in Fully Capitated Health Care Delivery Systems. KELLY G. WILSON and Steven C. Hayes (University of Nevada-Reno)

#15
 SQAB Invited Tutorial IV
 1:00 PM - 1:50 PM
 Mississippi Room
 EAB

From Basics to Contemporary Paradigms: Aversive Events and Behavior

Chair: Marc N. Branch (University of Florida)

- PHILIP N. HINELINE (Temple University)

#16
 Symposium
 1:00 PM - 2:50 PM
 Ohio Room
 CBM

Recent Advances in the Assessment and Treatment of Stuttering

Chair: Raymond G. Miltenberger (North Dakota State University)

Discussant: R. Wayne Fuqua (Western Michigan University)

- Simplified Treatment and Long-Term Follow-up for Stuttering in Adults. JOEL R. WAGAMAN (University of Kansas), Raymond G. Miltenberger (North Dakota State University), and Richard E. Arndorfer (Western Michigan University)
- Time-Limited Treatment of Stuttering in Children Using Simplified Habit Reversal. AMY J. ELLIOT (Western Michigan University), Raymond G. Miltenberger, John T. Rapp, Ethan S. Long, and Rochelle McDonald (North Dakota State University)
- Evaluation and Elimination of a Vocal Avoidance Response in a Child Stutterer. DOUGLAS W. WOODS, R. Wayne Fuqua, and Thomas J. Waltz (Western Michigan University)
- Enhancing the Reliability and Accuracy of Stuttering Assessment. RAYMOND G. MILTENBERGER (North Dakota University), Amy J. Elliot (Western Michigan University), Ethan S. Long, and John T. Rapp (North Dakota State University)

#17
 Symposium
 1:00 PM - 2:50 PM
 Superior Room A
 DDA

Designing Instruction in Thinking, Writing and Math: Work in Progress

Chair: Kent R. Johnson (Morningside Learning Systems, Seattle)

Discussant: Sue Markle

- Thinking and Problem-Solving. JOANNE K. ROBBINS (Morningside Academy)
- Expository Writting. JAMES M. PETERS (Morningside Learning Systems)
- Sentence Combining. LINDA ROSS (Morningside Learning Systems)

- Mathematics I. KAREN MARINKO (Morningside Learning Systems)
 - Mathematics II. ANGELA BOONE (Morningside Learning Systems)
- #18**
Symposium
1:00 PM - 2:20 PM
Erie Room
DDA
- Exploration of a Least-to-Most-Intrusive Continuum of Treatment Models for the Reduction of Self Injury**
Chair: Brett E. Hemstreet (Beatrice State Developmental Center)
Discussant: Lee C. Zlomke (Beatrice State Developmental Center)
- The Use of a Verbal Mediator in the Gradual Discontinuation of an Aversive Stimulus for Self-Injurious Behavior Following a Classical Conditioning Paradigm. BRETT E. HEMSTREET and Melissa Buhrow (Beatrice State Developmental Center)
 - A Non-Intrusive Intervention for Nighttime Self-Injurious Behavior in the Family Home. RANDALL DILLER (Beatrice State Developmental Center)
 - Successful Treatment of High Frequency Self-Injurious Behavior in a Community Setting: Treatment Case Study. KATHLEEN REA (Beatrice State Developmental Center)
- #19**
Symposium
1:00 PM - 2:20 PM
Parlor F
DDA
- Instruction of Preschool Children with Autism: Integrating Resources from Public, Private, and University Educational Systems**
Chair: Karol Peterson (Kalamazoo Valley Intermediate School District)
- Preschool Services for Children with Autism – Program Design. CARMEN JONAITIS, Kathleen Shane Timmons (Kalamazoo Valley Intermediate School District), Cari L. Kerr, Richard W. Malott (Western Michigan University), and Lynn Ann Walker (Kalamazoo County Family YMCA)
 - Preschool Services for Children with Autism – Program Evaluation. STEVE RAGOTZY, Paul Knight (Kalamazoo Valley Intermediate School District), Cari L. Kerr, Yardana Salinger, and Richard W. Malott (Western Michigan University)
 - The Education of Children with Autism and University Practicum Students – A Symbiosis. CARL L. KERR, Summer Lucas, Jessica Korneder, Richard W. Malott (Western Michigan University), and Kathleen Shane Timmons (Kalamazoo Valley Intermediate School District)

#20 Determinants of Self-Control at Different Life-Span Points

Symposium
1:00 PM - 2:20 PM
Huron Room
DEV

Chair: Daniel Bernstein (University of Nebraska, Lincoln)
Discussant: Daniel Bernstein (University of Nebraska, Lincoln)

- Antecedent Reinforcement Schedule Exposure can Determine Responding Denoting "Self-Control." SHARON ALEXANDER, Jacob L. Gewirtz, David Lubin, Michael R. Markham, and Wendy Silverman (Florida International University)
- An Integrative Approach to Studying Self-Control in Children. SILVIA CASTLE and Daniel Bernstein (University of Nebraska, Lincoln)
- Self-Control and Impulsiveness in Adult Human Females: Effects of Food Cues. LORI B. FORZANO (State University of New York)

#21 Developing a Theory of "Mind": How Children Change from Being Behavior Analysts to Mentalists

Symposium
1:00 PM - 2:50 PM
Parlor C
DEV

Chair: Nicole Ruther (West Virginia University)
Discussant: Ann Watson O'Reilly (West Virginia University)

- "Mindreading" in Preschoolers. AMY WILSON and Charisse Nixon (West Virginia University)
- Social Cognition and Aggressive Behavior in Preschoolers. LAURA CAPAGE (West Virginia University)
- Individual Differences in Young Children's Social Experiences: Links to a Theory of "Mind" CHARISSE NIXON (West Virginia University)
- Increased Exposure to Narrative as a Mechanism of Change in Theory of "Mind" Development. NICOLE RUTHER (West Virginia University)

#22 Studies of Canine Olfactory Detection of Explosives and Drugs

Symposium
1:00 PM - 2:50 PM
Michigan Room A
EAB

Chair: James M. Johnston (Auburn University)
Discussant: Susan F. Hallowell (Federal Aviation Administration)

- Canine Olfactory Sensitivity to Explosives. TERESA BOUSSOM, Marc Williams, Jan Jackson, L. Paul Waggoner, Meredith Jones, James M. Johnston (Auburn University), and James A. Petrousky (Department of the Navy)

- Canine Olfactory Detection Signatures for Smokeless Powder. MARK WILLIAMS, Bart Bedford, Jan Jackson, L. Paul Waggoner, Meredith Jones, Teresa Boussem, James M. Johnston (Auburn University), and Susan F. Hallowell (Federal Aviation Administration)
- Canine Olfactory Sensitivity to Pharmaceutical and Illicit Cocaine. JAN JACKSON, L. Paul Waggoner, Meredith Jones, Teresa Boussem, Marc Williams, James M. Johnston (Auburn University), and James A. Petrousky (Department of the Navy)
- The Role of Methyl Benzoate in Canine Detection of Cocaine. BART BEDFORD, Meredith Jones, Teresa Boussem, Marc Williams, Jan Jackson, James M. Johnston (Auburn University), and James A. Petrousky (Department of the Navy)
- The Effects of Suspected Masking Agents on Canine Detection of Heroin. MEREDITH JONES, Teresa Boussem, Marc Williams, Jan Jackson, L. Paul Waggoner, James A. Johnston (Auburn University), and James A. Petrousky (Department of the Navy)

#23

Symposium
1:00 PM - 2:50 PM
Superior Room B
TBA

Teaching Behavior Analysis in Applied Settings

Chair: Janet S. Twyman (Fred S. Keller School)

Discussant: R. Douglas Greer (Columbia University Teachers College)

- The Shaping of Teachers as Strategic Scientists. CATHERINE D. SALES and Janet S. Twyman (Fred S. Keller School)
- Teaching Behavior Analysis at the ABC School. MICHELE WILLIAMS-WINELL (ABC School)
- Precision Teaching in the Elementary Schools. JOHN O. COOPER (Ohio State University)
- The Implications of Teaching Behavior Analysis to Children. ERIN R. MILLER (Auburn University) and Carl D. Cheney (Utah State University)

#24

Invited Address
1:00 PM - 1:50 PM
Mayfair Room
OBM

A New Way of Managing in the New Economy

Chair: Maria E. Malott (Malott & Associates, Kalamazoo, MI)

- JACK STACK (Springfield Remanufacturing Corp., Springfield, MO)

#25

Invited Address
2:00 PM - 2:50 PM
Columbus Room A&B
TPC

Selection: Biological Evolution, Operant Conditioning, and the Immune System

Chair: Sigrid S. Glenn (University of North Texas)

- DAVID L. HULL (Northwestern University)

#26

SQAB Invited Tutorial I
2:00 PM - 2:50 PM
Mississippi Room
EAB

From Basics to Contemporary Paradigms: Chaos

Chair: M. Jackson Marr (Georgia Institute of Technology)

- JAMES TOWNSEND (Indiana University)

#27

Panel Discussion
2:00 PM - 2:50 PM
Colorado Room
EDC

Can/Should We Change the Personalized System of Instruction to Enhance its Adoptability?

Chair: Philip N. Hineline (Temple University)

- ROBERT W. ALLAN (Lafayette College)
- JOSEPH PEAR (University of Manitoba)
- WILLIAM BUSKIST (Auburn University)
- PHILIP N. HINELINE (Temple University)

#28

Symposium
2:00 PM - 3:50 PM
Missouri Room
EDC

School-Wide Positive Behavior Support: Examples and Research

Chair: George Sugai (University of Oregon)

Discussant: Robert E. O'Neill (University of Utah)

- School-Wide Behavioral Support: Starting the Year off Right. ROBERT HORNER, George Sugai (University of Oregon), and Susan Taylor-Green (Fern Ridge Middle School)
- Using Active Supervision and Precorrections to Improve Transition Behaviors in an Elementary School. GEOFF COLVIN, George Sugai, and Roland Good (University of Oregon)
- The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary Students. TIM LEWIS (University of Missouri), Geoff Colvin, and George Sugai (University of Oregon)
- The Effects of Teaching School Expectations and Establishing Consistent Consequences on the School-Wide Disciplinary Actions. RON NELSON (Eastern Washington University)

#29 Financial Impact and Performance Management

Symposium
2:00 PM - 3:20 PM
Mayfair Room
OBM

Chair: Linda J. Hayes (University of Nevada-Reno)
Discussant: Jack Stack (Springfield Remanufacturing Corp.,
Springfield, MO)

- Performance Management Impact in Retail. Maria E. Malott (Malott & Associates, Kalamazoo, MI), DICK VARNELL (Retail Industry, Grand Rapids, MI)
- Performance Management and Financial Analysis in a Non-Profit Organization. MARIA E. MALOTT (Malott & Associates, Kalamazoo, MI) and Timothy R. Castañón (Association for Behavior Analysis)
- The Implementation of a Bonus Compensation Plan in the Behavior Analysis Program at the University of Nevada. LINDA J. HAYES, Ramona Houmanfar, Monica Carlock, and Mark R. Dixon (University of Nevada-Reno)

#30 Functional Analysis and Treatment Options for Self-Injury

Paper Session
2:00 PM - 3:20 PM
Michigan Room B
DDA

Chair: W. Joseph Wyatt (Behavior Analysis Digest)

- Electrical Aversion Treatment with Self-Injurious Behavior: Short-term and Long-term Effects with Twenty Cases. PIETER DUKER and Daniel Seys (University of Nijmegen, The Netherlands)
- A Comparison of the Effectiveness of Traditional Versus Brief Functional Analyses. ANTHONY CASTROGIOVANNI, Philip Edelen and Matt Tincani (Chimes Delaware)
- Lesch-Nyhan Syndrome and Applied Behavior Analysis: What We Did in the Past, and What We Should Do In the Future. JOHN GERDTZ (Spectrum Center, Berkeley, CA)

#31 Applying Behavior Analysis in Child Abuse: Compatibilites and Difficulties

Invited Address
3:00 PM - 3:50 PM
Ontario Room
CBM

Chair: Robert W. Montgomery (Georgia State University)

- JOHN R LUTZKER (University of Judaism)

#32 From Basics to Contemporary Paradigms: Delay Reduction

SQAB Invited Tutorial II
3:00 PM - 3:50 PM
Mississippi Room
EAB

Chair: Richard L. Schull (University of North Carolina-Greensboro)

- EDMUND J. FANTINO (University of California-San Diego)

#33 Animal Training as an Academic Course

Panel Discussion
3:00 PM - 4:50 PM
Superior Room B
TBA

Chair: Jennifer Sobie (Chair, Trainer's Forum SIG)

- KIRK GILLETTE (Gillette Training)
- MARGE GIBBS (Roosevelt University)
- RICHARD W. MALOTT (Western Michigan University)
- GREG FORBES (Grand Rapids Community College)
- KIETH RUCKSTUHL (West Virginia University)

#34 Collaboration of Medicine and Behavioral Analysis to Treat Behavioral Disorders

Symposium
3:00 PM - 4:20 PM
Ohio Room
CBM

Chair: F. Charles Mace (University of Pennsylvania School of Medicine)

Discussant: Michael F. Cataldo (Johns Hopkins University School of Medicine)

- Tardive Dyskinesia as a Contributor to Self-Injury. JOYCE E. MAUK, Beth Delaney and F. Charles Mace (University of Pennsylvania)
- Separate and Combined Effects of Methylphenidate and a Behavioral Intervention on Disruptive Behavior in Children with Mental Retardation. NATHAN J. BLUM, Joyce E. Mauk, Jennifer J. McComas, and F. Charles Mace (University of Pennsylvania)
- Evaluation and Treatment of Children Diagnosed with Failure to Thrive: Use of an Appetite Stimulant and Behavioral Interventions. LINDA V. MUIR, Linda J. Cooper, and Warren P. Bishop (The University of Iowa)

#35 Third Symposium on Clinical Service as Science: Use of Data for Monitoring and Decision-Making

Symposium
3:00 PM - 4:50 PM
Sheraton Ballroom I
CBM

Chair: Judith R. Mathews (University of Nebraska Medical Center)

Discussant: Raymond G. Miltenberger (North Dakota State University)

- A Survey of Direct Measurement in Clinical Behavior Analysis. Scott A. Spaulding, Alisa B. Bahl, and ROBERT P. HAWKINS (West Virginia University)
- Utilizing Continuous Data Collection to Enhance Simplified Habit Reversal Treatment. ETHAN S. LONG, Raymond G. Miltenberger, John T. Rapp (North Dakota State University), Vicki A. Lumley (Northwest Human Service Center), and Amy J. Elliot (Western Michigan University)

- Developing Skills for Integration: Data-Based Interventions for a Preschool Child with Autism. ALICIA PERRY, Jennifer Willis, Julie Clow, Elliott Paletz, Karla Doepke (Auburn University), and Bart Sevin (The Kennedy-Krieger Institute)
- Using Data Derived from Token Economies to Target Severe Behavior Problems in the Home. BETHANY A. MARCUS and Michael J. Levine (Louisiana State University)
- Simple Data Collection Methods: Case Examples in a Pediatric Setting. JUDITH R. MATHEWS (University of Nebraska Medical Center)

#36
Symposium
3:00 PM - 4:50 PM
Superior Room A
DDA

Improving Treatment Modalities: Incorporating Person-Centered Planning Approaches Within a Behavior-Analytic Framework

Chair: Donald K. Kincaid (West Virginia University)

Discussant: Glenda Vittimberga (Kennedy Krieger Institute)

- Positive Behavior Support: A Marriage between Behavior Analysis and Person-Centered Planning. DONALD K. KINCAID, Kurt A. Freeman, Cynthia M. Anderson, Kerri Dumm, and Alisa B. Bahl (West Virginia University)
- Exploring the Philosophical Commonalities between Person-Centered Planning and Behavior Analysis. KERRI DUMM, Alisa B. Bahl, Kurt A. Freeman, Cynthia M. Anderson, and Donald K. Kincaid (West Virginia University)
- Functional Analysis Methodologies: Exploration of Procedures Applicable in Everyday Clinical Settings. KURT A. FREEMAN, Cynthia M. Anderson, Kerri Dumm, and Donald K. Kincaid (West Virginia University)
- Development and Evaluation of a Measurement System Applicable to Person-Centered Planning Approaches. CYNTHIA M. ANDERSON, Kurt A. Freeman, Rachel Bowman, Kerri Dumm, and Donald K. Kincaid (West Virginia University)

#37
Panel Discussion
3:00 PM - 4:50 PM
Colorado Room
EDC

Effective Instructional Strategies for Inclusive Settings in America's Schools

Chair: Corrine R. Donley (University of Wisconsin-Oshkosh)

- DAN HURSH (West Virginia University)
- G. ROY MAYER (California State University, Los Angeles)

- LIBBY M. STREET (Central Washington University)
- ROBERT RENTSCHLER (Braxton County Middle School)
- PAUL WEISBERG (University of Alabama)

#38
Symposium
3:00 PM - 4:50 PM
Erie Room
DDA

The Transfer of Stimulus Control Using Verbal, Written, and Tactile Cues to Promote Generalization in Children with Autism

Chair: Daniel P. Davidson (University of Northern Arizona)

Discussant: Mary Jane Weiss (Douglas Developmental Disabilities Institute)

- Increases in Social Initiations of Children with Autism to Adults and Peers Through the Use of Scripts Incorporated into Written Schedules. Mary E. McDonald, and CATHERINE FALLEO (The Genesis School)
- Evaluation of Visual Prompts During Transitions for a Child with Autism. Cathleen McGee, and RANDY HOROWITZ (BOCES - Rosemary Kennedy)
- The Use of the Gentle Reminder to Increase Frequency of Reinforcement by Staff and Decrease Frequency of Maladaptive Behavior in Children with Autism. MARY E. MCDONALD, Sharon A. Hobbie, and Jennifer Caldarella (The Genesis School)
- Decreasing Stereotypic Verbal Behavior in Children with Autism Through the Use of Differential Reinforcement and a Stimulus Pairing Procedure. Mary E. McDonald (The Genesis School), and SHARON A. HOBBIE (CUNY)

#39
Symposium
3:00 PM - 4:20 PM
Huron Room
DEV

On Prediction, Control, Understanding and Scientific Explanations

Chair: Martha Pelaez-Nogueras (Florida International University)

Discussant: Michael R. Markham (Florida International University)

- Single-Organism Research: Necessity or Mere Preference? HAYNE W. REESE (West Virginia University)
- A Behavioral Model for the Study of Scientific Theory, Language Games and Behavioral Competencies. EMILIO RIBES-INESTA (Universidad de Guadalajara)
- Some Thoughts on Scientific Explanations. JAY MOORE (University of Wisconsin, Milwaukee)

Friday, May 23

- #40a**
Paper Session
3:00 PM - 3:50 PM
Michigan Room A
EAB
- Terminal-Link Value in Concurrent Chains**
Chair: Kathryn M. Wrubel
- In Search of a General Expression for Terminal-Link Value in Concurrent Chains. RANDOLPH C. GRACE, Jed W. Schwendiman, and John A. Nevin (University of New Hampshire)
 - Transfer Tests of Stimulus Value in Concurrent Chains. HERNAN I. SAVASTANO (University of California - San Diego) and Randolph C. Grace (University of New Hampshire)
- #40b**
Paper Session
3:00 PM - 4:50 PM
Parlor C
TPC
- Theoretical Issues in Behavior Analysis I**
Chair: Leslie Burkett (University of North Texas)
- Bentley and Skinner: Common Views From a Common Milieu. PAULINE THOMPSON-GUERIN (Temple University)
 - Biology and Behavior: Garcia's Criticisms of Skinner and Some Responses Thereto. JENNIFER DRESSEL, Edward K. Morris (University of Kansas)
 - Skinner/Watson Parallel Quotations. PER HOLTH (University of Oslo, Norway)
 - A conceptual problem in the notion of an operant and a possible solution. JOSE BURGOS (Universidad Catolica Andres Bello, Caracas, Venezuela)
- #41**
Invited Address
3:30 PM - 4:20 PM
Mayfair Room
OBM
- Adverse Implications for University Teaching Concealed in Economically Driven Policies**
Chair: Richard K. Fleming (Auburn University)
- LAWRENCE E. FRALEY (West Virginia University)
- #42**
Symposium
3:30 PM - 4:50 PM
Michigan Room B
DDA
- Current Issues in Eating and Feeding Disorders**
Chair: Jim Sperry (The May Institute)
- Functional Assessment of Rumination. CHRISTOPHER J. MASALSKY and Michelle Wise (The May Institute)
 - White Bread Satiation in the Treatment of Rumination. LAURA DUDLEY (The May Institute)
 - Interdisciplinary Treatment of Feeding Disorders with Developmentally Disabled Adults. JOHN RANDALL, Christopher J. Masalsky, and Edward B. Kitfield (The May Institute)
- #43**
Invited Address
4:00 PM - 4:50 PM
Ontario Room
CBM
- Clinical Behavior Analysis and Clinical Social Work: A Mutually Reinforcing Relationship**
Chair: Robert W. Montgomery (Georgia State University)
- BRUCE A. THYER (University of Georgia)

- #44**
SQAB Invited Tutorial III
4:00 PM - 4:50 PM
Mississippi Room
EAB
From Basics to Contemporary Paradigms: The Matching Law
Chair: Howard Rachlin (State University of New York - Stony Brook)
• GENE M. HEYMAN (Harvard University)
- #45**
Invited Address
4:00 PM - 4:50 PM
Columbus Room A&B
TPC
Personal Agency in Feminist Theory: Evicting the Illusive Dweller
Chair: Sam Leigland (Gonzaga University)
• MARIA R. RUIZ (Rollins College)
- #46**
Panel Discussion
4:00 PM - 4:50 PM
Missouri Room
EDC
Partners in Education: Teachers and Behavior Analysts Collaborate for Success
Chair: Sandy MacLeod (Tri-County TEC, Stuart, Florida)
• SANDY MACLEOD (Tri-County TEC, Stuart, Florida)
• PAM CHRISTOFORI (Tri-County TEC, Stuart, Florida)
• BOB RYAN (Ford Pierce School District, Florida)
- #47a**
Paper Session
4:00 PM - 4:50 PM
Michigan Room A
EAB
Variables Affecting Memory
Chair: Hellena E. Bolcato (Eastern Michigan University)
• Antecedents and Consequences of Remembering: Proactive Interference, Differential Outcomes and Response Bias. EMILY B. COONEY and K. Geoffrey White (University of Otago, New Zealand)
• Temporal Independence in Direct Remembering. K. GEOFFREY WHITE (University of Otago, New Zealand)
- #47b**
Invited Address
4:00 PM - 4:50 PM
Arkansas Room
DDA
Biomedical Research in Autism and Its Relationship to Behavioral Research
Chair: Gina Green (New England Center for Children)
• ERIC LONDON (National Alliance for Autism Research)
- #48**
Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
CBM
Clinical, Family, Behavioral Medicine
1. Operant Features of Pain Management in Children with Recurrent headache. KEITH D. ALLEN and Mark D. Shriver (Meyer Rehabilitation Institute)
2. Aggression Management in an Individual with Chronic Mental Illness. ROBERT MORRELL (Illinois Institute of Technology)

3. Do Knowledge and Skills of General Behavior Management Predict Parent's Correct Implementation of their Child's Behavioral Feeding Treatment? ANURADHA NAIDU, Maria Fracasso, Bridget Shore, Keith Williams, Michael Figler, and John Govern (Kennedy Krieger Institute)
4. Verbal Processes Explaining Depression. RENE QUINONES and MARITZA SANDOVAL (Konrad Lorenz Foundation)
5. Therapist In-Vivo Strategies Scale: A Measure of the Therapist's Focus on the Therapeutic Relationship. KENDRA BEITZ, Chauncey R. Parker, Madelon Y. Bolling, Robert J. Kohlenberg, and Nathan Hord (University of Washington)
6. Behavioral Pediatrics Interventions in a Special Education Setting. MARILYN D. CATALDO, Alma H. Suter, Maureen Ensor, Keith J. Slifer, Emily S. Wade, and Earla G. Blackwood (Kennedy Krieger Institute)
7. Increasing Adolescent Cooperation with Complex, Painful Rehabilitation Regimens Using Differential Reinforcement. ADRIANNA AMARI, Cindy L. Tucker, Robert C. Sevier, Alana C. Kane, and Keith J. Slifer (Kennedy Krieger Institute)
8. Use of Contingency Contacting with Developmentally Disabled Adolescents who Refuse Necessary Oral Medication. MATTHEW L. REMICK, Arlene C. Gerson, Keith J. Slifer, Alma H. Suter, Marilyn D. Cataldo, Colleen Hughes, Janet York-Blasser, and Maureen Ensor (Kennedy Krieger Institute)
9. Using Differential Reinforcement to Treat Functional Hypophonia in a Pediatric Rehabilitation Patient. ADRIANNA AMARI, Robert C. Sevier, Janine Spezio, Cindy L. Tucker, and Keith Slifer (Kennedy Krieger Institute)

#49

Developmental Disabilities; Autism

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballroom
DDA

10. Teaching Imitation, Phonemes and Early Writing Skills Until Fluent to a Preschool Child with Autism. DAVID J. BONSER and David J. Leach (Murdoch University)
11. Natural Observations of Instruction-Following in Persons with Developmental Disabilities: Prompts Needed Versus Prompts Given. MAURICE A FELDMAN and Jennifer Ramsay (Queen's University and Ongwanda Hospital)

12. Evaluation of a Sexual Abuse Prevention Program for Adults with Mental Retardation. VICKI A. LUMLEY, Raymond G. Miltenberger, Ethan S. Long, John T. Rapp, and Jennifer Ramsey (North Dakota State University)
13. A Comparison of Noncontingent Escape and Extinction as Treatments for Escape-Maintained Aggression. CAROL VAN CAMP (Children's Seashore House), Timothy R. Vollmer (University of Pennsylvania), and Julia Nastasi (Children's Seashore House)
14. Noncontingent Reinforcement and Extinction as Treatments Across Multiple Topographies of Aberrant Behavior. CARRIE WRIGHT (Children's Seashore House), Timothy R. Vollmer (University of Pennsylvania), and Kimberly Coleman (Children's Seashore House)
15. A Comparison of Extinction and Enhanced Positive Reinforcement as Treatments for Escape-Maintained Self-Injurious Behavior. MICHELE D. WALLACE, Brian A. Iwata (University of Florida)
16. On the Relationship Between Object Manipulation and Stereotypic Behavior. JANA S. LINDBERG, Brian A. Iwata, and SungWoo Kahng (University of Florida)
17. Waterproof, Air-Permeable Gloves as an Alternative to Restraint in the Treatment of Chronic Hand Mouthing. THERESA J. SORENSEN, Iser G. DeLeon, Juliet C. Burke, and Brian A. Iwata (University of Florida)
18. Temporal Distribution of Behavior Problems Based on Scatter-Plot Analyses. SUNGWOO KAHNG, Brian A. Iwata, Sonya M. Fischer (University of Florida), and Don E. Williams (University of North Texas)
19. Teaching Functional Communication Training to Parents of Children with Autism. WILLIAM FREA and Susan Hepburn (Vanderbilt University, Kennedy Center)
20. Ecological Variables and Stereotypic Behavior. William Frea, and Susan Hepburn (Vanderbilt University, Kennedy Center)
21. Using Pivotal Response Training to Teach Academic Skills to Children with Autism. CHRISTINA WHALEN and LAURA SCHREIBMAN (University of California)
22. Component Analysis of Treatment for Chronic Hand Mouthing. JAMES MANCHACK, Kirk Lockwood and Don E. Williams (Richmond State School)
23. Using Naturalistic Teaching Procedures to Teach Object Labels to Children with Autism: A Comparison of Incidental Teaching and Mand-Model Teaching Procedures. HEIDI A. JACOBS and David L. Gast (University of Georgia)

24. The Effect of Subject-Selected versus Experimenter-Varied Reinforcer Delivery on Response Rate. AMY GECKELER, Myrna Libby and Rick Graff (The New England Center for Children)
25. Decreasing Rumination Using a Starch Satiation Procedure. LAURA L. DUDLEY, R. Scott Barnes, and Cammarie Johnson (The New England Center for Children)
26. Analysis of a Home-Based Interspersal Training Program to Promote Increased Compliance to Parents' Instructions Concerning Daily Living Skills in Young Children with Autism. VICKI MADAUS KNAPP and James T. Todd (Eastern Michigan University)
27. Fluency Building in Developing Functional Language for Children with Autism. SANDY MACLEOD (Tri-County TEC)
28. Teaching Students with Autism to Construct Coin Combinations Corresponding to Printed Prices: Formation of Correct Responding to Compound Stimuli. FUMIYUKI NORO (Institute of Special Education)
29. Using a Changing – Criterion Design to Teach Food Acceptance. LAURA KENNEALLY-PETRIDES (Partners in Therapy)
30. Establishing Receptive Labels in Treatment Refractory Children with Autism. PATRICIA DONAHOE and Tristram Smith (Washington State University)
31. When Only One Spouse Can Attend Parent Education Classes: Use of Videotaped Presentations and Spousal Feedback as an Alternative Teaching Method. SUSAN L. PETERSON, Karen Tavani, and Todd Harris (Delaware Autistic Program)
32. The Use of Written Prompts to Increase the Spontaneous Requests of an Adolescent With Autism. TODD A. HARRIS, CAROL FITZGERALD, and Pam Newman (Delaware Autistic Program)
33. Contingent Reinforcement of Socially Initiative Behavior in Preschoolers with Autism by a Peer with Autism. DANA R. REINECKE and Nancy S. Hemmes (The Graduate School/CUNY)
34. Discrete-Trial Teaching and the Reduction of Problem Eating Behavior. JOANNE GERENSER, Andrea Wachs, Stephanie Bianco, and Jennifer K. Lyons (Eden II Programs)
35. Pivotal Intervention: Curriculum Modification for Inclusion. CRAIG S. PARLATO (University of Kansas), Carol Tilton Parlato (Lawrence Public Schools), and Kevin J. Brothers (University of Kansas)

36. Pivotal Intervention: Multiple-Cue Responding. CRAIG S. PARLATO (University of Kansas), Carol Tilton Parlato (Lawrence Public Schools), and Kevin J. Brothers (University of Kansas)
37. Pivotal Intervention: Self-Management. CRAIG S. PARLATO (University of Kansas), Carol Tilton Parlato (Lawrence Public Schools), and Kevin J. Brothers (University of Kansas)
38. The Use of Noncontingent Extinction to Reduce Problem Behaviors in Language-Impaired Children. CARRIE L. COLEMAN and Peter A. Holmes (Eastern Michigan University)
39. A Comparison of Teaching and Monitoring Strategies to Increase Initiating and Responding Behaviors by Students with Autism in Peer Groups. DEBRA M. KAMPS, Jorge Garcia, Michelle Ross, and Leslie Morrison (Juniper Gardens Children's Project)
40. A Comparison of Behavior Profiles of Multiple-Birth Siblings and Siblings of Different Ages. KERRI MCALPINE (The Genesis School) and Randy Horowitz (BOCES-Rosemary Kennedy)
41. Simple-to-Complex is as Simple as One-Two-Three: Teaching Numeric Equivalence Classes to Children with Autism. DEVORAH ROSEN, Lanny Fields (The Graduate School/CUNY), and Jennifer K. Lyons (The Genesis School)
42. Differential Reinforcement of Other Behavior Used to Decrease Stereotypic Behavior in a Student with Autism. MARY E. MCDONALD (Queens Services for Autistic Citizens)
43. Pivotal Response Training for Peers and Children with Autism to Increase Social Behaviors in Peer Groups. MICHELLE ROSS, Debra M. Kamps, Lois Orth-Lopez, Jorge Garcia (Juniper Gardens Children's Project), and Carol Tilton Parlato (Lawrence Public Schools)
44. Psychophysiological Assessment and Behavior Analysis: Conceptual and Procedural Issues. RAYMOND G. ROMANCZYK, Amy Matthews, and Meredith Cochran (SUNY at Binghamton)
45. Comparing Methods for Maintaining the Safety of a Child with Pica. LINDA LEBLANC (Kennedy Krieger Institute), Cathleen C. Piazza (Johns Hopkins University School of Medicine), and Mary A. Krug (Kennedy Krieger Institute)

46. Experimental Analysis of the Relationship Between "Insistence on Sameness" and Maladaptive Behavior in an Individual with Autism. LINDA LEBLANC (Kennedy Krieger Institute), Wayne W. Fisher (Johns Hopkins University School of Medicine), and Bonita Anders (Kennedy Krieger Institute)
- 46a. An Analysis of Potential Detrimental Effects of Verbal Instructional Cues on the Generalization of Imitative Skills for a Young Autistic Boy. ALLISON G. BRASWELL (University of Memphis)
47. Enhancing the Generalization and Maintenance of Receptive Language Skills in a Three Year Old with Pervasive Developmental Disorder. ANTHONY M. FOTI, Helene Fineman, and Maria Masseria (Private Practice)
48. A Comparison of Methods of Training Therapists in the Multisite Young Autism Project. SARAH MORTENSON and Tristram Smith (Washington State University)
49. The Effects of Combined Language and Play Components in Pivotal Response Parent Training with Children with Autism/Pervasive Developmental Disorders. AUBYN C. STAHLMER and Kristin Gist (Children's Hospital and Health Center, San Diego)
50. Early Intervention for Young Children with Autism: A Pilot Study to Compare Treatment and Outcome in Relation to Age. BARBARA O'MALLEY CANNON and James T. Ellis (May Institute)
51. Assessment and Treatment of Social Interest in Children with Autism. GAIL G. MCGEE, Michael J. Morrier, Sharon Hynes, Carolyn Parsons, and Chu Sui Lin (Emory University School of Medicine)
52. Emergent Literacy Outcome in an Inclusive Preschool Program. CATHERINE E. RICE, Carolyn R. Parsons, and Julia C. Whitney (Emory University School of Medicine)
53. A Description and Analysis of an "In-Home" Discrete-Trial Intervention Service for Autistic and Related Disordered Children. ANNE CUMMINGS (Williams & Associates - Toronto, Canada) and W. Larry Williams (University of Nevada-Reno)
54. Emergence of Functional Vocal Verbal Communication in Autistic Children: An Analysis of a Picture Exchange Communication System. ANNE CUMMINGS (Williams & Associates - Toronto, Canada) and W. Larry Williams (University of Nevada-Reno)
55. Improving Social Communicative Behavior in an Adult with Autism: Voice Volume Training. CAROLINE MAGYAR and Vincent Pandolfi (Hofstra University)

#50 Human Development

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
DEV

56. A Comprehensive Program Evaluation of Project SafeCare: Health, Safety, and Bonding with Families Ajudicated for and At-Risk for Child Abuse and Neglect. RONIT M. GERSHATER (University of Kansas), John R. Lutzker (University of Judaism), Kathryn M. Bigelow (University of Kansas), and Ronald M. Doctor (California State University, Northridge)

#51 Experimental Analysis of Behavior

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
EAB

57. Self-Control in Adult Human Females: Effects of Food Preferences. LORI B. FORZANO (SUNY at Brockport)
58. Changes in Rate of Schedule-Induced Polydipsia in Non-Food-Deprived Rats as a Function of Fixed-Time Schedule. KATHRYN M. WRUBEL and James T. Todd (Eastern Michigan University)
59. Risk Taking in Humans: Behavioral Contrast with Changes in the Probability of Winning. JASON SMITH, Cam L. Melville, and Jeffrey N. Weatherly (McNeese State University)
60. Behavioral Contrast with Changes in the Probability of Reinforcement: A Failure to Separate Probability from Rate. CAM L. MELVILLE, Jeffrey N. Weatherly (McNeese State University), and Samantha Swindell (Washington State University)
61. Behavioral Contrast Using Qualitatively Different Reinforcers: Changes in Size with Changes in Baseline Rate of Reinforcement. JEFFREY N. WEATHERLY, Cam L. Melville (McNeese State University), and Samantha Swindell (Washington State University)
62. Within-Session Changes in Responding when Amount of Reinforcement Changes Within the Session. JEFFREY N. WEATHERLY (McNeese State University), Frances K. McSweeney, and Samantha Swindell (Washington State University)
63. Within-Session Changes in Responding with Changes in Reinforcer Intensity. ASHLEY S. MCMURRY, Cam L. Melville, and Jeffrey N. Weatherly (McNeese State University)
64. Conditional Noncompliance: A Laboratory Analog. GUY BEDIANT and Sigrid Glenn (University of North Texas)
65. Effects of Within-Session Changes in Reinforcer Duration on Within-Session Changes in the Rate of an Operant. EDMOND R. VENATOR, Mary Boothe and William Hallford (Millsaps College)

66. Altruistic Behavior and the Matching Law. T. STEUART WATSON and Ashley McDade (Mississippi State University)
67. Altering Reinforcer Variety Slows the Within-Session Rate of Habituation. HANNA C. RUE, Cam L. Melville, and Jeffrey N. Weatherly (McNeese State University)
68. Evaluation and Modification of Response-Class Hierarchies. DAVID M. RICHMAN, David P. Wacker, Jennifer Asmus, Sean Casey, and Marc Andelman (University of Iowa)
69. The Effects of Random Presentation of Interfood Interval Lengths on Schedule-Induced Drinking in Non-Food-Deprived Rats. KATHRYN M. WRUBEL and James T. Todd (Eastern Michigan University)
70. Effect of Task Effort and Variable-Interval Reinforcement Schedule on Concurrent-Choice Behavior by Adolescents with Mental Retardation. Anthony Cuvo, Leslie Troutman, and Roger Poppen (Southern Illinois University)
71. Amount of Reward has Opposite Effects on Temporal and Probability Discounting. LEONARD GREEN, Joel Myerson (Washington University), and Pawel Ostaszewski (University of Warsaw)
72. Further Evidence for Protein as a Key Nutrient in Activity Anorexia. WILLIAM BENEKE, Jerry Vander Tuig, Shelly Osman, and Monique Davis (Lincoln University of Missouri)
73. Terminal Link Response Topography and Chain Schedule Performance. COLLEEN M. KENNEDY-BRAUER and Kennon A. Lattal (West Virginia University)
74. Empirical Investigations of Human Symbolic Behavior: Emergent Stimulus Classes by Physical Similarities. TORU AOTSUKA and Koichi Ono (Komazawa University)

#52 Education

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
EDC

75. The Effects of a Token Economy Employing Instructional Consequences on the Inappropriate Behaviors with a Third-Grade Student with Learning Disabilities. RANDY LEE WILLIAMS, James William Higgins, and T.F. McLaughlin (Gonzaga University)
76. The Use of Functional Assessment and Self Management with a Normally Developing First Grader. SHARON E. GRANDY and Stephanie M. Peck (Gonzaga University)
77. The Effects of Using Direct Instruction Reading and a Re-Reading Contingency, Coupled with a Reward and Praise Contingency, With a High School Sophomore. T.F. MCLAUGHLIN, Stephanie M. Peck and Kelly Holz (Gonzaga University)

78. A Comparison of Whole Language and Skill-Based Reading Instruction: An Experimental Analysis. T.F. MCLAUGHLIN, Stephanie M. Peck (Gonzaga University), and Mary L. Kaatz-Sulgrove
79. An Analysis of Reading Racetracks on the Sight-Word Acquisition and Fluency of Elementary Students. DANA SELLS, Lisa Rinaldi, and T. F. McLaughlin (Gonzaga University)
80. Teaching Graduate Students to be Effective Teachers: Meta and Single-Subject Analyses with Implications for Behavioral Practice. MICK SAVAGE and Tom Sharpe (Purdue University)
81. A Comparison of Discrete and Sequential Perservice Teacher Feedback Strategies in Practice Teaching Settings. MONICA LOUNSBERY (University of Nebraska-Lincoln) and Tom Sharpe (Purdue University)
82. Treatment of Problem Behavior Maintained by Access to Preferred Activities: Teaching Tolerance for Delay. ANJALI BARRETTO and Stephanie M. Peck (Gonzaga University)
83. Multiple Functions of Aberrant Behavior: The Effects of Toy Context. AMY JO ROYSTER and Stephanie M. Peck (Gonzaga University)
84. Teaching Pill Swallowing to an Adolescent with Moderate Retardation. BETTY FRY WILLIAMS and Don Erickson (Gonzaga University)
85. An In-Home Token System for a Student With Attention Deficit Hyperactivity Disorder. BETTY FRY WILLIAMS, Paul Gannon, and Mary Harmon (Gonzaga University)
86. The Improved Toilet Training Program for Preschoolers with Disabilities. BETTY FRY WILLIAMS (Gonzaga University) and Janet B. Lane (Gonzaga University)
87. Seven Graphing Procedures for Showing Collections of Standard Celeration Charts. JOHN O. COOPER, Richard M. Kubina, Jr. and Paul R. Malanga (Ohio State University)
88. A Self-Experimentation on the Detection of Forgets Using Encouraging Think/Say and Hear/Tally Statements. MELISSA L. JUDY, Paul R. Malanga, and John O. Cooper (Ohio State University)
89. Training Elementary Students with Developmental Disabilities to Recruit Contingent Teacher Praise in a General Education Classroom: Effects on Teacher Praise and Academic Productivity. MICHELE A. CRAFT, Sheila R. Alber, and William L. Heward (Ohio State University)

90. Comparative Analysis of Self-Correction after Each Word versus Self-Correction after Ten Words on Spelling Performance by Elementary Students with Learning Disabilities. WENDY L. MORTON, William L. Heward, and Sheila R. Alber (Ohio State University)
91. Using Guided Notes in an Eighth-Grade Social Studies Class: Effects on Next-Day Quiz Scores and Notetaking Accuracy. CYNTHIA G. BECKLEY, Mohammad Al-Attrash, and William L. Heward (Ohio State University)
92. Functional Assessment of Children's Disruptive Behaviors in the Classroom. FRANCES COURSON, Marcie Desrochers, Ashley Badger, Lynn Hassey, Priscilla Lavasseur, and Bruce Saddler (College of Charleston)
93. A Procedure for Using Carbon Dioxide-Enriched Air as an Aversive Stimulus: An Alternative to Shock. CARL W. LEJUEZ, Diane E. Booth (West Virginia University), John P. Forsyth (University of Mississippi Medical Center), and Georg H. Eifert (West Virginia University)
94. A Comparison of Basal and Direct-Instruction Techniques for Teaching Vocabulary to Learning-Disabled Students in Elementary School. DEBORAH TECKLA CALL (Carthage College)
95. City Life: A Real-Life Token System. KIMBERLY A. MCLEOD (Carthage College)
96. Before and After Ritalin: Effects of Ritalin on the Social and Academic Compliance of a 7-Year-Old Student who was Born Cocaine Addicted. DEBORAH TECKLA CALL (Carthage College)
97. Reducing Truancy While Increasing the Number of Assignments Completed. JAMES DORN (Carthage College)
98. Using Direct Instruction and Precision Teaching to Improve Basic Math and Reading Skills in Elementary Special Education Students. MICHELE MORRELL (New Buffalo Area Schools) and Robert Morrell (Illinois Institute of Technology)
99. Training Teachers to Use Managerial Scripts: A Method for Improving Children's Classroom Behavior. ANDREA S. HIRALALL, Brian K. Martens, and Tanya L. Eckert (Syracuse University)
100. Functional Analysis In Education: Using the Wraparound Philosophy in Delivery of Positive Behavioral Support Plans. SUE EPICH and Jill Vaughan (Southwest Cook County Cooperative Association for Special Education)

101. Peer Initiations: Skill Deficit vs. Performance Deficit. LAURA L. DUDLEY and D. Daniel Gould (The New England Center for Children)
102. The Effects of a Training Program on Parent Responsiveness to Child Language and the Use of Effective Commands. ELIZABETH M. DELANEY and Ann Kaiser (Vanderbilt University)
103. Enhancing the Academic Achievement of At-Risk College Students II. DAVID M. SAYRS, Eric O. Burkholder, Jody Silva, and Steven C. Hayes (University of Nevada, Reno)
104. Precision Teaching in the Piano Studio. MARK ZINN (Musician's Stress Management)
105. Charting Techniques and Classical Piano Performance: A Case Study. MARK ZINN (Musician's Stress Management)
106. EMG Feedback for Transfer of Deep Muscle Relaxation into Piano Technique. MARCIE ZINN (Illinois Institute of Technology)
107. Systematic Programming to Obtain Generalization of Treatment Behavior by General Education Teachers. GEORGE H. NOELL, Joe C. Witt, Jennifer Freeland, Deborah Ranier, and Donna Gilbertson (Louisiana State University)
108. An Empirical Method for Differentiating Skill Deficits and Performance Deficits Applied to Reading Fluency. GEORGE H. NOELL, Joe C. Witt, Kristin Gansle, Jennifer Freeland, Ernest Whitmarsh, Donna Gilbertson, and Lynn LeFluer (Louisiana State University)
109. A Comparison of Two Approaches to Enhance the Social Relationships of At-Risk Preschoolers. LESLEY CRAIG and William Frea (Vanderbilt University)
110. Context-Based Functional Assessment and Intervention for Preschool-Age Children with Problem Behavior in Daycare. KWANG-SUN BLAIR, John Umbreit and Candace Bos (University of Arizona)
111. Syllabus Review as a Means of Improving College Instruction. SEAN M. CORIATY, Ruth Anne Rehfeldt, Peter-Cornelius Dams, and Linda J. Hayes (University of Nevada-Reno)
112. Component Skills for Reading and Plotting Change Charts in Elementary Schools. JEREMY B. CLORFENE and Charles Merbitz (Illinois Institute of Technology)

113. A Comparative Analysis of the Effects of Direct Instruction, Cooperative Learning, and Independent Learning Practices on the Classroom Behavior of Students with Behavioral Disorders. RON NELSON and NANCY MARCHAND-MARTELLA (Eastern Washington University)
114. A Comparison of the Effects of Practice and the Effects of Fluency Training on Retention and Adduction. AMY MCCARTY (Western Michigan University)
115. A Comparison of Teacher Instruction Plus Story Starter to Teacher Instruction Plus Story Starter and Self-Correction on the Written Compositions of Students with Learning Disabilities. GARY D. JACOBS and Ralph Gardner, III (The Ohio State University)
116. Increasing Oral Reading Fluency Through the Use of Repeated Readings of Elementary Students with Learning Disabilities and Developmental Handicaps. RHODA MONIQUE CLOWERS (Columbus City Schools), Ralph Gardner, III, and Gary D. Jacobs (The Ohio State University)
117. The Detection and Correction of Mechanical Errors Using Self-Managed Proofreading by Students with a Learning Disability. RANDY L. SEEVERS (University of Wisconsin, Oshkosh) and John O. Cooper (The Ohio State University)
118. A Functional Analysis of Oral Reading Fluency. EDWARD J. DALY, III, ERIC J. DOOL (University of Cincinnati), BRIAN K. MARTENS (Syracuse University), JOHN M. HINTZE, and JULIE QUATMAN (University of Cincinnati)
119. Establishing School-Wide Systems to Monitor Behavior and Make Data-Based Decisions. TERI PALMER, George Sugai, Jeff Sprague, Tary Tobin, Randall De Pry, and Shannon Langland (University of Oregon)
120. Increasing Planned Responding to Minor Behavioral Incidents in Elementary and Middle School Settings. RANDALL DE PRY, George Sugai, Teri Palmer, and Tary Tobin (University of Oregon)
121. The Effect of Preference and Choice on the Acquisition of Basic Computer Skills of a Developmentally Delayed Adult. CARY DAVIS and Kathleen O'Sullivan (MENTOR Clinical Care)
122. The Differential Effects of Single-Student Responding and Writing Response Cards on the On-Task/Disruptive Classroom Behaviors of Eleven Students at Risk for Academic Failure During Whole Class. LYNNE SHIELDS and Ralph Gardner, III (Ohio State University)

123. Combined Effects of Differential Reinforcement of Low Rate (DRL) and Alternative (DRA) Schedules on Out-of-Seat Behavior: A Behavioral Consultative Approach. JOHN M. HINTZE and Isabella Basile (University of Connecticut)
124. Telling Time: Preliminary Evaluation of a Teaching Program Using Matching by Exclusion. RICARDO ALEXANDRE ANCAS BOTTA and Maria da Piedade Resende da Costa (Universidade Federal de Sao Carlos, Brazil)
125. The Effects of Measuring and Graphing Rate on Teacher Behavior and Student Learning. DEBORAH MEINBERG (Fred S. Keller School), R. Douglas Greer (Columbia University Teachers College), and Janet Twyman (Fred S. Keller School)
126. Studying Behavior of Students Preparing Themselves to Enter College. ALDAYSA PEDROSO VIDIGAL (Universidade Catolica de Sao Paulo, Brazil)
127. The Use of Weekly Performance Feedback to Increase Teacher Implementation of an Academic Intervention. BRUCE MORTENSON, Karena Rush, and Gary Duhon (Louisiana State University)
128. The Effects of Stimulus Modality on the Development of Equivalence Relations in Children with Mild Disabilities. LORI MARKS (East Tennessee University)
129. Issues of Treatment Acceptability and Treatment Integrity in Functional Assessment. PAMELA RADFORD, Ruth Ervin, Kristal Ehrhardt, Kathy Bertsch, Megan Kwak, and Marisa Patrisio (Western Michigan University)
130. Involving Adolescents in School-Based Functional Assessment: Issues of Treatment Utility. PAMELA RADFORD, Megan Kwak, Ruth Ervin, and Kristal Ehrhardt (Western Michigan University)
131. The Effects of Increased Learn-Unit Presentation to Decrease Inappropriate Behavior. TRICIA SEACORD and Sara Hogin McDonough (Fred S. Keller School)
132. Teaching a Preschooler to Read His and His Classmates' Names. JOYCE G. KINCHES (Columbia University Teachers College) and Bernadette Williams (Babies Prep School)
133. Corrections as Prompts vs. Corrections as Corrective Feedback: A Study on Skill Acquisition. PAM ROBERTS and Jesus Rosales-Ruiz (University of North Texas)

134. Classroom Applications of the Response Deprivation Model: A Systematic Analysis of Critical Variables. JESSE W. JOHNSON, Carol M. Dahlquist, Toni Van Laarhoven, Alan C. Repp (Northern Illinois University), and Dennis D. Munk (Carthage College)
135. Analysis of Social Networks for Students with Behavior Disorders. LINDA GARRISON-HARRELL, Jane E. Doelling, and Paris DePaepe (Southwest Missouri State University)
136. The Effect of the Provision of Test Items in a PSI-Taught College Course. DAVID WILDER, Scott Harrington, Amber Drake, James Watts, and Patrick Ghezzi (University of Nevada-Reno)
137. The Effects of Changing the Noncompliant and Aggressive Behaviors of One Student on the Instructional Control of All Other Classmates. LAYLUMA MUHAYYA (Columbia University Teachers College) and Jeffrey T. Brosi (Babies Prep School)
138. Does the Method of Displaying Oral Reading Fluency Data Impact the Instructional Decisions Made by Teachers? SUSAN MALMQUIST (Morningside Academy)
139. Effects of Adding and Interspersing Brief versus Easy Problems to Increase Assignment Preference. MARK E. WILDMON, Christopher H. Skinner, and Priscilla A. Fletcher (Mississippi State University)
140. Interspersing Additional Brief Problems to Influence Assignment Ratings and Preference: More is Less. CHRISTOPHER H. SKINNER, Sheri L. Robinson, Gregg A. Johns, Patricia Logan (Mississippi State University), and Phillip J. Belfiore (Mercyhurst College)
141. Improving Assignment Preference in Elementary Students by Increasing, Rather than Decreasing, Assignment Length. PATRICIA LOGAN and Christopher H. Skinner (Mississippi State University)
142. Effects of High-Probability, Single-Digit Mathematics Problem Completion on Multiple-Digit Mathematics Problem Performance. PHILLIP J. BELFIORE (Mercyhurst College), David L. Lee, and Andres Vargas (Purdue University)
143. A Parent-Facilitated Self-Management Program for Students with Emotional/Behavior Disorders to Increase Mathematics Homework Completion and Accuracy. RICHARD P. WEST (Utah State University), Edward J. Cancio (School District #20), and K. Richard Young (Utah State University)

144. Home Visiting: Does One Size Fit All? CARLA PETERSON and Susan McBride (Iowa State University)
145. Instructional Control and Transfer Performance Efficacy in Human's Conditional Discrimination Tasks. HECTOR MARTINEZ SANCHEZ (Universidad de Guadalajara - Mexico), Rafael Moreno (Universidad de Sevilla - Spain), Katia Carrillo, Adriana Gonzalez, and Gerardo Ortiz (Universidad de Guadalajara - Mexico)
146. Professional Validation of an Academic Performance Inventory. SILVA MACOTELA, Patricia Bermudez, and Adriana Maldonado (National University of Mexico)
147. The Use of Videotaping to Train Teachers to Work Effectively with Children with Disruptive Behaviors. KRISTEN VILLONE, Alita Cooper, and Barbara Etzel (University of Kansas)
148. An Analysis of the Role of the Correction Procedure in the Learn Unit. JESSICA SINGER and R. Douglas Greer (Columbia University Teachers College)
149. Evaluating the Efficacy of Common Classroom Reinforcers for Three Boys Alternatively Receiving Placebo and Methylphenidate. IANTHA FUSILIER, John Northup, Victoria Swanson, and John Borrero (Louisiana State University)
150. The Ability of Children with ADHD and Teachers to Discriminate Medication Status. SCOTT ARDOIN, TANYA L. ECKERT (Syracuse University), and John Northup (Louisiana State University)
151. Improving Written Expression Through Self Monitoring. WAYNE PIERSEL and Michelle Ruppert (University of Nebraska)
152. Control and 2-Year Follow Up Severe Aggressive and Self-Injurious Behavior in an Adult Male with Developmental Disability and Autistic Behaviors Using Modified Reinforcement and Time-Out Procedures and Functional Communication Strategies. MICHAEL WALSH and BEVERLY BARBER (Denton State School)
153. Effects of First Aid Training on Seeking Adult Assistance in Response to Simulated Injuries by Young Children with Disabilities. TAMARA TIMKO (University of Missouri, St. Louis), Diane Sainato, Julie Zeilstra, and Kristyn Sheldon (Ohio State University)
154. Effects of Vocabulary Instruction, Error Correction, and Fluency-Building on Oral Reading Rate and Reading Comprehension by Students with Limited English Proficiency. BRIAN KAI YUNG TAM (Kean College of New Jersey) and WILLIAM HEWARD (Ohio State University)

155. Installing a Behavior-Analytic Repertoire in a Five-Year-Old Child. ERIN MILLER and Richard K. Fleming (Auburn University)
156. Teaching a Preschooler to Write Letters. LAYLUMA MUHAYYA (Columbia University-Teachers College) and Ana Moore (Babies Prep School)
157. Teaching Early Intervention Students to Hang Up Their Coats Upon Entering the Classroom. JEREMY H. GREENBERG and Glenn Jackson (Columbia University Teachers College)
158. Teaching a 34 Month Old to Give Two Objects Out of Many. IRFA KARMALI (Columbia University Teachers College) and Alva Hale (Babies Prep School)
159. Self Monitoring and Feedback to Improve On-Task and Assignment Completion in Study Hall and English for a High School Student with Mild Disabilities. WILLIAM J. SWEENEY (University of South Dakota) and Lisa Knecht (Vermillion Public Schools)
160. The Effects of Direct Instruction Math Program with Academically At-Risk, Inattentive Fourth-Grade Students. WILLIAM J. SWEENEY (University of South Dakota), MIKE SCHEURING, and Sheila Boelter (Crofton Public Schools)

#53 Ethical, Legal, Social Issues

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
ELS

161. Efficacy of a Designated Driver Program that Uses a System of Prompts and Incentives. ERIC BURKHOLDER, Al Neal, Christie Zunker, Marc Neff, and Christine Welling (Central Michigan University)

#54 Performance Management and Others

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
OBM, OTH

162. Social Validity Trends in the Journal of Applied Behavior Analysis. JENNIFER L. AUSTIN, James E. Carr, and Lisa N. Britton (Florida State University)
163. A Consumer Satisfaction Evaluation of a Sport Psychology Program for Figure Skaters. ADRIENNE TOOGOOD and Garry Martin (University of Manitoba)
164. Evaluation of a Behavioral Assessment Checklist for Figure Skaters. ADRIENNE TOOGOOD and Garry Martin (University of Manitoba)
165. A Seasonal Sport Psychology Program for Figure Skaters. ADRIENNE TOOGOOD and Garry Martin (University of Manitoba)
166. Discarding Experimental Data: Some Principles and Guidelines. MOHAMMAD AL-ATTRASH (The Ohio State University)

167. Brazilian Undergraduate Students' Conceptions about Psychology: A Comparison Between Radical Behaviorism, Socio-Cultural Psychology, and the Psychodynamics Approach. Ana Almeida, Fabiana Guerrelhas, CAIO F. MIGUEL, and Maira Nakamura (Pontificia Universidade Catolica de Sao Paulo, Brazil)

168. Brazilian Undergraduate Students' Misconceptions about Skinner. CAIO F. MIGUEL and Maira Nakamura (Pontificia Universidade Catolica de Sao Paulo, Brazil)

169. Cost-Effective Solutions to Problems at University Assessment. PETER-CORNELIUS DAMS, Sally A. Dittloff, Sean M. Coriaty, Mark A. Adams, and Linda J. Hayes (University of Nevada-Reno)

170. Individual Differences in Vigilance Performance. LAURA METHOT (Saint Mary's University) and Bradley Huitema (Western Michigan University)

171. The Effects of Artificial Signal Injection on Vigilance Decrement Across Multiple Sessions. LAURA METHOT, Sandra Schwartx (Saint Mary's University), and Michelle Inness (University of Guelph)

172. Effects of Penalty and Reward Systems on Reducing Late Time Logs in a Business Setting. MONICA M. GARLOCK, Ramona Houmanfar, and Linda J. Hayes (University of Nevada-Reno)

#55 Behavioral Pharmacology and Toxicology

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
TOX

173. Disruption of Spatial Learning Following CA1 Hippocampal Lesions or Perforant Path Knife Transections, with Subsequent Recovery of Function by an Angiotensin-IV Analog. LEIGHANN STUBLEY-WEATHERLY, Eric S. Pederson, L. Steven Jungk, Joseph W. Harding, and John W. Wright (Washington State University)

#56 Theoretical, Philosophical, and Conceptual Issues

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
TPC

174. Linguistic Behaviorism. Ullin T. (University of Wales Bangor, Wales) and DAVID C. PALMER (Smith College)

#57 Verbal Behavior

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
VRB

175. Position Preference and the Bias Parameter in the Generalized Matching Law. SUSAN SCHNEIDER (St. Mary's College)

176. A Comparison of the Number of Trials to Criterion for Obtaining Multiple Mands When Teaching New Mands Individually vs. Simultaneously Using Singularity Massed Training Procedures. AMY J. PRAGER (Columbia University Teachers College) and John Greer (Babies Prep School)

177. Increasing Verbal Behavior Contingent Upon Peer Interaction. IRFA KARMALI and Jeanne Spekman (Columbia University Teachers College)

178. Using an Interrupted Behavior Chain Strategy to Teach Persons with Severe Disabilities to Continue a Conversation. FRED SPOONER, David W. Test and Jo Lautzenheiser (University of North Carolina-Charlotte)

#58

Business Meeting
6:30 PM - 7:20 PM
Columbus Room A&B

International Association for the Right to Effective Treatment (IARET)

Chair: Wayne Robb (IARET)

Purpose: 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.

#59

Business Meeting
6:30 PM - 7:20 PM
Michigan Room A

Experimental Analysis of Human Behavior Special Interest Group (EAHB)

Chair: John Crosbie (West Virginia University)

Purpose: To discuss financial position of and future plans for SIG plus elected officers.

#60

Business Meeting
6:30 PM - 7:20 PM
Huron Room

Third Annual Lesbigan Social Gathering

Chair: Kent R. Johnson (Morningside Learning Systems, Seattle)

Get out your dancing shoes and join us for dinner and a good time!

#61

Business Meeting
6:30 PM - 8:20 PM
Colorado Room

Society for the Experimental Analysis of Behavior (SEAB)

Chair: Brian A. Iwata (University of Florida)

Board of Directors Meeting

#62

Business Meeting
6:30 PM - 7:20 PM
Ohio Room

Special Interest Group on Autism

Chair: Gladys Williams (Applied Behavioral Consultant Services)

Purpose: To discuss a business agenda and to vote for a new chair and a new secretary.

#63

Business Meeting
6:30 PM - 7:20 PM
Mississippi Room

Society for the Quantitative Analysis of Behavior (SQAB)

Chair: John A. Nevin

#64 Direct Instruction Special Interest Group

Business Meeting
6:30 PM - 7:20 PM
Ontario Room

Chair: Paul Weisberg (University of Alabama)
The DISIG focuses on the analysis of instructional-design features, both from a logical and behavior-analytic framework, the evaluation of intervention programs and the promotion of effective teacher-delivery practices.

#65a Interbehaviorists in ABA

Business Meeting
6:30 PM - 7:20 PM
Arkansas Room

Chair: Linda J. Hayes (University of Nevada-Reno)
Purpose: To discuss the future of interbehavioral psychology and philosophy and the role of the Interbehaviorist in achieving it.

#65b General Business Meeting of the Tennessee Association for Behavior Analysis (TABA)

Business Meeting
6:30- 7:20 PM
Missouri Room

Chair: Bruce Davis (TEAM Evaluation Center, Inc.)
To ratify membership levels, bylaws and establish Fall Conference agenda.

#66 Development SIG

Dinner
6:30 PM - 8:30 PM

Chair: Jacob L. Gewirtz (Florida International University)
The restaurant is to be announced in Development SIG newsletter.

#67 Welcome to Chicago

Special Event
8:00 PM - 11:00 PM
Sheraton Ballroom I

Chair: David Pyles (W. A. Howe Developmental Center)
Cash bar and hors d'oeuvres provided by BASIL and CABA.
An informal gathering to meet and talk to ABA members.

EXPO ABA EXPO!

9:00 PM - 11:00 PM
Chicago & Sheraton
Ballrooms

Featuring displays from behavioral programs in graduate training, around the world, and ABA committees and special interest groups.

A. Graduate Training Programs

1. The Cambridge Center for Behavioral Studies. BETSY CONSTANTINE, Anne S. Kupfer (The Cambridge Center for Behavioral Studies)
2. Graduate Programs in Special Education at The Ohio State University. WILLIAM L. HEWARD (The Ohio State University)
3. Graduate Program in the Department of Human Development and Family Life at the University of Kansas. DAVID G. BORN (University of Kansas)

4. The Behavior Analysis Program at the University of Nevada-Reno: Open Book Financial Management and Bonus Compensation. Linda J. Hayes, RAMONA HOUMANFAR, Monica Garlock, and Mark Dixon (University of Nevada-Reno)
5. The Behavior Analysis Program at the University of Nevada-Reno: Process and Outcome. LINDA J. HAYES, Peter-Cornelius Dams, Ramona Houmanfar, and Lisa G. Dams (University of Nevada-Reno)
6. Internship and Practicum Training in Applied Behavior Analysis: The May Institute, Inc. ANNE S. KUPFER (The May Institute), Alan E. Harchik (The May Center for Adult Services), Susan F. Thibadeau (The May Center for Child Development), Dennis Russo (May Center for Education and Neurorehabilitation), Robert F. Putman (May Mental Health), and Joseph P. Broughton (The May Institute)
7. Internship in Behavior Analysis and Developmental Disabilities: The Children's Seashore House and The University of Pennsylvania School of Medicine. PATRICK R. PROGAR (Children's Seashore House)
8. Behavior Analysis at West Virginia University. DAVID W. SCHAAL (West Virginia University)
9. Graduate Training Opportunities at the New England Center for Children. D. DANIEL GOULD (The New England Center for Children)
10. Behavior Analysis at Temple University. LESLIE COHEN, ELLYN G. BRECHER, JOSEPH D. CAUTILLI, and LILLIAN V. PELIOS (Temple University)
11. The Psychology Programs at Western Michigan University. HOWARD FARRIS (Western Michigan University)
12. Graduate Training at Auburn University. RICHARD K. FLEMING (Auburn University)
13. Bancroft, Inc. KATHKEEN DYER (Bancroft, Inc.)
14. Behavioral Pharmacology Training Program at The University of Vermont. STACEY C. SIGMON (University Health Center)
15. Applied Behavior Analysis Certificate Program - New at DePaul University, Chicago, IL. JOSEPH R. FERRARI (DePaul University)

B. Chapters, SIGs, and Other Organizations

1. Chicago Association for Behavior Analysis. CHARLES MERBITZ, MARCY ZINN, MING ZHANG, STEPHANIE MILLER, GAIL A. DEMARCO, JEREMY B. CLORFENE, and MARIA BERGMAN (Illinois Institute of Technology)
2. Development SIG. JACOB L. GEWIRTZ (Florida International University)
3. BALANCE. STEPHEN R. FLORA and Jane Kestner (Youngstown State University)
4. Association for Behavior Analysis Student Committee. JUDITH A. HONEYWELL (Western Michigan University)
5. ABA's Teaching Behavior Analysis SIG and Education Board. Richard W. Malott and KELLY HOBBS (Western Michigan University)
6. APA Division 25 for the Experimental Analysis of Behavior. BILL HOPKINS (Auburn University)
7. The B. F. Skinner Foundation. JULIE S. VARGAS (West Virginia University)

C. Around the World

1. Behavior Analysis at the University of Oslo, Norway. ERIK ARNTZEN and PER HOLTH (University of Oslo, Norway)
2. UNAM Campus Iztacala: Human Associative Learning. JAVIER VILA, FLORENCIO MIRANDA, ANTONIA RENTERIA, MUCIO ROMERO, and RODOLFO GARCIA (UNAM Campus Iztacala)
3. Behavior Analysis in Colombia: ABA-Colombia and the Latin American Association for Analysis and Modification of Behavior ALAMOC-Colombia. WILSON LOPEZ, Rubén Ardila, Constanza Aguilar, Fredy Reyes, Olga Valencia, Daissy Ramirez, Sabina Bello, and Pedro Pablo Ochoa (ABA-Colombia - ALAMOC)
4. Resources for Teaching Behavior Analysis: An Invitation to Contribute. DAVID SCHMITT (University of Washington) and Joseph Parsons (University of Victoria)

Rooms	7:00 AM	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM
Huron Room		Workshop #19 A Behavior-Analytic Approach to the ...				#20 DEV Determinant...	
Ontario Room		Workshop #24 Sleep and its Disorders among Persons ...				#14 CBM Clinical ...	
Erie Room		Workshop #25 Person-Centered Planning and ...				#18 DDA Exploration...	
Superior Room A		Workshop #28 Radical Behaviourism and the ...				#17 DDA Designing ...	
Superior Room B		Workshop #21 The Treatment of Habit Disorders with ...				#23 TBA Teaching ...	
Michigan Room A		Workshop #20 Maximizing Success: Creating a ...				#22 EAB Studies ...	
Michigan Room B		Workshop #23 Training to Teach in a Day: A Program ...				#12 DDA Behavior ...	
Missouri Room			#6 Welcome to ABA			#10 EDC Fluency ...	
Colorado Room			#4 Affiliated Chapters Board Meeting			#11 ELS Industrious...	
Arkansas Room			Workshop #18 Time-Based Data Collection and ...			#8 EAB Topics in ...	
Mississippi Room		Workshop #26 Assessment, Diagnosis and Behavioral ...		#15 EAB Aversive ...			
Ohio Room	#3 International ...					#16 CBM Recent ...	
Mayfair Room		Workshop #27 The "Other" Type of Conditioning: ...				#24 OBM A New Way	
Parlor C		Workshop #17 Functional Analysis: A Minority View				#21 DEV Developing...	
Parlor F			#5 An Introduction to ABA			#19 DDA Instruction....	
Lincoln Boardroom							
Columbus Room A & B		Workshop #22 Creating a Behavior Analyst's ...				#9 TPC Realistic ...	
Sheraton Ballroom I						#13 CBM Dismantling	
Sheraton Ballroom II							
Sheraton Ballroom III							
Sheraton Ballroom IV							
Sheraton Ballroom V	SQAB Events						
Chicago Ballroom VI							
Chicago Ballroom VII							
Chicago Ballrooms VIII & IX					#7: Opening Address Awards Ceremony: SABA		
Chicago Ballroom X							

Rooms	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM
Huron Room	#20 (cont)	#39 DEV On Prediction, ...				#60 Lesbigay	
Ontario Room	#14 (cont.) Clinical ...	#31 CBM Applying ...	#43 CBM Clinical ...			#64 Direct ...	
Erie Room	#18 (cont)	#38 DDA The Transfer of Stimulus ...					
Superior Room A	#17 (cont.) Designing ...	#36 DDA Improving Treatment ...					
Superior Room B	#23 (cont.) Teaching ...	#33 TBA Animal Training as an ...					
Michigan Room A	#22 (cont.) Studies ...	#40a EAB Terminal- ...	#47a EAB Variables ...			#59 EAHB SIG	
Michigan Room B	#30 DDA Functional Analysis	#42 DDA Current Issues in ...					
Missouri Room	#28 EDC School-Wide Positive ...	#46 EDC Partners ...				#65b Tennessee ...	
Colorado Room	#27 EDC Can/Should...	#37 EDC Effective Instructional ...				#61 SEAB	
Arkansas Room	#8 (cont)		#47b TPC Biomedical...			#65a Interbehav.	
Mississippi Room	#26 EAB Chaos	#32 EAB Delay ...	#44 EAB Matching ...			#63 SQAB	
Ohio Room	#16 (cont.) ... Stuttering	#34 CBM Collaboration of ...				#62 Autism SIG	
Mayfair Room	#29 OBM Financial Impact ...	#41 OBM Adverse ...					
Parlor C	#21 (cont.) ... "Mind"	#40b TPC Theoretical Issues in ...					
Parlor F	#19 (cont)						
Lincoln Boardroom							
Columbus Room A & B	#25 TPC Selection: ...		#45 TPC Personal ...			#58 IARET	
Sheraton Ballroom I	#13 (cont.) ... EMDR	#35 CBM Third Symposium on ...					
Sheraton Ballroom II							
Sheraton Ballroom III							
Sheraton Ballroom IV							
Sheraton Ballroom V							
Chicago Ballroom VI							
Chicago Ballroom VII							
Chicago Ballrooms VIII & IX							
Chicago Ballroom X							

#59
EAHB SIG

#65b
Tennessee ...

#61
SEAB

#65a
Interbehav.

#63
SQAB

#62
Autism SIG

#58
IARET

Welcome to Chicago!

8:00pm – 11:00pm
Sheraton Ballroom I

Sponsored by
BASIL and CABA

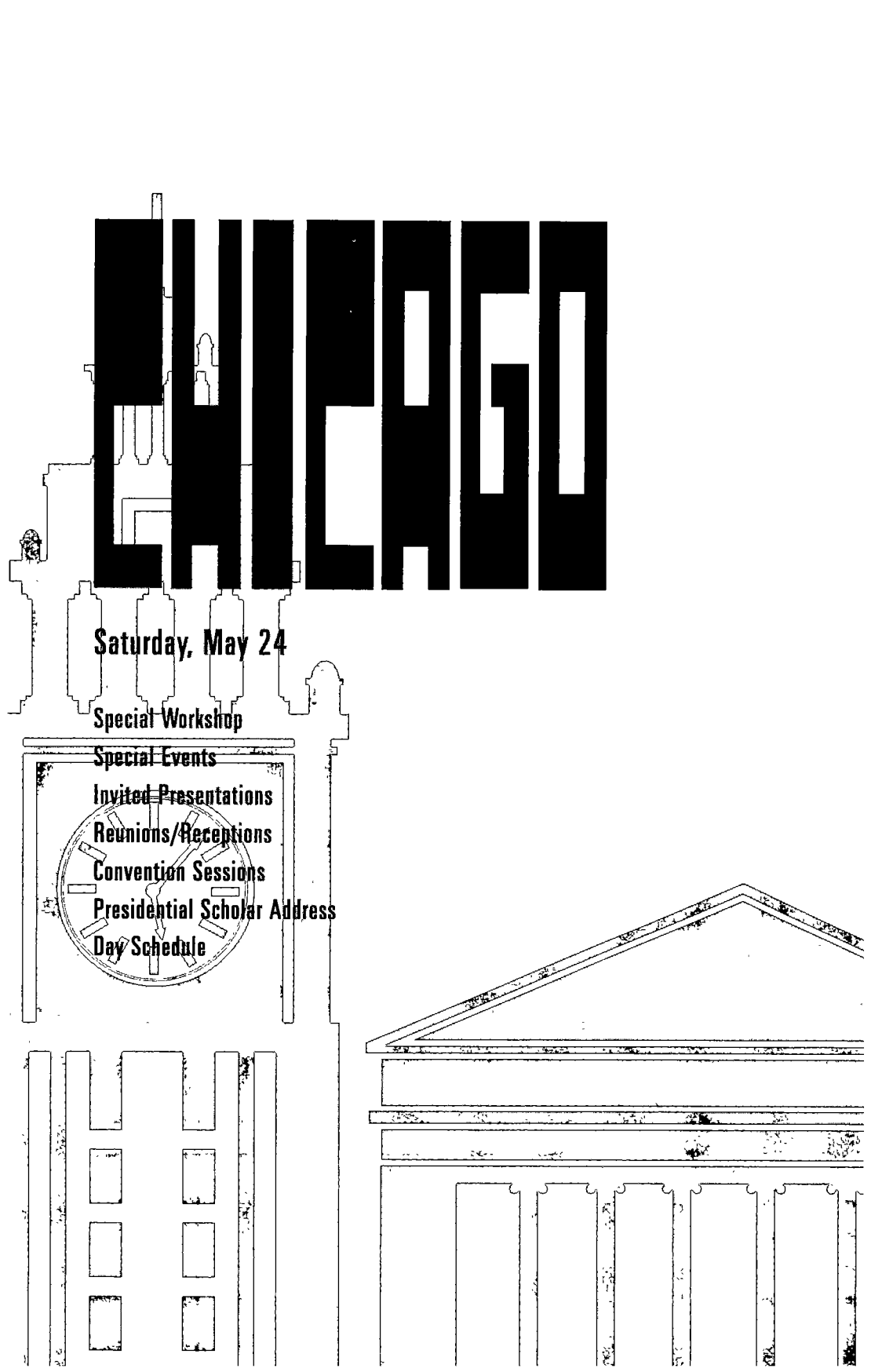
Don't miss the

ABA EXPO!

9:00pm – 11:00pm
Sheraton & Chicago
Ballrooms

#48 - #57
Poster Sessions

Friday, May 23



CHICAGO

Saturday, May 24

Special Workshop

Special Events

Invited Presentations

Reunions/Receptions

Convention Sessions

Presidential Scholar Address

Day Schedule

Special Workshop by the Presidential Scholar

Workshop #29

Saturday, May 24, 9:00 AM - 12:00 PM
Sheraton Ballroom II

Integrative Couple Therapy: A Behavior-Analytic, Acceptance-Based Approach to Troubled Relationships

NEIL JACOBSON (University of Washington)

Description: The workshop will provide an overview of a promising new approach to treating couples, based on a radical behavioral philosophy. This approach, developed with Dr. Andrew Christensen, has been described in their recent book, Jacobson, N. S. & Christensen, A. (1996) *Integrative Couple Therapy*. New York: W. W. Norton. Jacobson will provide an overview of the program, which integrates strategies for promoting acceptance with those promoting change. The workshop will provide the theory underlying the Integrative approach, the basic principles of therapy themselves, and examples of intervention strategies. In addition to lectures,

videotaped examples will be used to illustrate techniques.

Objectives: (1) To provide an overview of the theory underlying Integrative Couple Therapy (ICT). (2) To provide an overview of the basic principles of ICT. (3) To provide examples of techniques illustrating ICT.

Activities: Listening and asking questions. Since the workshop will be a lecture combined with videotapes, participants will not be involved except as listeners, although question and answer periods will be allocated.

Target Audience: Students in training and professionals looking for continuing education: In particular, professionals who are academics interested in psychotherapy, and professionals interested in clinical research. Marriage and family therapists would be a final target audience.

Academic Level: All levels

Workshop Fee: \$50

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SPECIAL EVENTS

#68 • Martial Arts Workout. BOBBY NEWMAN.

INVITED PRESENTATIONS

#76 • Do Times Two Then Go For Four: Celeration Aims for the 21st Century. Chair: James M. Peters. OGDEN R. LINDSLEY.

#78 • The History of the Future of Cognitive Science. Chair: David C. Palmer. JOHN DONAHOE.

#96 • The Very Idea of Science and Scientific Behavior. Chair: Michael Dougher. Discussant: Edward K. Morris. M. JACKSON MARR, MARTHA PELAEZ-NOGUERAS, and THOMAS C. MAWHINNEY.

#97 • Prevention of Crime in American Communities: Integrating Developmental and Intervention Science. Chair: Julie Rusby. THOMAS DISHION.

#99 • Using Structure Diagrams (Like Those in Physical Science) to Teach Abstract Concepts in Behavior Analysis. Chair: W. Scott Wood. DAVID A. CASE.

REUNIONS / RECEPTIONS

#147b • Florida International University. Chair: Jacob L. Gewirtz.

#148 • University of Florida Reunion in Memory of Ed Malagodi. Chair: H. S. Pennypacker.

#149 • Standard Celeration Chart Data Sharing. Chair: James Pollard.

#150 • Saint Cloud State University Reunion. Chair: Jerry Mertens.

#151 • The Cambridge Center for Behavioral Studies. Chair: Betsy Constantine.

#141 • Presidential Scholar Address. The Overselling of Psychotherapy: What is a Radical Behaviorist to do? Chair: Marc Branch. NEIL JACOBSON.

#108 • Fluency Building and its Effects on Subsequent Learning. Chair: Elaine Frances. JESUS ROSALES-RUIZ and KRISTINA A. HENSLEY.

#114 • A Search for the Causes of Social Attachment. Chair: Murray Sidman. Discussant: Slobodan B. Petrovich. HOWARD S. HOFFMAN.

#118 • Reducing High Risk Sexual Behavior: Teaching Behavior Analysis with a Purpose. Chair: Howard Farris. THOMAS A. BRIGHAM.

#127 • The Trouble with Time: The Meaninglessness of Moments. Chair: Randolph C. Grace. WILLIAM M. BAUM.

#135 • From a Radical Prisoner to National President: The Shaping of a Saint-President. Chair: Thomas S. Critchfield. ABDULRAZAQ A. IMAM.

#152a • The Ohio State University. Chair: William L. Heward.

#152b • Joint Reunion, Columbia University, CABAS (sm) Schools, Walden Fellowship, Inc. Chairs: Mark A. Mat-
taini and R. Douglas Greer.

#152c • University of Massachusetts Students, Faculty, and Alumni. Chair: Beth Sulzer-Azaroff.

CONVENTION SESSIONS

- #68 Martial Arts Workout**
Chair: Bobby Newman (Orca Dragon Kenpo)
Special Event
7:00 AM - 7:45 AM
Chicago Ballroom X
This class will be taught by Bobby Newman, AFAA-Certified Personal Trainer/Black Belt and Instructor in Dragon Kenpo. This NON-CONTACT class will emphasize basic self-defense maneuvers from the Kenpo system, systematized into an aerobic workout. Participants should wear sweats and may either be barefoot or wear sneakers. The class will be approximately 45 minutes in length.
- #70 Standard Celeration Society and the Standard Celeration Charting SIG**
Chair: John O. Cooper (Ohio State University)
Business Meeting
8:00 AM - 8:50 AM
Parlor C
The Standard Celeration Society and the SCC-SIG facilitate the exchange and dissemination of information about current applications of precision learning and teaching.
- #71 ABA Publications Board**
Chair: Michael Perone (West Virginia University)
Business Meeting
8:00 AM - 8:50 AM
Lincoln Boardroom
Closed
Purpose: To discuss business related to the publication of *The Behavior Analyst* and *Analysis of Verbal Behavior*.
- #72 Teaching Behavior Analysis SIG and the Education Board**
Chair: Kelly Hobbins (Western Michigan University)
Business Meeting
8:00 AM - 8:50 AM
Superior Room B
Purpose: To discuss annual reports and plan for recruitment for the 1998 conference during the 1997 conference.
- #73 Trainers' Forum SIG**
Chair: Jennifer Sobie (The Creature Teacher)
Business Meeting
8:00 AM - 8:50 AM
Arkansas Room
Purpose: To discuss achievements of the preceding year, and set goals for the upcoming year. Annual reports will be presented, and topics relevant to our ABA status and mission will be discussed.
- #74 Behavior and Fitness Special Interest Group**
Chair: Bobby Newman (Behavior and Fitness Association)
Business Meeting
8:00 AM - 8:50 AM
Colorado Room
Updates on efforts by SIG members and discussions for future directions.
- #75 Behavior Analysis in Child Abuse and Poverty Families**
Chair: JOHN R. LUTZKER (University of Judaism)
Discussant: Donald M. Baer (University of Kansas)
Symposium
9:00 AM - 10:20 AM
Mayfair Room
CCS

- Developing a Capacity for Self-Preservation and Emergency Management among Battered Families. COBY LUND and Brandon F. Greene (Southern Illinois University, Carbondale)
- Conducting Applied Behavior Research with Urban Families Adjudicated or at Risk for Child Abuse and Neglect: Wow, It Ain't Easy. JOHN R. LUTZKER (University of Judaism) and Kathryn M. Bigelow (University of Kansas)
- Addressing the Mental Health Needs of Poverty-Level Families by Comprehensive Services. SEBASTIAN "SEB" STRIEFEL (Utah State University)

#76

Do Times Two Then Go For Four: Celeration Aims for the 21st Century

Invited Address
9:00 AM - 9:50 AM
Superior Room A
DDA

Chair: James M. Peters (Morningside Learning Systems)

- OGDEN LINDSLEY (Behavior Research Company, Lawrence, Kansas)

#77

Behavioral Safety Comes of Age

Panel Discussion
9:00 AM - 10:50 AM
Arkansas Room
OBM

Chair: Beth Sulzer-Azaroff (The Browns Group)

- MARK ALAVOSIUS (Abacus Management Group)
- E. SCOTT GELLER (Virginia Polytechnic Institute)
- DONALD HANTULA (Temple University)
- DWIGHT HARSHBARGER (The Browns Group)
- BILL L. HOPKINS (Auburn University)
- MICHAEL F. O'TOOLE (USG Corporation)
- BETH SULZER-AZAROFF (The Browns Group)
- TERRY MCSWEEN (Quality Safety Edge)

#78

The History of the Future of Cognitive Science

Invited Address
9:00 AM - 9:50 AM
Mississippi Room
EAB

Chair: David C. Palmer (Smith College)

- JOHN DONAHOE (University of Massachusetts)

#79

Teaching Behavior Analysis on the Fly, or If You've Got a Minute Let Me Tell You Something Useful

Panel Discussion
9:00 AM - 10:50 AM
Superior Room B
TBA

Chair: Bruce Hauser (Beatrice State Developmental Center)

- LEE C. ZLOMKE (Beatrice State Developmental Center)
- SHIRLEY O'BRIEN (Community Environments, Inc.)
- CHRISTIE ENZINNA (Behavior Treatment and Training Center)
- WAYNE PIERSEL (University of Nebraska)

- #80**
Panel Discussion
9:00 AM - 10:50 AM
Sheraton Ballroom I
CCS
- How Might Behavioral Scientists with Diverse Conceptual Histories Work Together to Build Better Community Interventions?**
Chair: Anthony Biglan (Oregon Research Institute)
- LEONARD JASON (DePaul University)
 - DENNIS EMBRY (Heartsprings, Inc)
 - CHERYL PERRY (University of Minnesota)
 - BRIAN FLAY (University of Illinois, Chicago)
 - TOM DISHION (Oregon Social Learning Center)
- #81**
Panel Discussion
9:00 AM - 10:50 AM
Michigan Room B
DDA
- Autism: Thorny Issues in Assessment and Outcome Measurement of Children with Autism**
Chair: Teresa Daly (Emory University School of Medicine)
- SANDRA L. HARRIS (Rutgers University)
 - MARY JANE WEISS (Rutgers University)
 - PHILLIP STRAIN (University of Colorado at Denver)
 - STEPHEN R. ANDERSON (Language Development Program)
 - TERESA DALY (Emory University School of Medicine)
- #82**
Symposium
9:00 AM - 10:50 AM
Ontario Room
CBM
Clinical
- Behavior Analysts: What do They Think About Thinking and Feeling?**
Chair: Robert P. Hawkins (West Virginia University)
Discussant: Jay Moore (University of Wisconsin-Milwaukee)
- Private Events in a Science of Human Behavior: Do They Matter? CYNTHIA M. ANDERSON, Robert P. Hawkins, and Joseph R. Scotti (West Virginia University)
 - Establishing Operations, Cognition and Affect. MICHAEL J. DOUGHER and Lucianne Hackbert (University of New Mexico)
 - Emotion: Important Causal Influences, Epiphenomena, or Collateral Byproducts? JOHN P. FORSYTH (University of Mississippi Medical Center)
 - Language, Thinking, and Feeling. STEVEN C. HAYES (University of Nevada-Reno)
- #83**
Paper Session
9:00 AM - 10:20 AM
Erie Room
DDA
- Issues in Service Delivery for Individuals with Dual Diagnosis**
Chair: Frank Bird (The May Institute)

- Establishing the Least-Restrictive Medication Treatment Regime: A Three-Year On-Going Project. JIM SPERRY, Frank Bird, and Nancy Connolly (The May Institute)
- Transitioning an Individual with Dual Diagnosis who has Historically Challenged the System. JOHN RANDALL, Jim Sperry, Frank Bird, and James Fox (The May Institute)
- Creation of a 24-Hour Model to Effectively Serve an Individual with Dual Diagnosis. HELENA CARREIRO, John Randall, Frank Bird, and Jamie Malorza (The May Institute)

#84

Symposium
9:00 AM - 10:50 AM
Columbus Room A&B
TPC

Philosophical and Applied Aspects in Contextualism

Chair: Scott W. Harrington (University of Nevada-Reno)

Discussant: Sam M. Leigland (Gonzaga University)

- Marxism, Contextualism, and Behavior Analysis. HAYNE W. REESE (West Virginia University)
- Functional and Descriptive Contextualism: A Reconciliation Between Radical Behaviorism and Traditions of Interpretive Social Science. BRAD C. JACKSON and Steven C. Hayes (University of Nevada-Reno)
- An Analysis of Contemporary Theories in Special Education. PATRICK W. MCCLOSKEY and Kathleen McCloskey (University of Nevada-Reno)
- Developmental Contextualism: A Comprehensive Analysis. SCOTT W. HARRINGTON and Steven C. Hayes (University of Nevada-Reno)
- Reinforcing Contingencies as Schemata for the Analysis and Contextualization of Real-Life Narratives. JAMES L. OWEN (University of Nevada-Reno)

#85

Symposium
9:00 AM - 10:50 AM
Missouri Room
EDC

Peer-Mediated Interventions in General Education Settings

Chair: Craig H. Kennedy (Medical College of Pennsylvania)

Discussant: Howard Goldstein (Florida State University)

- Social Validation of Critical Social Interaction Skills of High School Students. CAROLYN HUGHES, Sarah W. Lorden, and Stacey V. Scott (Vanderbilt University)
- Using Environmental Assessment Data to Facilitate Peer-Mediated Social Interaction. GARY M. SASSO, Sean Casey, and Janine Peck (University of Iowa)

- Teaching Students with Autism to Initiate in Peer Groups. DEBRA M. KAMPS (Juniper Gardens Children's Project)
- The Triadic Nature of Dyadic Interactions: A Component Analysis of Peer Support. CRAIG H. KENNEDY (Medical College of Pennsylvania), Smita Shukla (Florida International University), and Lisa S. Cushing (Allegheny-Singer Research Institute)

#86
Symposium
9:00 AM - 10:50 AM
Chicago Ballroom IX
ELS

Propaganda and Behavior Control: Basic and Applied Issues for Behavior Analysts

Chair: Richard F. Rakos (Cleveland State University)

Discussant: Peter A. Lamal (University of North Carolina, Charlotte)

- The Function of the Alternative Media: The Challenge to Present 'Unacceptable' World Views. JAMES WEINSTEIN (In These Times)
- Propaganda in the Helping Professions: Its Varieties, Functions, and Consequences. EILEEN GAMBRILL (University of California, Berkeley)
- Relational Frame Theory and the Analysis of Propaganda. KELLY G. WILSON and Steven C. Hayes (University of Nevada-Reno)
- Researching Propaganda: Suggestions for Laboratory and Field-Based Investigations. Richard F. Rakos (Cleveland State University) and RICHARD E. LAITINEN (University of Memphis)

#87
Symposium
9:00 AM - 10:50 AM
Huron Room
DEV

Increasing Communication and Engagement by Older Adults

Chair: R. Mark Mathews (University of Kansas)

Discussant: Paula Davis (Southern Illinois University)

- Improving Communicative Interactions in Nursing Homes. MICHELLE S. BOURGEOIS (Florida State University), Louis Brugio and Rebecca Allen-Burge (University of Alabama, Birmingham)
- Behavioral Assessment of Staff and Resident Engagement in a Geriatric Special Care Unit for Individuals with Dementia. KIMERLY KATZKE, Deborah Altus, and R. Mark Mathews (University of Kansas)
- Increasing Engagement in Activities in an Alzheimer's Special Care Unit. R. MARK MATHEWS (University of Kansas), Harvey Altman (Grand Valley State University), and Joy Spahn (The Harbor)

- Community Outreach Efforts to Save a Low-Income Senior Meal Site. TOM GALLEGOS (Washburn University), Pamela Xavierius, and R. Mark Mathews (University of Kansas)
- The Impact of Elder Cottage Housing on Older Adults and Their Caregivers. PAMELA XAVERIUS, Deborah Altus, and R. Mark Mathews (University of Kansas)

#88

Paper Session
9:00 AM - 10:50 AM
Ohio Room
CBM

Issues in Clinical Treatment

Chair: W. Joseph Wyatt (Behavior Analysis Digest)

- Ready for Extermination: The Construct of Pre-Treatment Acceptability. T. STEUART WATSON and Heather Sterling (Mississippi State University)
- Temporal Discounting in Impulsive Patients with Borderline Personality Disorder. JOHN J. CHELONIS (Arkansas Children's Hospital, Little Rock, AR), Mark J. Russ (Hillside Hospital, Long Island Jewish Hospital), Nori Geary, and Gerald P. Smith (Cornell University Medical Center)
- Verbal Behavior and Sex-Typed Behavior Need Not Vary Together in Ss with Gender Identity Disorder. MAUREEN TRAVIS (Saint Joseph College)
- The Effects of Thought Disorder on Nonverbal and Verbal Learning. MATTHEW W. KIRKHART, P. Scott Lawrence (University of North Carolina at Greensboro)
- Beyond the Individual: Expanding the Context of Dialectical Behavior Therapy. Jill M. Serafin, JENNIFER H. ROSS, and Alan E. Frezzetti (University of Nevada-Reno)

#89

Symposium
9:00 AM - 10:20 AM
Colorado Room
EDC

Making Desired Behavior More Persistent: Applying Basic Research Principles in Educational Settings

Chair: Brian K. Martens (Syracuse University)

Discussant: Nancy A. Neef (University of Pennsylvania)

- The Effects of Temporal Contiguity and Quality of Reinforcement on Behavioral Momentum. TANYA L. ECKERT (Syracuse University) and Amy E. Boyajian (Lehigh University)

- Momentum-Like Effects of Instructional Control: A Comparison of Three Reinforcement Histories on Student Engagement. BRIAN K. MARTENS, Tracy A. Bradley, and Tanya L. Eckert (Syracuse University)
- The Conditions Under Which Teachers Persist in the Implementation of Interventions within General Education Settings. JOSEPH C. WITT, George H. Noell, Lynn LeFluer, Bruce Mortenson, Donna Gilbertson, Debra Ranier, Jennifer Freeland, and Ernest Whitmarsh (Louisiana State University)

#90 Factors in Response Persistence with Delayed Reinforcement

Symposium
9:00 AM - 10:50 AM
Michigan Room A
EAB

Chair: Timothy A. Shahan (West Virginia University)

Discussant: Alan Poling (Western Michigan University)

- Response Maintenance and Briefly-Signaled Delayed Reinforcement: Brief Stimulus Function. AMY L. ODUM, and David W. Schaal (West Virginia University)
- Response Persistence and Delayed Reinforcement: Reinforcement Rate Effects. TIMOTHY A. SHAHAN and Kennon A. Lattal (West Virginia University)
- Effects of Lengthening and Shortening the Delay Period on Responding Acquired Under Immediate and Delayed Reinforcement. RAUL AVILA and Carlos A. Bruner (National Autonomus University of Mexico)
- Response Persistence and Progressive Delays of Reinforcement. MARK P. REILLY and Kennon A. Lattal (West Virginia University)

#91 Editorial Board of the *Journal of Precision Teaching and Celeration*

Business Meeting
9:00 AM - 9:50 AM
Parlor C

Chair: Claudia E. McDade (Jacksonville State University)

Purpose: To make decisions regarding editorial policy and the future of the Journal, including filling vacancies on the editorial board.

#92 Promoting Social Interaction in Integrated Educational Settings

Symposium
10:00 AM - 11:50 AM
Superior Room A
DDA

Chair: Laura Hall (Deakin University)

Discussant: Gail G. McGee (Emory University)

- Comparison from Kindergarten to Preadolescence. LAURA HALL and Jodie McGregor (Deakin University)

- Covariation of Play and Social Interaction in Preschool Children. SANDRA PIERCE-JORDAN, Karin Lifter (Northeastern University), Colleen Foley, and Maureen Considine (The May Center for Early Childhood Education)
- The Marble Jar: Effects of Peer Reinforcement on Social Opportunities for Students with Autism. SHEILLA WAGNER (Emory Autism Resource Center)
- Observational Learning in an Integrated Preschool: Effects on Peer Imitation and Social Interaction. ANN N. GARFINKLE and Ilene S. Schwartz (University of Washington)

#93

Panel Discussion
10:00 AM - 11:50 AM
Mississippi Room
EAB

Human and Nonhuman Operant Behavior: Issues of Sensitivity, Pseudosensitivity, Language, and Interspecies Continuity

Chair: Gregory J. Madden (University of Vermont)

- A. CHARLES CATANIA (University of Maryland)
- MARK GALIZIO (University of North Carolina)
- PHILIP N. CHASE (West Virginia University)
- W. DAVID PIERCE (University of Alberta)

#94

Symposium
10:00 AM - 11:50 AM
Parlor C
OTH

Behavior Analysis and the Animal Management Facilities: A Symbiotic Partnership

Discussant: Sharon Kirkpatrick-Sanchez (Richmond State School)

- Teaching About Training: A Public Primer in Operant Conditioning. KEN RAMIREZ (John G. Shedd Aquarium)
- Creature Comforts and Behavior Analysis at the Zoo. BRUCE BREWER (Brookfield Zoo)
- It Can Be Done - Academic Research in Commercial Marine Animal Facilities. BILL ROTH (University of Kansas)
- Desert Without Dinner: Behavior Analysis for Pet Owners. CATHERINE CRAWMER (Trainers' Forum SIG), and Jennifer Sobie (The Creature Teacher)

#95

Symposium
10:30 AM - 12:20 PM
Erie Room
DDA

Current Research on the Assessment and Treatment of Severe Behavior Disorders

Chair: Brian A. Iwata (University of Florida)

Discussant: Wayne W. Fisher (Johns Hopkins University School of Medicine)

- Development and Reliability Analysis of the Functional Analysis Screening Tool (FAST). ISER G. DELEON and Brian A. Iwata (University of Florida)

- A Structured Method for Conducting Antecedent-Behavior-Consequence (ABC) Analyses of Behavior Disorders. HAN-LEONG GOH and Brian A. Iwata (University of Florida)
- Identifying Idiosyncratic Sources of Reinforcement with Descriptive Assessments. RACHEL H. THOMPSON, Wayne W. Fisher, and David E. Kuhn (Kennedy Krieger Institute)
- Identifying and Evaluating Contingencies. TIMOTHY R. VOLLMER (University of Pennsylvania)
- Treatment of Escape-Maintained Behavior Using Positive and Negative Reinforcement. CATHLEEN C. PIAZZA, Gregory P. Hanley, Wayne W. Fisher, Matthew L. Remick, Stephanie A. Contrucci, and Tammera L. Aitkin (Kennedy Krieger Institute)
- The Use of Functional Analysis Baselines to Assess the Effects of Naltrexone on Self-Injurious Behavior. RICHARD G. SMITH and David Garcia (University of North Texas)

#96

Invited Symposium
11:00 AM - 12:50 PM
Huron Room
DEV

The Very Idea of Science and Scientific Behavior

Chair: Michael J. Dougher (University of New Mexico)

Discussant: Edward K. Morris (University of Kansas)

- Yield Not to Temptation, or, The Abuse of Science. M. JACKSON MARR (Georgia Institute of Technology)
- On the Study of Scientific Behavior: An Analysis of Scientific Truth, Representation, and Interpretation. MARTHA PELÁEZ-NOGUERAS (Florida International University)
- Variation, Selection, and Extinction Among Selected Research Themes and Reporting Practices. THOMAS C. MAWHINNEY (University of Detroit-Mercy)

#97

Invited Address
11:00 AM - 11:50 AM
Mayfair Room
CCS

Prevention of Crime in American Communities: Integrating Developmental and Intervention Science

Chair: Julie Rusby (Oregon Research Institute)

- THOMAS DISHION (Oregon Social Learning Center)

#98

Symposium
11:00 AM - 12:50 PM
Michigan Room A
EAB

Within-Session Changes in Operant Responding

Chair: Frances K. McSweeney (Washington State University)

Discussant: John M. Roll (Wayne State University)

- Within-Session Patterns of General Activity. JEFFREY N. WEATHERLY (McNeese State University), Frances K. McSweeney, and Samantha Swindell (Washington State University)

- Dishabituation of Reinforced Responding. CAM L. MELVILLE, Loraine R. Rybiski, and Jeffery N. Weatherly (McNeese State University)
- Within-Session Changes in Responding During Concurrent Fixed-Interval Variable-Interval Schedules. SAMANTHA SWINDELL, Frances K. McSweeney (Washington State University), and Jeffery N. Weatherly (McNeese State University)
- Some Misconceptions About Within-Session Changes in Responding. FRANCES K. MCSWEENEY (Washington State University)

#99

Invited Address
11:00 AM - 11:50 AM
Superior Room B
TBA

Using Structure Diagrams (Like Those in Physical Science) to Teach Abstract Concepts in Behavior Analysis

Chair: W. Scott Wood (Drake University)

- DAVID A. CASE (University of California, San Diego)

#100

Symposium
11:00 AM - 12:20 PM
Ontario Room
CBM

Current Applications of Contingency Management Procedures in Treatment and Work Settings

Chair: Conrad J. Wong (University of Vermont)

Discussant: Donald M. Baer (University of Kansas)

- Voucher-Based Reinforcement of Cocaine Abstinence in Methadone Patients. KENNETH SILVERMAN (Johns Hopkins University School of Medicine)
- Making Money the Old-Fashioned Way: Earning It. ALYCE M. DICKINSON (Western Michigan University)
- Brief Functional Assessment in a Tertiary Outpatient Clinic. DAVID P. WACKER and Linda J. Cooper (University of Iowa)

#101

Symposium
11:00 AM - 12:50 PM
Columbus Room A&B
TPC

Emotion, Fear, Anger, Sorrow: A Functional Analytic Perspective

Chair: Mark A. Adams (University of Nevada-Reno)

Discussant: Philip N. Heline (University of Nevada-Reno)

- Fear. STEVEN C. HAYES (University of Nevada-Reno)
- Anger. EDELGARD WULFERT (SUNY at Albany)
- Sorrow: A Functional Analytic Perspective. BARBARA S. KOHLENBERG (Department of Veteran Affairs)
- Joy. LINDA J. HAYES (University of Nevada-Reno)

- #102**
Symposium
11:00 AM - 12:50 PM
Ohio Room
VRB
- The Use of Computer Simulations in Behavioral Research**
Chair: Bill Potter (California State University, Stanislaus)
- A Simulated Organism Test of Selection by Consequences Theory. MATT J. MORRIS (Emory University)
 - Computer Modeling of Reinforcement Schedules. BILL POTTER (California State University, Stanislaus)
 - Computer Simulations for Analysis of Complex Behaviors. WILLIAM R. HUTCHISON (Behavior Systems LLC)
 - Demonstrations of Computer Simulations. WILLIAM R. HUTCHISON (Behavior Systems LLC) and Matt J. Morris (Emory University)
- #103**
Symposium
11:00 AM - 12:20 PM
Sheraton Ballroom I
CCS
- Program Development in Child Welfare**
Chair: Elsie M. Pinkston (University of Chicago)
Discussant: Eileen Gambrill (University of California at Berkeley)
- Designing Interventions for Teenage Mothers in the Child Welfare System. KAREN S. BUDD (DePaul University)
 - Direct Observation Assessment is Superior to Indirect Assessment in Child Abuse: Are ABA Members Surprised? JOHN R. LUTZKER (University of Judaism) and Kathryn M. Bigelow (University of Kansas)
 - Assessment of Interracial Adoption Practices from an Observed Perspective. ELSIE M. PINKSTON and Jackie Lynn (University of Chicago)
- #104**
Symposium
11:00 AM - 12:20 PM
Michigan Room B
DDA
Autism
- Teaching Discrimination Skills to Learners with Developmental Disabilities: Recent Research Findings**
Chair: Gladys Williams (Applied Behavioral Consultant Services)
Discussant: Mark L. Sundberg (Behavior Analysts, Inc.)
- What is Discrimination? GINA GREEN (New England Center for Children)
 - Teaching Conditional Discriminations: Some Ways, Some Problems, Some Outcomes. JOSEPH E. SPRADLIN (Shiefelbush Institute, University of Kansas)
 - Teaching Conditional Discriminations: Common Pitfalls and How to Avoid Them. RICHARD SERNA (Shriver Center)

#105

Symposium

11:00 AM - 12:50 PM

Colorado Room

EDC

Four Classwide Peer-Tutoring Models: Commonalities, Differences, and Implications for Research and Practice

Chair: Larry Maheady (College at Fredonia)

Discussant: K. Richard Young (Utah State University)

- The Juniper Gardens Class-Wide Peer Tutoring Program: An Effective, Acceptable Instructional Practice. CHARLES R. GREENWOOD, Joseph C. Delquadri, Barbara Terry, and Carmen Arreaga-Mayer (Juniper Gardens Children's Project)
- Classwide Student Tutoring Teams: A Hybrid Cooperative Learning and Peer-Tutoring Program. GREGORY F. HARPER, Larry Maheady, Barbara Mallette (SUNY at Fredonia)
- Total Tutoring: The Ohio State University Model. TIMOTHY E. HERON (The Ohio State University)
- Peer-Assisted Learning Strategies: The Peabody Classwide Peer Tutoring Program. DOUGLAS FUCHS (Peabody College at Vanderbilt University), Patricia Mathes (Florida State University), and Deborah Simmons (University of Oregon)

#106

Symposium

11:00 AM - 12:50 PM

Missouri Room

EDC

The Art and Technology of Instructional Design

Chair: Linda Ross (Morningside Learning Systems)

Discussant: Kent R. Johnson (Morningside Learning Systems, Seattle)

- Reading/Writing/Reasoning Improvement: Text Reconstruction Across the Curriculum. MYRA J. LINDEN (TRAC Institute)
- Design Cycles: What Goes Around Makes the Program Better. JAMES PETERS (Morningside Learning Systems)
- Designing Sales Management Systems. CARL BINDER (Precision Teaching & Management Systems)
- Quality Control: The Key to Designing Efficient Training Programs. GUY BRUCE (Aubrey Daniels & Associates)

#107

Symposium

11:00 AM - 12:20 PM

Arkansas Room

OBM

Making a Difference with OBM in the Business World

Chair: Maria E. Malott (Malott & Associates, Kalamazoo, MI)

Discussant: Dale Brethower (Western Michigan University)

- Performance Management and Systems Analysis in the Pharmaceutical Industry. MARIA E. MALOTT (Malott & Associates, Kalamazoo, MI) and JOSE IGUINA (Pharmaceutical Industry)

- Implementing a Sales Process in a Large Business. NORMAN SIDLEY (N. A. Sidley, Inc.)
- Maintaining High Performance in Small Businesses. DOUG LAFLEUR (Solid/Flue Chinney Systems, Inc.)

#108

Invited Address
12:00 PM - 12:50 PM
Superior Room A
DDA

Fluency Building and its Effects on Subsequent Learning

Chair: Elaine Frances (Morningside learning Systems)

- JESUS ROSALES-RUIZ and KRISTINA HENSLEY (University of North Texas)

#109

Symposium
12:00 PM - 1:50 PM
Parlor C
EAB

New Directions in the Analysis of Human Behavior: Winners of the 1996-1997 EAHB-SIG Student Paper Competition

Chair: Michael R. Markham (Florida International University)

- An Investigation of Proactive Interference in Individuals with Developmental Disabilities. MARK D. JOHNSTON (University of Kansas)
- Transferring Discriminative Control Over Temporally Differentiated Responding Through Equivalence Classes. RUTH ANNE REHFELDT (University of Nevada)
- Indirect Effects of Response-Cost Punishment with Humans: Punishment Contrast. JENNIFER O'DONNELL (West Virginia University)
- An Analysis of Four Sex Offenders' Sexual Arousal in the Natural Environment Through the Use of a Portable Penile Plethysmograph. JERRY A. REA (University of Kansas)

#110

Symposium
12:00 PM - 1:50 PM
Mississippi Room
EAB

Self-Control in Pigeons and People: Species Difference or Procedural Artifact?

Chair: Timothy Hackenberg (University of Florida)

Discussant: James Mazur (Southern Connecticut State University)

- Effects of Response Type on Pigeons' Sensitivity to Variation in Reinforcer Amount and Reinforcer Delay. JOHN J. CHELONIS (Arkansas Children's Hospital) and A. W. Logue (Baruch College)
- Response Topography of Pigeons Influences Preference in a Self-Control Task. MARK P. REILLY (University of Michigan), Gregory J. Madden (University of Vermont), Timothy A. Shahan, and Michael Perone (West Virginia University)

- Token Reinforcement, Choice, and Self-Control in an Adjusting-Delay Procedure with Pigeons. MANISH VAIDYA and Timothy Hackenberg (University of Florida)
- On the Comparability of Performances of Pigeons and College Students in Laboratory Self-Control Procedures. DAVID A. CASE (University of California)

#112

Symposium

12:30 PM - 2:20 PM

Erie Room

DDA

Influential Dimensions of Reinforcers on Choice

Chair: Nancy A. Neef (University of Pennsylvania)

Discussant: F. Charles Mace (University of Pennsylvania School of Medicine)

- The Use of Positive Reinforcement to Influence Negatively Reinforced Behavior. JENNIFER J. MCCOMAS (Queens College/CUNY), Nancy A. Neef, Beth A. Delaney, and Flavia Ploog (University of Pennsylvania)
- An Analysis of Choice-Making in the Assessment of Young Children's Challenging Behavior. JAY HARDING, David P. Wacker, Wendy Berg, Linda Cooper, and Jennifer Asmus (The University of Iowa)
- The Relative Influence of Dimensions of Reinforcement on Choice and Compliance. LINDA J. COOPER, David P. Wacker, Barbara Rankin, and Kimberly Brown (The University of Iowa)
- On the Relationship between Child Choices Expressed through Spoken Mands and the Function of Destructive Behavior. WAYNE W. FISHER, Rachel H. Thompson, Lynn G. Bowman, and Cathleen C. Piazza (Kennedy Krieger Institute)

#113

Paper Session

12:30 PM - 1:50 PM

Arkansas Room

OBM

Skinnerian Analysis and OBM

Chair: Shannon K. Wares (Eastern Michigan University)

- The Management Philosophy of B. F. Skinner. W. SCOTT WOOD (Drake University) and Jon E. Krapfl (COBA)
- Service Process Improvement: Rule-Governed Behavior and Thinking Outside the Box. TODD MCNAUGHTON (Western Michigan University) and Stephen Enge (Enge & Associates, Inc.)

- Service Process Improvement: Customer Satisfaction as a Performance Measure. STEPHEN ENGE (Engel & Associates, Inc.) and Todd McNaughton (Western Michigan University)
- The Effects of a Competency-Based Incentive Plan on Turn-Over in a School for Children with Autism. BOBBY NEWMAN and Frederica Blaustein (Association in Manhattan for Autistic Children)

#114

Invited Address
1:00 PM - 1:50 PM
Huron Room
DEV

A Search for the Causes of Social Attachment

Chair: Murray Sidman (New England Institute for Autism)
Discussant: Slobodan B. Petrovich (University of Maryland)

- HOWARD S. HOFFMAN (Bryn Mawr College)

#115

Symposium
1:00 PM - 2:50 PM
Ohio Room
CBM
Rehabilitation and
Independent Living SIG

Sexuality and Disability

Chair: Michael D. Wesolowski (Florida Department of Children and Families)
Discussant: Hilda Fluriach (Florida Department of Children and Families)

- Sexuality and Disability: A Behavioral Neuropsychological Approach. MIKE WESOLOWSKI (Florida Department of Children and Families)
- Staff and Parent Education About Sexuality. SANDY MACLEOD (Tri-County Training and Evaluation Center)
- Suppression of Inappropriate Sexual Behavior: A Single-Subject Data Based Perspective. ARNIE ZENCIUS
- Sex and Policy: An Administrator's Nightmare. STEVE LYDON (Premier Rehabilitation Centers in South Florida)
- Sexuality, Disability, and the Law. HILDA FLURIACH (Department of Children and Families)

#116

Panel Discussion
1:00 PM - 2:50 PM
Michigan Room B
DDA
Autism SIG

Recent Approaches to Parent Involvement for Children with Autism

Chair: Andrew S. Bondy (Delaware Autistic Program)

- JAN HANDLEMAN (Douglas Developmental Disabilities Center)
- SANDRA L. HARRIS (Rutgers University)
- TODD HARRIS (Delaware Autistic Program)
- DAVID HOLMES (Eden Family of Programs)
- GAIL MCGEE (Emory University School of Medicine)
- MICHAEL J. MORRIER (Emory University School of Medicine)

- #117**
Symposium
1:00 PM - 2:50 PM
Ontario Room
CBM
- Cognitive Behavior Treatment with Substance Abusers: Some Theoretical and Clinical Considerations**
Chair: Sherman Yen (Alcohol and Drug Treatment, Inc.)
Discussant: Jefferson Katims (Neurotron, Inc.)
- What a Difference it Makes: Some Theoretical and Clinical Observations of Clients' Background at Differences and Treatment Outcome. CYNTHIA HENDERSON (A.W.A.R.E.)
 - Transcranial Electrical Stimulation Treatment with Substance Abusers: The Implications of Immediate and Delayed Reinforcing Contingencies. SHERMAN YEN (Alcohol and Drug Treatment, Inc.)
 - Cognitive Behavioral and Transcranial Electrical Stimulation Treatment with Substance Abusers in Taiwan: A Brief. HONG-SHIOW YEH, CHO-BOON SIM (Veterans General Hospital, Taipei, Taiwan, R.O.C.), and CHING-MING CHENG (818 Army Hospital, Taipei, Taiwan R.O.C.)
 - Lessons Learned in Using Traditional Experimental Design for Studying Behavioral Treatment. MARK PEYROT (Loyola College)
- #118**
Invited Address
1:00 PM - 1:50 PM
Superior Room B
TBA
Teaching Behavior
Analysis SIG
- Reducing High-Risk Sexual Behavior: Teaching Behavior Analysis with a Purpose**
Chair: Howard Farris (Western Michigan University)
- THOMAS A. BRIGHAM, Bo James Gilbert, Patricia Donahoe, Nancy Thomas, Sarah Zemke, and Patricia Horn (Washington State University)
- #119**
Symposium
1:00 PM - 2:50 PM
Mayfair Room
CCS
- Drinking and Driving: Interventions to Improve Road Safety**
Chair: Kent E. Glindemann (Virginia Tech)
Discussant: Frederick M. Streff (University of Michigan Traffic Research Institute)
- Attempts to Increase Turn-Signal Use on a University Campus. BRANDY MARKELL, Megan Leslie, Paul Michael, Jason Brinckman, and Raames P. Rider (Virginia Tech)
 - Alcohol Consumption: Escape Response or Social Reinforcement. JULIEN J. GUILLAUMOT, Steven W. Clarke, Jessica Lindert, Jamie L. Brother, and Jennifer McGorry (Virginia Tech)

- A Field Analysis of Alcohol Use Among College Students During Alcohol Awareness Week. RAAMSES P. RIDER, Julie Rhudy, Candice R. Chevaillier, Kent E. Glindemann, and Kelly Sullivan (Virginia Tech)
- How's My Driving?: Impact of a Critical Behavior Checklist. AMY B. GERSHENOFF, Jason P. DePasquale, Deborah K. Ford, Jason Montgomery, and Michael P. Rowe (Virginia Tech)
- Should BAC Feedback be Provided at Fraternity Parties?: A Series of Field Evaluations. KENT E. GLINDEMANN, Jason P. DePasquale, Amy B. Gershenoff, Jamie L. Brother, and Jason N. Fortney (Virginia Tech)

#120

Symposium

1:00 PM - 2:20 PM
Sheraton Ballroom II
CCS

Preventing Adolescent Tobacco Use in America's Communities

Chair: Lionel Ruckstuhl, Jr. (University of Nevada-Reno)

Discussant: Fabricio Balcazar (DePaul University)

- Effects on Smoking Prevalence of Enforcing Laws Against Illegal Sales of Tobacco to Young People. LEONARD JASON (DePaul University)
- Project SixTeen: A Community Intervention to Prevent Adolescent Tobacco Use. ANTHONY BIGLAN (Oregon Research Institute)
- Community Wide Smoking Prevention: The Minnesota Heart Health Youth Program. CHERYL PERRY (University of Minnesota)

#121

Paper Session

1:00 PM - 2:50 PM
Missouri Room
EDC

A Look at Where Behavior Analysis is Being or Could Be Used

Chair: Ennio Cipani (California School of Professional Psychology)

- Single-Subject Research Gets in in the Action in Teacher Education. RODNEY A. CAVANAUGH (SUNY at Plattsburgh)
- Reintegrating Behavioral Inquiry in Teacher Education: Interbehavioral Practices and Recommendations. TOM SHARPE (Purdue University)
- A Review of Operant Procedures in the Fields of Music Therapy and Music Education. MARY ELINOR BOYLE (SUNY at New Paltz)
- Teaching Critical Thinking Skills Through Art Education. ROBERT N. WOLL (N. Woll & Co., Inc.) and Sandra J. Cryder (Baltimore County Public Schools)

#122 Concurrent Schedules and Drug Effects

Paper Session
1:00 PM - 2:20 PM
Michigan Room A
EAB

Chair: Pamela Schnur (Eastern Michigan University)

- Behavioral and Pharmacological Variables Affecting Risky Choice in Rats. BARBARA J. KAMINSKI and Nancy A. Ator (Johns Hopkins University School of Medicine)
- Stability of Stimulus Control With Repeated Testing of Drug Discrimination in Extinction. TROY ZARCONI and Nancy A. Ator (Johns Hopkins University School of Medicine)

#123 Application of Functional Assessment Technology with Students with Problem Behavior

Symposium
1:00 PM - 2:20 PM
Colorado Room
EDC

Chair: George Sugai (University of Oregon)

Discussant: Timothy J. Lewis (University of Missouri)

- Momentum and Extinction Effects on Noncompliance and Problem Behaviors of Children with Challenging Behaviors in Regular Classroom Settings. ROLLEN FOWLER and George Sugai (University of Oregon)
- Using an Instructional Intervention to Reduce Off-Task and Problem Behaviors of Elementary School Students with Academic and Behavioral Deficits. YOUNG-YON LEE and George Sugai (University of Oregon)
- Descriptive and Experimental Analysis of Teacher and Peer Attention and the Use of Assessment-Based Intervention to Improve Prosocial Behavior. TIMOTHY J. LEWIS (University of Missouri) and George Sugai (University of Oregon)

#124 Early Behavioral Intervention with Autistic Children and Infants

Paper Session
1:00 PM - 2:20 PM
Superior Room A
DDA
Autism

Chair: Vicki Madaus-Knapp (Eastern Michigan University)

- Intensive Behavioral Intervention for an Infant at Risk for Autism. GINA GREEN (New England Center for Children), Lynn Brennan (Bedrosian Associates), and Deborah Fein (University of Connecticut)
- The Memphis Autism Project: A Parent-Initiated and Maintained Replication of the Lovaas Program - First Year Report. RICHARD E. LAITINEN (University of Memphis)
- Intensive Behavioral Intervention for Young Children with Autism: Measures of Learning and Program Intensity. JACK SCOTT (Florida Atlantic University)

- #125**
Paper Session
1:00 PM - 2:50 PM
Columbus Room A&B
TPC
- Correcting Misrepresentation and Nonrepresentation of Behavior Analysis**
Chair: Amy K. Yurk (Eastern Michigan University)
- Letters From a Behavior Analyst. HENRY D. SCHLINGER, Jr. (Western New England College)
 - The Revivification of Tolman in Introductory Psychology Textbooks: Implications for Behavior Analysis. JAMES T. TODD and Amy K. Yurk (Eastern Michigan University)
 - Are Efforts to Improve the Accuracy of Textbook Portrayals of the Work of B. F. Skinner Paying Off? A Look at Some of the Evidence. GARY R. HUGHES (St. Thomas University)
- #126**
Paper Session
1:00 PM - 2:20 PM
Chicago Ballroom IX
ELS
- Behavior Analysis of Social Issues**
Chair: David Feeney
- Did Skinner Model Walden II After the Israeli Kibbutz? RAJAN MAHADEVAN (Florida State University)
 - Analyzing Cultural Practices: What Behavior Analysts Can Do to Enhance Race Relations. MARCIA J. ROSSI (Tuskegee University)
 - Is Culturally Sensitive Psychology an Oxymoron? WINIFRED C. T. JU and Negar Nicole Saedi (University of Nevada-Reno)
- #127**
Invited Address
2:00 PM - 2:50 PM
Parlor C
EAB
- The Trouble with Time: The Meaninglessness of Moments**
Chair: Randolph C. Grace (University of New Hampshire)
- WILLIAM M. BAUM (University of New Hampshire)
- #128**
Symposium
2:00 PM - 3:20 PM
Huron Room
DEV
- Issues Arising From Measurement Practices or the Lack of Them in Behavior Analysis**
Chair: Jesus Rosales-Ruiz (University of North Texas)
Discussant: Donald M. Baer (University of Kansas)
- The Dimensions of Behavioral Measures. WILLIAM S. VERPLANCK (University of Tennessee)
 - Dimension in Action: Comparisons and Contributions from the Physical Sciences. M. JACKSON MARR (Georgia Institute of Technology)
 - Measurement and Behavior-Analytic Constructs. JOEL GREENSPOON (University of North Texas)

#129 Creative Approaches to Teaching OBM

Symposium
2:00 PM - 2:50 PM
Superior Room B
TBA

Chair: Judy L. Agnew (Aubrey Daniels & Associates)

Discussant: Judy L. Agnew (Aubrey Daniels & Associates)

- Teaching OBM: Applying the Knowledge Base. DALE BRETHER (Western Michigan University)
- Using Cases in the Teaching of PM. JOHN AUSTIN (Western Michigan University)
- Teaching OBM at Florida State University. JON S. BAILEY (Florida State University)

#130 Animal Models and Human Analogs

Paper Session
2:00 PM - 3:20 PM
Mississippi Room
EAB

Chair: Kathryn M. Wrubel (Eastern Michigan University)

- Self-Imposed Meal Reduction and Activity Anorexia in Rats. W. F. EPLING, W. David Pierce, J. C. Russell, D. Heth, D. Lampman, R. Mykituk, and C. Sirman (University of Alberta)
- Sign-Tracking and the Feature-Positive Effect in Pigeons. ROBERT W. ALLAN (Lafayette College)
- Sign-Tracking and the Feature-Positive Effect in Humans. KAREN L. MAHON (West Virginia University)

#131 Fading Aversives: An Educative Approach to Managing Challenging Behaviors

Symposium
2:30 PM - 3:50 PM
Superior Room A
DDA

Chair: Judith Favell (Au Clair)

Discussant: Paul Does (Ramona, California)

- Transitioning an Individual with Psychiatric Disabilities from a Facility that Emphasized Aversive Treatment. Jim Sperry, KAREN ABBE, and Frank Bird (The May Institute)
- The Removal of SIBIS: A Case Study of Success. Frank Bird, EDWARD B. KITFIELD, and Kristin Alyward (The May Institute)
- Creating a Communication-Based Program to Facilitate an Effective Transition From Aversive Treatment. Frank Bird, KELLIE WARD, and Rui Carreiro (The May Institute)

#132 Using Reinforcement-Based Leadership to Affect Organizational Results and Behaviors

Symposium
2:00 PM - 4:00 PM
Arkansas Room
OBM

Chair: Bill L. Hopkins (Auburn University)

Discussant: Jack Beers (Chevron Chemical Company)

- Why We Saw Behavior as our Competitive Edge. JACK BEERS (Chevron Chemical Company)

- Designing Metrics for Results and Behavior. BILL ABERNATHY (Abernathy & Associates)
- Training and Coaching, and On-Site Field Implementation. BILL REDMON (The Continuous Learning Group, Inc.)
- Connecting All of the Pieces: The Leadership, The Field, The Performance Systems, and The Results. LESLIE WILK (The Continuous Learning Group, Inc.)

#133

Paper Session
2:30 PM - 3:50 PM
Michigan Room A
EAB

Concurrent Contingencies

Chair: Lewis A. Bizo (Arizona State University)

- Detecting Contingencies of Reinforcement in Concurrent Schedules. MAX JONES and Michael Davison (University of Auckland, New Zealand)
- Successive Changeover Times in Concurrent Schedules. BRENT ALSOP (University of Otago, New Zealand)

#134

Paper Session
2:30 PM - 3:50 PM
Erie Room
DDA
Autism SIG

Strategies for Increasing Social Interaction in Autistic Children

Chair: Vicki Madaus-Knapp (Eastern Michigan University)

- Self-Reinforcement of Social Initiations in Children with Autism. BOBBY NEWMAN, Pamela L. Gaudette, Vanetta R. DeSanto (Queens College), and Dana R. Reinecky (CUNY Graduate Center)
- Social Validation of a Peer-Mediated Strategy to Increase the Duration of Social Interactions of Students with Autism. Margaret Urban (Lebanon School District), ROBERT E. O'NEILL (University of Utah), and Wesley C. Becker (University of Oregon)
- Effects of a Behavioral Intervention for Siblings of Children with Autism: A Social Validation of Goals and Effects Using School-Age Children as Judges. DAVID CELIBERTI (Devereux New York), Marty Thomson (Texoma School Services), and Bridget Taylor (Alpine Learning Group, Inc.)

#135

Invited Address
3:00 PM - 3:50 PM
Sheraton Ballroom I
CCS

From Radical Prisoner to National President: The Shaping of a Saint-President

Chair: Thomas S. Critchfield (Auburn University)

- ABDULRAZAQ A. IMAM (American University of Beirut)

#136 The Use of Protocol Analyses in Research

Panel Discussion
3:00 PM - 3:50 PM
Ohio Room
VRB

Chair: Bill Potter (California State University, Stanislaus)

- SHAWN HUBER (California State University, Stanislaus)
- BRUCE HESSE (California State University, Stanislaus)
- DAVID C. PALMER (Smith College)

#137 Analyses of Intensive Behavioral Treatment Plans

Paper Session
3:00 PM - 3:50 PM
Ontario Room
CBM

Chair: Sara E. Sytsma (Eastern Michigan University)

- Applying Behavior Analysis within the Wraparound Process: A Multiple-Baseline Study. MICHAEL J. MYAARD (Western Michigan University)
- Navigating the Home-Program Behavioral Waterways: a Physician and Parent's Perspective. GARY S. HITZIG and Suzanne Lerner-Hitzig (Private Practice)

#138 Teaching Behavior Analysis: General Issues

Symposium
3:00 PM - 3:50 PM
Superior Room B
TBA

Chair: Hilary Karp (University of Houston)

- Keeping the Faith. MARK A. MATTAINI (Columbia University School of Social Work)
- Converting Textual Material into Computer Interactive Tutorials. CHRIS WILLIS, Sean Harrington, and Darrel E. Bostow (University of South Florida)
- Enhancing Educational and Professional Opportunities for Behavior Analysis Students. MARK R. DIXON, Peter-Cornelius Dams, Deirdre Lee Gonzales, Scott Harrington, Ramona Houmanfar, Ruth Ann Rehfeldt, and Linda J. Hayes (University of Nevada-Reno)

#139 Developmental Disabilities: Toward Integration and Inclusion

Paper Session
3:00 PM - 3:50 PM
Michigan Room B
DDA

Chair: Anthony Castrogiovanni (Chimes Delaware)

- An Evaluation of a Norwegian Reform: Changes in Supervision, Staff Education, and Staff Treatment Skills Following Deinstitutionalization. TOR JENSSEN (University of Oslo)
- Project Play: Integrating Language and Play Objectives to Support Full Inclusion. KARIN LIFTER, Sandra Pierce-Jordan (Northeastern University), Maureen Considine, Colleen Foley, Rae Ann Pedi, Julie Windham, and Susan Campbell (The May Center for Early Childhood Education)

#140
 Paper Session
 3:00 PM - 3:50 PM
 Columbus Room A&B
 TPC

Organic, Behavioral and Cultural Systems

Chair: Karen Griffiee (Adams State College)

- Metacontingencies and Dialectics: Are They Incompatible? MARIA AMALIA ANDERY and Tereza Maria Serio (Pontificia Universidade Catolica de Sao Paulo)
- Parts and Wholes in Evolving Systems: Organic and Behavioral Parallels. SIGRID S. GLENN (University of North Texas)

#141
 Presidential Scholar
 Address
 4:00 PM - 5:00 PM
 Chicago Ballrooms VIII,
 IX & X

The Overselling of Psychotherapy: What is a Radical Behaviorist to do?

Chair: Marc N. Branch (University of Florida)

- NEIL JACOBSON (University of Washington)

#142
 Poster Session
 5:00 PM - 6:30 PM
 Sheraton Ballroom
 CBM

Clinical, Family, Behavioral Medicine

1. Retrospective Observations of Behavioral Changes Occurring Following Change in Seizure Medication Regimen. SATWANT K. SINGH and Augusto F. Ruiz (Northern Virginia Training Center)
2. Parent-Child Interaction Therapy: Evaluation of Effectiveness in Community Mental Health Settings. KERRI DUMM, Kurt A. Freeman, Jessica Woods, Tracy L. Morris (West Virginia University)
3. Applying Behavioral Analysis in a Clinical Setting in Chicago. GAIL A. DEMARCO (Illinois Institute of Technology)
4. Repetitive Strain Disorder in Typists: A Preventive Technique. MARCIE ZINN, Maria Bergman, Jeremy B. Clorfene, and Charles Merbitz (Illinois Institute of Technology)
5. Neuromuscular Retraining of a CVA Victim Using EMG Biofeedback and Behavior Analysis. MARCIE ZINN and Charles Merbitz (Illinois Institute of Technology)
6. Hierarchical, Criterion-Based Assessment of Parent Training Methods in an Outpatient Clinic. DOROTHEA C. LERMAN, Naomi Swiezy, and Susan Perkins-Parks (Kennedy Krieger Institute)
7. Use of Brief Structured Descriptive Analyses in an Outpatient Clinic. DOROTHEA C. LERMAN, Glenda Vittimberga, Michelle Williams, Naomi Swiezy, and Jennifer Dewey (Kennedy Krieger Institute)

8. Correspondence Between Parents' Verbal Report of Behavior Management Strategies and Observed Behavior in an Outpatient Clinic. SUSAN PERKINS-PARKS, Dorothea C. Lerman, and Nancy C. Grace (Kennedy Krieger Institute)
9. Guided Compliance vs. Behavioral Momentum for the Treatment of Noncompliance in Children with Developmental Disabilities. MARNIE R. SMITH and Dorothea C. Lerman (Kennedy Krieger Institute)
10. Brief Assessment and Treatment of Perseverative Speech in an Outpatient Clinic. NANCY C. GRACE and Dorothea C. Lerman (Kennedy Krieger Institute)
11. Accuracy of Parental Report to Measure Treatment Outcome in an Outpatient Clinic. NANCY C. GRACE, Dorothea C. Lerman, Gary Pace, Naomi Swiezy and Michael Cataldo (Kennedy Krieger Institute)
12. Behavior Management in Managed Care. GARY M. PACE, Nancy C. Grace, Dorothea C. Lerman and Michael F. Cataldo (Kennedy Krieger Institute)
13. The Use of Behavioral Methods in the Evaluation of Rehabilitation Progress Following Brain Injury. MICHAEL W. SCHLUND (Kennedy Krieger Institute) and Gary M. Pace (Johns Hopkins University School of Medicine)
14. Analysis of Noncompliance as a Combination of Motivation and Skill Factors: A Case Example. KRISTA H. KAYSER, Linda J. Cooper, David M. Richman, Tracy J. Stephens, and David P. Wacker (University of Iowa)
15. Interaction Effects of Environmental Variables and Methlyphenidate on Academic Task Compliance and Accuracy in an Outpatient Setting. KRISTA H. KAYSER, David M. Richman, David P. Wacker, Linda J. Cooper, and Tracy J. Stephens (University of Iowa)
16. Behaviors Meant by Self-Esteem in an Educational Setting. HEATHER J. PETROFF and Robert P. Hawkins (West Virginia University)
17. A Comparison of Webster-Stratton's Parenting Program with Eclectic Treatment in a Children's Mental Health Center. TED K. TAYLOR (Oregon Research Institute), Fred Schmidt, and Christine Hodgins (Lakehead Regional Family Centre)
18. Age, Lesion Location, and Driving Performance of Individuals with Stroke. MING ZHANG, MARIA BERGMAN, STEPHANIE MILLER (Illinois Institute of Technology), Beth McCarty, Mike Erzen (Schwab Rehab Center & Network), and Charles Merbitz (Illinois Institute of Technology)

19. Popular Children's Literature Compared to Effective Scientific Literature for Teaching Daytime Toileting: A Review. KATHERINE HOLVERSTOTT-COCKRELL and Peter A. Holmes (Eastern Michigan University)
20. Advancing Pediatric Home Care: Enabling Parents to Provide Quality In-Home "High-Tech" Care to Children with Special Needs via Refresher Training. JOHN M. PARRISH (Children's Seashore House & University of Pennsylvania School of Medicine), Joan M. Dougherty (Children's Seashore House), Georgette Kandrak (Children's Hospital of Philadelphia), Martha M. Parra, Zoe A. Kinney (Ventilator-Assisted Home Care Program), and Linda Hock-Long (Children's Seashore House)
21. Advancing Pediatric Home Care: Assessing Current Provider Training Practices in Home Health Care Agencies and Validating Alternative Skills-Focused Training Paradigms. JOHN M. PARRISH (Children's Seashore House & University of Pennsylvania School of Medicine), Joan M. Dougherty (Children's Seashore House), Martha M. Parra, Zoe A. Kinney (Ventilator-Assisted Home Care Program), Georgette Kandrak, and Linda Hock-Long (Children's Seashore House)
22. A Comparison of Parent Teaching Models. COLLEEN TAYLOR, Kellie Hilker, Elizabeth Rainville, and Mary Louise Kerwin (Children's Seashore House & University of Pennsylvania School of Medicine)
23. The Effects of Fluency versus Accuracy Training on Simulated Clinical Breast Examination. NIKKI LYN KEEFER, and Henry S. Pennypacker (University of Florida)
24. Symptom Descriptions of Hypoglycemia and Hyperglycemia: An Example of Verbal Behavior Controlled by Private Events. FANI E. K. MALERBI (Pontificia Universidade Catolica de Sao Paulo, Brasil), Maria Amelia Matos, and Fatima R. P. de Assis (Universidade de Sao Paulo, Brasil)
25. Effects of a Monetary Consequence and Ritalin on Three Boys' Responses to a Continuous Performance Task (CPT). DAVID REITMAN, Sandy Spera-McLaughlin, Corey Shook, and John Northup (Louisiana State University)
26. A Progressive, Multi-Component Treatment Protocol for Common Pediatric Sleep Disturbances. BETHANY A. MARCUS and Brett Kuhn (Meyer Rehabilitation Institute)
27. Long-Term Follow Up of the Self-Injurious Behavior Inhibiting System (SIBIS) and its Use as a Punisher. KIMBERLI R. H. TREADWELL, Stephen S. Bruce, Paul A. Nau, and Terry J. Page (Bancroft)

28. The Use of Mechanical Restraint and Response-Cost to Reduce Aggression and Property Destruction in a 12-Year Old-Female with Developmental Disabilities. STEPHEN S. BRUCE, Paul A. Nau, and Michelle Miller (Bancroft)
29. Behavioral Contrast of Aggressive Behavior Across Settings. BETH A. DELANEY (Children's Seashore House), Joseph S. Lalli (University of Pennsylvania School of Medicine), William May, Neeta Kapila-Ramsh (Children's Seashore House), Timothy R. Vollmer (University of Pennsylvania School of Medicine), and Patrick R. Progar (Children's Seashore House)
30. The Effects of Correspondence Training on Performance in an Abduction Prevention Training Program. LAURIE OLSEN-WOODS, Raymond Miltenberger, and Greg Foreman (North Dakota State University)
31. A Multi-Modal Approach to Obsessive-Compulsive Disorder. WILLIAM J. WARZAK, Scott Napolitano (University of Nebraska Medical Center)
32. The Use of Antecedent and Consequence Manipulations to Assess and Treat Noncompliance in Young Children. TRACY J. STEPHENS, David P. Wacker, Linda L. Cooper, and Jennifer Asmus (University of Iowa)
33. Benzodiazepine Use Among Outpatient Buprenorphine Detoxification Patients II: Some Data Suggesting Benzodiazepine may be an Economic Substitute for Opioids. ERIC A. JACOBS, Evan L. Tzanis, Warren K. Bickel, and Nancy Petry (University of Vermont)
34. Competency-Based Parent Training Models. KIMBERLEY NICHOLS, Elizabeth Rainville, Stacey Lanza, Dawn Phillips, Susan Hyman, and Mary Louise Kerwin (Children's Seashore House & University of Pennsylvania Medical School)
35. The Effectiveness of Scheduled Attention on Acceptance and Problem Behavior Prior to Mealtimes. TAMIRRA L. HAYES-BASS, Dawn Phillips, Stacey Lanza, Susan Hyman, and Mary Louise Kerwin (Children's Seashore House & University of Pennsylvania School of Medicine)
36. The Effectiveness of the Day Treatment Program in Comparison to the Inpatient Program of the Pediatric Center for Dysphagia and Feeding Management. MEGHAN GREGOIRE, Elizabeth Rainville, Melanie Mason, Susan Hyman, and Mary Louise Kerwin (Children's Seashore House & University of Pennsylvania School of Medicine)
37. Teaching Positive Parenting Using Component/Composite Technology and Precision Teaching. PATRICIA A. FITZSIMONS (University of South Florida) and Michael Stoutimore (Florida Department of Children and Families)

38. Preferences in Food Type and Temperature: Functional Assessment and Treatment of Food Selectivity. MERRILL BERKOWITZ, Roberta L. Babbitt, Bridget A. Shore, and Amanda Thomas (Kennedy Krieger Institute)
39. Behavior Analysis in the Community: *JABA* Publications from 1968 to 1996. KIMBERLY KATZKE and R. Mark Mathews (University of Kansas)
40. Using Adaptive Equipment to Facilitate the Acquisition of Self-Feeding Skills to Children with Visual Impairments and Developmental Disabilities. ABIGAIL DUNCAN, Keith E. Williams, Bridget A. Shore, Roberta L. Babbitt, and Laura Rizol (Kennedy Krieger Institute)
41. A Case Study of the Behavioral Treatment of Bulimia Nervosa in an Adult with Developmental Disabilities. ANURADHA NAIDU, Angela Synder, Keith E. Williams, Bridget A. Shore, and Roberta L. Babbitt (Kennedy Krieger Institute)
42. Health Benefits of a Behavioral Weight-Loss Program for Rural, Low-Income, African-American Women. WILLIAM BENEKE, Jerry Vander Tuig, Jean Tsui, Myung Chi, Gleopan Supattanasiri, Tameika Culler, and Carla Hayes (University of Missouri, Lincoln)
43. The Successful Transition from Medical Rehabilitation to Educational Programming. HEIDI MEIKRANTZ, Helen McDonald, Stella Salimbis, Rita Gardner (The May Institute)
44. Assessment of the Factors Maintaining Medication Refusal in Children with Developmental Disabilities: A Preliminary Investigation. STACIE B. ISENBERG, Lisa A. Orban, Joseph S. Lalli, Patrick R. Progar, and Felicia Mikolajczyk (Children's Seashore House & University of Pennsylvania School of Medicine)
45. The Use of Videotape Self-Modeling for the Treatment of Speech Anxiety. JEFFREY A. BUCHANAN (Mankato State University), Denita Poppenga (University of Utah), Daniel Houlihan, and Angie Streeter (Mankato State University)
46. The Use of Graduated In-Vivo Desensitization for the Treatment of a Specific Phobia of Worms. JEFFREY A. BUCHANAN, Daniel Houlihan, and Tammy Wilgenbusch (Mankato State University)
47. Naturalistic Observation of Teacher's Commands in Preschool Classrooms. DANIEL HOULIHAN (Mankato State University), Kathy Bertsch (Western Michigan University), Angie Magnavito, and Jenny Parker (Mankato State University)

48. Where did the Social Validity Assessments Go? LISA S. CUSHING, KIM A. MEYER (Alleghany-Singer Research Institute), and Craig H. Kennedy (Medical College of Pennsylvania/Hahnemann Medical School)

49. Investment in our Children's Future: Transitional Services Outcome. HEIDI MEIKRANTZ, Tracey Dagneau, Helen McDonald, and Rita Gardner (The May Institute)

#143 Community; Corrections

Poster Session
5:00 PM - 6:30 PM
Sheraton Ballroom
CCS

50. Health, Home Safety, and Parent-Child Interactions Training with Spanish-Speaking Mothers Adjudicated for Child Abuse and Neglect. INGRID M. CORDON (Project SafeCare), Kathryn M. Bigelow (University of Kansas), and John R. Lutzker (University of Judaism)

51. Home Accident Prevention with Parents Adjudicated or At-Risk for Child Abuse or Neglect. HOLLY ANN MINEAR (California State University, Northridge), Kathryn M. Bigelow (University of Kansas), and John R. Lutzker (University of Judaism)

52. Planned Activities Training with Parents Adjudicated for Child Abuse and Neglect. EMMA HERNANDEZ (Project SafeCare), Kathryn M. Bigelow (University of Kansas), and John R. Lutzker (University of Judaism)

53. The Use of Prompts and Public Posting to Decrease Percentage of Overdue Library Books at a College Library. MARY E. MCDONALD and Robert N. Lanson (The Graduate Center/CUNY)

54. Addressing World Overpopulation with Behavior Analysis: A Theoretical Approach. MICHAEL P. ROWE, Julien J. Guillaumot, Nameeta Sahni, Lisa McDonald, and Randy Howell (Virginia Polytechnic Institute and State University)

55. Motivating Safety: Using Reward Strategies to Encourage Flight Personnel to Promote Safe Behavior. G. DOUGLAS FRANCISCO, E. Scott Geller, Raamses P. Rider, Stella Spanos, and Heather Harrell (Virginia Polytechnic Institute and State University)

56. The Seguin Unit Training System. KEVIN JACKSON (Seguin Unit - State of Florida)

#144 Developmental Disabilities; Autism

Poster Session
5:00 PM - 6:30 PM
Sheraton Ballroom
DDA

57. Sequential Identity Matching Performance in a Child with Severe Mental Retardation. JENNIFER MCINTIRE (New England Center for Children)

58. Systematic Assessment and Teaching of Conditional Identity Matching in the Classroom Setting. DWANE A. WHITE, Cammarie Johnson, and Ivy Collozzi (New England Center for Children)
59. The Aversive Controversy: Journal Publication Trends III. DAVID B. MCADAM, Linda A. Fradenburg, Edward K. Morris, and John A. Colombo (University of Kansas)
60. Effects of Milieu Language Teaching in an Interactive Storybook Context on the Expressive Language of Preschoolers with Developmental Disabilities. DEBORAH WYATT (Nisonger Center Preschool) and DIANE M. SAINATO (The Ohio State University)
61. Further Evaluation of Differential Reinforcement Treatment Strength. HENRY S. ROANE, Timothy R. Vollmer, Joel E. Ringdahl, and Bethany Marcus (Louisiana State University)
62. Long-Term Results of In-Home Assessment and Treatment of Young Children's Aberrant Behavior. JESSICA L. MULLER, David P. Wacker, Wendy K. Berg, and Jay W. Harding (The University of Iowa)
63. A Comparison of Reinforcing Efficacy of the Stimuli from Preference Assessment and a Multiple-Stimulus-Without-Replacement Assessment. ZBIGNIEW GOLONKA, Amy McGow, Lauren Fogel, and Maureen Reyes, Patrice Philips (Children's Seashore House)
64. Case Studies in the Use of Scatterplots to Assess Problem Behavior. MILES WINNETTE (Denton State School)
65. Fluency Training to Identify Money Sums for Persons with Developmental Disabilities. HOWARD HELLER (Community Environments) and Sandy MacLeod (Tri-County TEC)
66. Symbol "Transparency", Equivalence Relations, and the Acquisition of Symbol-Based Communication. REGINA LEDO and Jay S. Birnbrauer (Murdoch University, Western Australia)
67. Evaluation of a Person-Centered Quality Enhancement Tool. RICHARD R. SAUNDERS (Parsons Research Center, University of Kansas), Rosemarie A. Abbruzzese, and Arlene I. Beck (Alternatives Unlimited, Inc.)
68. Analysis of the Covariation Between Work Behavior and Aberrant Behavior in Persons with Severe Retardation. MURIEL D. SAUNDERS and Richard R. Saunders (Parsons Research Center, University of Kansas)

69. Resistance of Task Engagement to Change in the Presence of a Distractor Stimulus. MICHAEL E. KELLEY (Childrens Seashore House), F. Charles Mace (Childrens Seashore House & University of Pennsylvania), and Matthew J. Welch (Childrens Seashore House)
70. Assessment and Treatment of Self-Injurious and Obsessive-Compulsive Behaviors with Different Maintaining Functions. MICHAEL E. KELLEY (Children's Seashore House), F. Charles Mace (Children's Seashore House & University of Pennsylvania), and Kathleen A. Tocco, Beth A. Delaney (Children's Seashore House)
71. Enhancement of the High-P Treatment for Noncompliance. MATTHEW J. WELCH, Michael E. Kelley (Children's Seashore House), and F. Charles Mace (University of Pennsylvania School of Medicine)
72. Minimizing Aberrant Behaviors in Students with Developmental Delays: Use of the Assessment of Basic Learning Abilities (ABLA) to Identify Appropriate Training Tasks. JAMES M. EDIGER, Stephen W. Holborn, and Tammy Lynn Vermette (University of Manitoba)
73. The Effects of Using a Known and Novel Mand to Decrease Aberrant Behavior During Functional Communication Training. LISA C. WINBORN, David P. Wacker, Jennifer M. Asmus, Marc S. Andelman, Deb Geier, David M. Richman, Tracy Stephens, and Claudia Knutson (The University of Iowa)
74. Type of Attention Assessed during Functional Analyses: Implications for Interventions Addressing Problem Behavior in Children with Autism and Other Developmental Disabilities. LEN LEVIN, Bridget A. Taylor, Suzanne Jasper (Alpine Learning Group), and Jennifer J. McComas (Queens College/CUNY)
75. Use of a Non-Contingent Food to Reduce Rates of Maladaptive Responses in an Individual with Profound Mental Retardation. ANTHONY CASTROGIOVANNI, Matt Tincani, and Philip Edelen (Chimes Delaware)
76. Increasing Indices of Happiness Among People with Profound Multiple Disabilities: A Program Replication and Component Analysis. SHIRLEY GARDNER, Carolyn Green (Western Carolina Center), and Dennis Reid (Carolina Behavior Analysis and Support Center, Ltd.)
77. Using a Progressive Time Delay Procedure to Implement Photographic Schedules During a Free-Choice Period. JENNIE VALK, Ilene Schwartz (University of Washington)

78. The Premack Principle Applied: Using the Opportunity to Engage in Undesired Behavior as Reinforcement for Engaging in Desired Behavior. GREGORY R. PRICE and Lisa Perille (Datahr Rehabilitation Institute)
79. Treatment of Noncompliance with School Tasks for a Twelve-Year-Old Boy with Very Superior Intellectual Functioning and Autism. HEATHER J. PETROFF (West Virginia University), Ming Lai, Lance C. Apple, and Jeff Ulrich (Blick Clinic)
80. Rater Correspondence of the Self-Injury Trauma Scale in a Clinical Setting. VALDINE SCOTT-HUYGHEBAERT, Beth Bloomfield, Jim Carson, Vicki Stubbings (St. Amant Center), April Tompa, and Stuart Toews (University of Manitoba)
81. Establishing Requesting Behavior in Adults with Mental Handicaps Using the Interrupted Behavior Chain Strategy. VALDINE SCOTT-HUYGHEBAERT, Cheryl Friesen, and Tammy Vermette (St. Amant Center)
82. Sequential Analysis and Modification of Teacher Behaviors Correlated with Disruptive Behavior of Students with Severe Disabilities. KELLY HECKAMAN and Stephanie Causey (Northwestern State University)
83. The Effects of Medication on the Outcome of a Functional Analysis. ALEXANDRA HILT (Children's Seashore House) and Lee Kern (University of Pennsylvania & Children's Seashore House)
84. Using Probes to Decrease the Duration of Time to Reach End of Treatment Criterion with Stimulus Fading Procedures. ALEXANDRA HILT (Children's Seashore House), Lee Kern (University of Pennsylvania & Children's Seashore House)
85. Sleep Deprivation and Insensitivity to Social Contingencies. BART M. SEVIN, Louis P. Hagopian (Johns Hopkins University School of Medicine), Laurie E. Breen, and Vanessa C. Woodruff (Kennedy Krieger Institute)
86. A Functional Analysis of Self-Destructive Behavior in a 28-Year-Old Male. ERIK ARNTZEN (University of Oslo, Norway)
87. Application of the Fred S. Keller School Verbal Behavior Curriculum to Teach the Use of a Speech Button. LAURA G. DOROW and Josh Gifford (Utica College of Syracuse University)
88. An Outpatient Model for Assessment and Treatment of Problem Behavior Utilizing Functional Assessment, Interviewing, and Home-Collected Data. MICHAEL C. SHEA (Children's Seashore House)

89. Decreasing Inappropriate Behavior Using Overcorrection. VICTORIA S. SWEENEY, DAWN SMITH, Stacey Shook, and Patricia Tilton (Bancroft)
90. The Comparison of Schedules of Reinforcement and History Reinforcement on Extinction Effects. SEAN D. CASEY (University of Iowa)
91. Training Parents to Implement Interventions Using Functional Analysis. BEHANY A. MARCUS, Victoria Swanson, and Timothy R. Vollmer (Louisiana State University)
92. Treatment of Compulsions with Self-Feedback. KIMBERLI R. H. TREADWELL, Kevin Budney, Dana Wales, and Greg Shugar (Bancroft)
93. The Use of Verbal Reinforcement and Guided Compliance to Increase Appropriate Eating Behaviors for Individuals with Developmental Disabilities. CAMILLE D. LUZIER, Peter Quintieri, Kimberli R. H. Treadwell, and Catherine Mancina (Bancroft)
94. Teaching an Individual with Developmental Disabilities Self-Management for Inappropriate Social Behavior in an Outpatient Setting. LISA MARIE MOZITIS and Michael C. Shea (Children's Seashore House)
95. Manipulation of Establishing Operations in the Treatment of Multiply-Controlled Destructive Behavior. JOHN M. RUYTER, Arthur Wilke, Gregory P. Hanley (Kennedy Krieger Institute), Cathleen C. Piazza, and Wayne W. Fisher (Johns Hopkins University School of Medicine)
96. Functional Analysis and Treatment of Dangerous Behaviors. STEVEN E. LINDAUER, Gregory P. Hanley (Kennedy Krieger Institute), and Cathleen C. Piazza (Johns Hopkins University School of Medicine)
97. Treating the Challenging Behavior Shown by Individuals with Mental Retardation Living in a Large Residential Facility Using Contextual Treatment Approaches. LESLIE TROUTMAN, Liming Zhou (Southern Illinois University at Carbondale), Gerald Faw (Choate Mental Health & Developmental Center), and Paula Davis (Southern Illinois University at Carbondale)
98. Teaching People with Mental Retardation to Self-Direct Their Habilitation Planning Meetings. GERALD FAW (Choate Mental Health & Developmental Center), Paula Davis, Brandon McCord, Leslie Troutman, Meagan Holden, and Jim Livesay (Southern Illinois University at Carbondale)

99. Evaluating Negative Reinforcers for the Assessment and Treatment of Aberrant Behavior. KIMBERLY A. CROSLAND, April S. Worsdell (Kennedy Krieger Institute), Jennifer R. Zarcone, and Wayne W. Fisher (Johns Hopkins University School of Medicine)
100. The Effectiveness of Room Time-Out in the Treatment of Destructive Behavior of a Physically Difficult to Manage Child. LISA TOOLE (Kennedy Krieger Institute), Jennifer R. Zarcone (Johns Hopkins University School of Medicine), Kris M. Keeney, Kristina McCulley (Kennedy Krieger Institute), and Cathleen Piazza (Johns Hopkins University School of Medicine)
101. An Analysis of Positive and Negative Reinforcement to Increase Compliance and to Decrease Destructive Behavior within the Demand Context. TAMMERA L. AITKEN (Kennedy Krieger Institute), Wayne W. Fisher (Johns Hopkins University School of Medicine), and Linda A. LeBlanc (Kennedy Krieger Institute)
102. Treatment Efficacy and Client Preference for Extinction and Punishment Components When Combined with Functional Communication Training. KRISTEN A. MAGLIERI, Gregory P. Hanley, Tammera L. Aitkin (Kennedy Krieger Institute), Cathleen C. Piazza, and Wayne W. Fisher (Johns Hopkins University School of Medicine)
103. Do Maniac Episodes Establish Attention as a Reinforcer for Destructive Behavior. JOHN D. ADELINIS (Kennedy Krieger Institute), Wayne W. Fisher (Johns Hopkins University School of Medicine), Rachel H. Thompson, and Laurie Breen (Kennedy Krieger Institute)
104. Functional Analysis and Treatment of Elopement Behavior. JOHN M. RUYTER, Steven E. Lindauer, Gregory P. Hanley, Kristen A. Maglieri (The Kennedy Krieger Institute), and Cathleen C. Piazza (Johns Hopkins University School of Medicine)
105. Response Covariation in the Treatment of Escape-Maintained Destructive Behavior. STEPHANIE A. CONTRUCCI, Gregory P. Hanley, Jennifer L. Scruggs (Kennedy Krieger Institute), Cathleen C. Piazza, and Wayne W. Fisher (Johns Hopkins University School of Medicine)
106. Treatment of Non-compliance with Factor VIII Infusions in a Child with Hemophilia, PDD, and Mental Retardation. DAVID E. KUHN (Kennedy Krieger Institute), Wayne W. Fisher (The Johns Hopkins University School of Medicine), Rachel H. Thompson, and Nona Hudson (Kennedy Krieger Institute)

107. On The Effects of Discriminative Stimuli and Functional and Substitute Reinforcers During Functional Communication Training. DAVID E. KUHN (Kennedy Krieger Institute), Wayne W. Fisher (The Johns Hopkins University School of Medicine), Rachel H. Thompson, and Steve E. Lindauer (Kennedy Krieger Institute)
108. Resistance to Distraction as a Function of Reinforcement Rate and Ritalin. BARBARA J. SIERP, F. Charles Mace, and Patrick R. Progar (Children's Seashore House)
109. The Combined Effects of Tangible Reinforcement and Tenex on Engagement and Activity. KEVIN J. EISENSCHINK, Barbara J. Sierp, Patrick R. Progar, F. Charles Mace, and Nathan J. Blum (Children's Seashore House)
110. A Comparison of Noncontingent Escape and Escape Extinction for the Treatment of Aggression. BARBARA J. SIERP, Kevin J. Eisenschink, Patrick R. Progar, Timothy R. Vollmer, and Joseph S. Lalli (Children's Seashore House)
111. Summary of Functional Communication Training Effects on Child Behavior by Functions and Topographies of Aberrant Behavior. WENDY K. BERG, David P. Wacker, Jay W. Harding, Stephanie Peck, Jennette Cook, and David M. Richman (The University of Iowa)
112. A Clinical Case Analysis of Extinction-Induced Generalization of Stereotypic Behavior. TRACY STEPHENS, Marc S. Andelman, David P. Wacker, Jennifer Asmus, Lisa C. Winborn, and Barbara Rankin (The University of Iowa)
113. The Role of Secondary Reinforcers in the Analysis and Treatment of Aberrant Behavior. MARC S. ANDELMAN, David P. Wacker, Jennifer M. Asmus, David M. Richman, and Kersten Sunde-Ferris (The University of Iowa)
114. Evaluation of Functional Communication Treatments for Multiply Maintained Aberrant Behavior: A Case Example. KIMBERLY A. BROWN and David P. Wacker (The University of Iowa)
115. Response Prevention of Stereotypic and Compulsive Behaviors: Differential Outcomes. D. DANIEL GOULD (The New England Center for Children)
116. Staff Compliance with Treatment and its Effects on Maintenance. ROBERT HARRELL, Angela G. Fahs, Mary Augustin (Kennedy Krieger Institute), K. Mark Derby (Gonzaga University), Patricia Kurtz, Julia T. O'Connor, and Wayne W. Fisher (Johns Hopkins University School of Medicine)

117. The Use of Protective Equipment and DRO in the Effective Treatment of Severe Self-Injury. ANGELA J. FAHS (Kennedy Krieger Institute), K. Mark Derby (Gonzaga University), Patricia Kurtz, Julia T. O'Connor, and Wayne W. Fisher (Johns Hopkins University School of Medicine)
118. The Use of a Functionally Based Level System in the Inpatient and Outpatient Treatment of Severe Behavior Problems. MICHELLE ANDRA (Kennedy Krieger Institute), Patricia Kurtz, Nancy Grace (Johns Hopkins University School of Medicine), and David Kuhn (Kennedy Krieger Institute)
119. Assessment and Treatment of Covert Self-Injury in a Patient with Lesch-Nyhan Syndrome. WHITNEY JOHNSON (Kennedy Krieger Institute), Nancy Grace, Patricia Kurtz (Johns Hopkins University School of Medicine), Jennifer Cannon (Kennedy Krieger Institute), and Wayne W. Fisher (Johns Hopkins University School of Medicine)
120. Functional Analysis of Destructive Behavior: Visual Inspection of Combined Destructive Behaviors Compared to Separate Topographies. MARY AUGUSTIN, Angela J. Fahs (Kennedy Krieger Institute), K. Mark Derby (Gonzaga University), and Louis P. Hagopian (Johns Hopkins University School of Medicine)
121. The Effects of Sertraline Treatment on the Compulsive Behavior of Individuals with Autistic Disorder. MARK S. DIORIO, Howard Pressman, and Anne Hayes (Northern Virginia Training Center)
122. The Impact of Functional Analysis Methodology on Treatment Choice for Self-Injurious Behavior and Aggression. LILLIAN V. PELIOS, JACQUELINE MORREN (Temple University), DAVID TESCH (Bancroft), and Saul Axelrod (Temple University)
123. Experimental Analysis of Environmental Factors Associated with a Seizure Disorder. DUY D. LE, Richard G. Smith, Angela Gonzalez, Robert Churchill, and David Garcia (University of North Texas)
124. The Cumulative Effect of Natural Support Strategies and Social Skills Instruction on the Integration of a Worker in Supported Employment. KEITH STOREY and Jennifer T. Garff (Chapman University)
125. Improving Interactions Between a Mother with Mental Retardation and Her Daughter by Using Video Feedback. CHRISTINA M. ELLIOT (Children's Seashore House)

126. A Multi-Component Package for the Treatment of Automatically Reinforced Eye Poking. ROBERT CHURCHILL, Richard G. Smith, Angela Gonzalez, and David Garcia (University of North Texas)
127. Assessment and Treatment of Multiple Topographies and Functions of Self-Injury. ANGELA GONZALEZ, Richard G. Smith, David Garcia, Robert Churchill, and Duy D. Le (University of North Texas)
128. The Effects of Picture-Activity Schedules on Self-Initiation of Daily Activities and Social Interactions for Two Adults with Moderate Mental Retardation. MICHELE ANDERSON, ERIC LUNDEN, and Cynthia Melvin (The May Institute)
129. The Use of Peer Tutoring in a Residential Setting to Increase Independence and Reduce Inappropriate Behavior. DONNA HIBBERT, George Kostinas and Anne S. Kupfer (The May Center for Adult Services)
130. The Use of Regularly Scheduled Exercise to Reduce Maladaptive Behavior. KIM BAKER, Keith Baker, George Kostinas (The May Center for Adult Services), and Anne S. Kupfer (The May Institute)
131. The Use of a Negative Reinforcement Contingency to Reduce Obsessive-Compulsive Verbal Behavior. ALISON SCANDLEN, George Kostinas, Donna Hibbert (The May Center for Adult Services), and Anne S. Kupfer (The May Institute)
132. The Needs of Families with Children with Special Needs: An Evaluation and Comparison in Relation to a Variety of Situational Variables. JAMES T. ELLIS, Barbara Cannon, Simone Byrne, Marie Taras, Debbie Amirault, John Wolongevicz, Nina Marchese, and Andrea Protoczny (May Institute)
133. Difficulties in the Functional Assessment and Treatment of Stripping in an Adult Male with Profound Mental Retardation and Blindness. THOMAS S. HIGBEE, David A. Wilder, W. Larry Williams (University of Nevada), and Robin Draper (Sierra Regional Center)
134. Teaching Self-Control to Developmentally Disabled Individuals through an Accumulating Delay Procedure. LISA M. BINDER, Sharon Manthey, Connie Sigman, Darlene M. Zdanowski, and Mark R. Dixon (University of Nevada-Reno)
135. Increasing Frequency, Accuracy, and Consistency of Data Collection through a Computerized Data-Collection System. SALLY RITCHEY, Anne Braun, Michele Gossen, Holly Janczack, Trina Lewis, and Mark R. Dixon (University of Nevada-Reno)

136. Extinction-Induced Resurgence in Children and Developmentally Disabled Adults. JENNIFER ELLI, Susan Cholicco, and Mark R. Dixon (University of Nevada-Reno)
137. Self-Injurious Behavior and Naltrexone: Differentiating Responders from Nonresponders. FRANK SYMONS and Travis Thompson (J. F. Kennedy Center, Peabody College)
138. Increasing the Use of Assistive Technology by Children with Disabilities in Inclusive Classrooms. LAURA G. DOROW and Deborah Prue (Utica College of Syracuse University)
139. An Assessment of the Operant Qualities of Olfactory Stimuli in the Treatment of Aberrant Behavior. LISA BRITTON, W. Larry Williams, SEAN CORIATY, Cynthia Reinbold, Christopher Empey, Jacqueline Collins, Eric Burkholder, and Thomas S. Higbee (University of Nevada-Reno)
140. Maintaining Meal Refusal Reduction Using a NCR Schedule. JEWLON MORRIS and Don E. Williams (Richmond State School)
141. Behavioral Management of Defiant Children Diagnosed with Attention Deficit Hyperactivity Disorder. JOYCE CHRISTENSEN (Rose Street Center)
142. Combining Positive Reinforcement, Escape Extinction, and Changing Antecedents Procedures to Shape Drinking in Three Women with Profound Mental Retardation. EMMA LOWRY, James Kuhagen, Matthew Banford, and Theodore A. Hoch (Northern Virginia Training Center)
143. Examining Potentially Predictive Variables in Food Preference Assessment for Obese Adults with Severe Developmental Disabilities. THEODORE A. HOCH, Augusto F. Ruiz, Kathryn K. Sanders, Thelma P. Symoun, and Alan El Tagi (Northern Virginia Training Center)
144. Use of Stimulus Control Scatterplots as a Functional Analysis Tool in Three Naturalistic Settings. THELMA P. SYMOUN, Alan El Tagi, and Theodore A. Hoch (Northern Virginia Training Center)
145. Decreasing the Time Required to Reach End-of-Treatment Criteria Using Instructional Fading Procedures. JILL WHITMAN (Spectrum Center)
146. Setting and Ecobehavioral Differences Between Institutional and Community Group-Home Living for Adults with Developmental Disabilities in Transition. JOEL HUNDERT (McMaster University, Hamilton, Ontario), Karen Cope-Scott, Nicole Walton-Allen, and Jane Summers (Chedoke-McMaster Hospitals, Hamilton, Ontario)

147. Tracking the Adjustment of Adults with Developmental Disabilities from Institutional to Community Group Homes - A One-Year Follow Up. NICOLE WALTON-ALLEN, Karen Cope-Scott, Jane Summers (Chedoke-McMaster Hospitals, Ontario), and Joel Hundert (McMaster University, Hamilton, Ontario)

148. Stimulus Equivalence VII: Free-Operant Indicator Response. PAUL T. ANDRONIS, David Mueller, and Jill Hamel (Northern Michigan University)

149. Teaching Your-Mine Distinctions in Productive and Receptive Repertoires. ASHLEY STEVENS, Nancy Bradbury, and Paul T. Adronis (Northern Michigan University)

150. Component Skill Building, Composite Competence. PAUL T. ADRONIS, Jason Baker, and Rusty McIntire (Northern Michigan University)

151. A Comparison of NCR and DRO for Self-Injury when Reinforcement Rates are Equated. SARAH BETH WOLDOFF, Patrick R. Progar, F. Charles Mace, Timothy R. Vollmer, Joseph S. Lalli, and Flavia Ploog (Children's Seashore House)

152. Reducing Pica by Teaching a Child to Exchange Inedible Items for Edibles. DAVID LEIBOVITZ (Children's Seashore House) and Lee Kern (University of Pennsylvania School of Medicine)

153. An Evaluation of Choice and Preferred Activities to Reduce Aggression and Self-Injurious Behavior During Restricted Access Situations. DAVID LEIBOVITZ (Children's Seashore House) and Lee Kern (University of Pennsylvania School of Medicine)

154. Clarifying Results From Inconclusive Experimental Analysis: A Case Study. KIRK LOCKWOOD and James Manchack (Richmond State School)

155. Descriptive and Experimental Analyses of Variables Maintaining Rumination. KIRK LOCKWOOD, Deborah L. Borden-Karasack (Richmond State School), Hilary J. Karp (University of Houston), and Don E. Williams (Richmond State School)

156. Turning a Decision into a Punisher. ALEX DOMINGUEZ (Alex Dominguez & Assoc., Inc.)

157. Making a Choice: Fading an Artificial Reinforcer. ALEX DOMINGUEZ (Alex Dominguez & Assoc., Inc.)

158. Extending a Functional Analysis Analogue to Treat Multiple and Changing Functions of Severe Behavior Problems in Children with Autism. MARJORIE H. CHARLOP-CHRISTY (Claremont McKenna College) and Chris A. Labelle (Claremont Graduate School)
159. An Assessment Tool for Identifying Target Behaviors for Children's Involvement in Treating Their Sibling with Autism. SUSAN E. KELSO (Claremont Graduate School), and Marjorie H. Charlop-Christy (Claremont McKenna College)
160. Intensive Early Intervention Social Skills Training for Children with Autism: Effects of a Peer-Implemented, Visual Approach. KAREN L. PIERCE, Aimee E. Anderson, and Laura Schreibman (University of California)
161. Modified Incidental Teaching Sessions (MITS): A Procedure for Parents to Increase Spontaneous Speech in their Children with Autism. MARJORIE H. CHARLOP-CHRISTY (Claremont McKenna College), and Michael Carpenter (Claremont Graduate School)
162. The Revised Stress Survey Schedule for Persons with Autism and Developmental Disabilities. AMY DILLER, June Groden (The Groden Center, Inc.), Joseph Cautela (Behavior Therapy Institute), Wayne Velicer, and Greg Norman (University of Rhode Island)
163. Does Auditory-Visual Matching Require Visual-Visual Identity Matching as a Prerequisite? SHELAGH KELLY and Murray Sidman (The New England Center for Children)

#145

Poster Session
5:00 PM - 6:30 PM
Sheraton Ballroom
EAB

Experimental Analysis of Behavior

164. P300 Event-Related Brain Potentials and Human Visual Discrimination Learning. STEVEN F. FAUX, W. Scott Wood, and Melanie Bone (Drake University)
165. Time-Series Analysis in Transition Models. DIANA E. FORERO (National University of Columbia)
166. Schedule-Induced Behavior: Could the Concept be Generalized to Aggressive Responding in Rats? DANIELA F. SOUSA FAZZIO (Universidade de Catolica de Sao Paulo)
167. Fixed-Ratio and Fixed-Interval Schedules of Token Reinforcement: Does the Exchange Schedule Matter? MANISH VAIDYA, Rafael Bejarano, and Timothy D. Hackenberg (University of Florida)
168. Does a "Science" of Self-Experimentation Require a Method, or Just Any Form of Scientific Method? IRENE GROTE (University of Kansas)

169. Analysis of Data. IRENE GROTE (University of Kansas)
170. Response Mediation During Delayed Matching-to-Sample in Budgerigars (*Melopsittacus Undulatus*). J.M. CLEAVELAND (Duke University) and Kazuchika Manabe (University of Maryland)
171. Timbre Discrimination Learning in Pigeons. SATORU ISHIKAWA and Tashashige Iwamoto (Health Science University of Hokkaido)
172. Shaping Pigeons to Peck a Disk: Location or Action? DAVID C. A. KEUHL (The University of Iowa) and Michael B. Ehlert (Brigham Young University)
173. Punishment of Transitivity: Suppressive Effects on Previously Emerged Stimulus Equivalence Relations. MARILYN K. BONEM, Sherry Stokes and Linda Johnson (Eastern Michigan University)
174. A Comparison of the Parameters of Herrnstein's (1970) Response Strength Equation for Appetitive and Non-Appetitive Reinforcement. TERRY W. BELKE (Mount Allison University)

#146

Education

Poster Session
5:00 PM - 6:30 PM
Sheraton Ballroom
EDC

175. The Effects of Timing on Math Performance in Racially Diverse Children. KATRINA N. RHYMER and Carlen Henington (Mississippi State University)
176. A Systematic Replication of the Effects of Positive Rehearsal on the Delivery of Instructional Skills by Preservice Physical Education Teachers. MELISSA JOHNSON, Phillip Ward, Viola Bahls (University of Nebraska - Lincoln)
177. Effects of Positive Rehearsal on the Delivery of Instructional Skills by Preservice Physical Education Teachers. KEMAL MAKASCI, Phillip Ward, Shannon Smith, Viola Bahls (University of Nebraska - Lincoln)
178. Differential Effects of Goal Setting and Public Posting on Practice and Game Performance of College Football Players. MICHAEL CARNES and Shannon Smith (University of Nebraska - Lincoln)
179. The Effects of Publicly Posting Whether Players Met Their Goals on Practice Performance in Collegiate Football. MICHAEL CARNES and Ken Ubukata (University of Nebraska - Lincoln)
180. Differences Between Tutorial and Group Instruction by a Golf Professional. TIM BARRETT, Phillip Ward and Melissa Johnson (University of Nebraska - Lincoln)

181. Raising GRE Scores: A Three Year Overview. JANE KESTNER and Wendy Burke (Youngstown State University)

182. Training Mothers of Learning-Disabled Children to Teach Their Child a Problem-Solving Strategy. ROSA DEL CARMEN FLORES (National University of Mexico)

#147a

Business Meeting
6:30 PM – 7:30 PM
Michigan Room A
CCS

Behavior Analysis in Correction Settings SIG Meeting

Chair: Sherman Yen (Alcohol and Drug Treatment, Inc.)

All interested individuals are invited to attend. The purpose of the meeting will be to (1) elect a co-chairperson, (2) share information on future grants, research, and employment opportunities in the field, which broadly includes the juvenile delinquency population, and (3) plan presentations for the next ABA convention.

#147b

Reunion
7:00 PM - 9:00 PM
Michigan Room B

Florida International University

Chair: Jacob L. Gewirtz (Florida International University)

#148

Reunion
7:00 PM - 9:00 PM
Ohio Room

University of Florida Reunion in Memory of Ed Malagodi

Chair: Henry S. Pennypacker (University of Florida)

Purpose: To allow colleagues, students, and friends of Ed Malagodi to gather and share their fondest remembrances.

#149

Reunion
7:00 PM - 9:00 PM
Colorado Room

Standard Celeration Chart Data Sharing

Chair: James Pollard (Huntington Disease Program at Mediplex Lowell)

#150

Reunion
7:00 PM - 9:00 PM
Arkansas Room

St. Cloud State University Reunion

Chair: Jerry Mertens (Saint Cloud State University)

All SCSU alumni and friends are welcome to our annual ABA reunion.

#151

Reception
7:00 PM - 9:00 PM
Superior Room B

The Cambridge Center for Behavioral Studies

Chair: Betsy Constantine (The Cambridge Center for Behavioral Studies)

#152a

Reunion
7:00 PM - 9:00 PM
Mississippi Room

The Ohio State University

Chair: William L. Heward (The Ohio State University)

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| <p>#152b
 Reunion
 7:00 PM - 9:00 PM
 Missouri Room</p> | <p>Joint Reunion, Columbia University, CABAS (sm)
 Schools, Walden Fellowship, Inc.
 Chairs: Mark A. Mattaini (Columbia University School of
 Social Work) and R. Douglas Greer (Columbia University
 Teachers College)</p> |
| <p>#152c
 Reunion
 8:00 PM - 10:00 PM
 Huron Room</p> | <p>University of Massachusetts Students, Faculty, and
 Alumni
 Chair: Beth Sulzer-Azaroff (The Browns Group)</p> |

Attention Students!!

Internships

Don't miss the

Employment

ABA Student Breakfast Fair

Sunday, May 25

7:30 AM - 9:00 AM

Sheraton Ballroom III



Join us for refreshments, networking, and friendly conversation.

Saturday, May 24

Rooms	7:00 AM	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM
Huron Room			#87 DEV Increasing Communication...		#96 DEV The Very Idea of Science ...		#114 DEV A Search ...
Ontario Room			#82 CBM Behavior Analysts: What ...		#100 CBM Current Applications		#117 CBM Cognitive ...
Erie Room			#83 DDA Issues in Service ...	#95 DDA Current Research on the ...		#112 DDA Influential ...	
Superior Room A			#76 DDA Do Times 2 ...	#92 DDA Promoting Social ...		#108 DDA Fluency ...	#124 DDA Replication...
Superior Room B		#72 TBA SIG ...	#79 TBA Teaching Behavior ...		#99 TBA Using Structure Diagrams...		#118 TBA Reducing ...
Michigan Room A			#90 EAB Factors in Response ...		#98 EAB Within-Session Changes ...		#122 EAB Concurrent ...
Michigan Room B			#81 DDA Autism: Thorny Issues ...		#104 DDA Teaching ...		#116 DDA Recent ...
Missouri Room			#85 EDC Peer-Mediated ...		#106 EDC The Art and Technology ...		#121 EDC A Look ...
Colorado Room		#74 Fitness	#89 EDC Making Desired ...		#105 EDC Four Classwide Peer ...		#123 EDC Application...
Arkansas Room		#73 Trainers' ...	#77 OBM Behavioral Safety Comes...		#107 OBM Making a Difference	#113 OBM Skinnerian Analysis	
Mississippi Room			#78 EAB The History..	#93 EAB Human and Nonhuman ...		#110 EAB Self-Control in Pigeons ...	
Ohio Room			#88 CBM Issues in Clinical Treatment		#102 VRB Use of Computer ...		#115 CBM Sexuality ...
Mayfair Room			#75 CCS Behavior Analysis ...		#97 CCS Prevention..		#119 CCS Drinking ...
Parlor C	#70 Standard ...	#91 Editorial ...	#94 OTH Behavior Analysis and ...		#109 EAB New Directions in the ...		
Parlor F							
Lincoln Boardroom		#71 Publication ..					
Columbus Room A & B			#84 TPC Philosophical and Applied...		#101 TPC Emotion, Fear, Anger, ...		#125 TPC Correcting ...
Sheraton Ballroom I			#80 CCS How Might Behavioral ...		#103 CCS Program ...		
Sheraton Ballroom II			Workshop #29 Integrative Couple Therapy: ...				#120 CCS Preventing ...
Sheraton Ballroom III							
Sheraton Ballroom IV							
Sheraton Ballroom V							
Chicago Ballroom VI							
Chicago Ballroom VII							
Chicago Ballrooms VIII & IX			#86 ELS Propaganda and Behavior...				#126 ELS Behavior ...
Chicago Ballroom X	#68 Martial Arts..						

Saturday, May 24

CHICAGO

Sunday, May 25

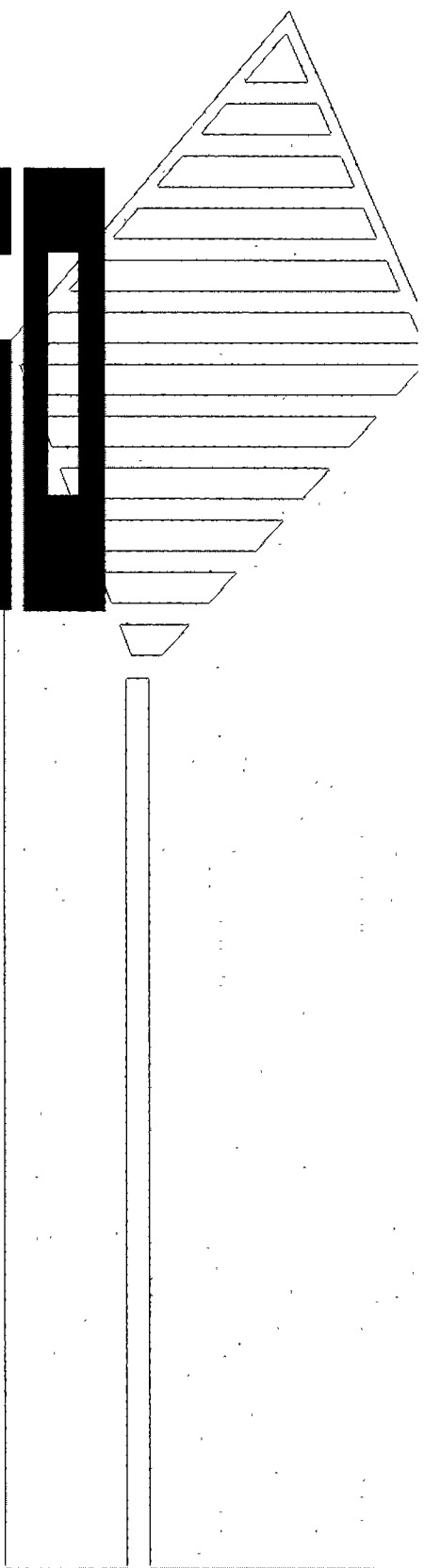
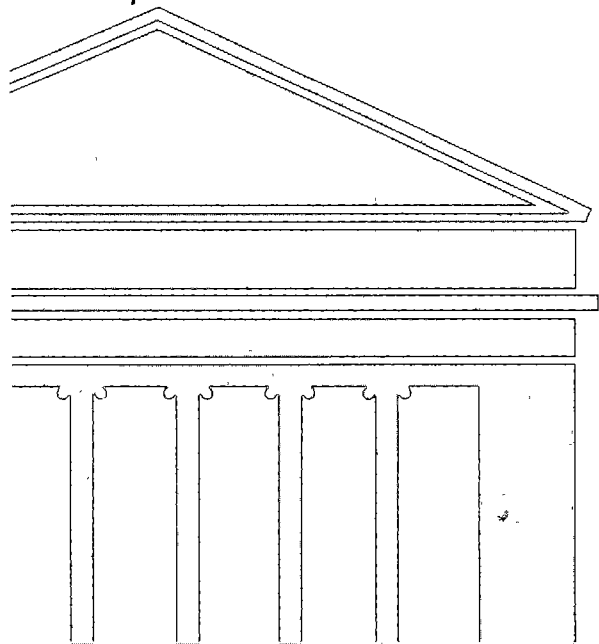
Special Events

Convention Sessions

Presidential Scholar Address

ABA Social

Day Schedule



SPECIAL EVENTS

#153 • Traditional Calisthenics. BOBBY NEWMAN.

#154 • ABA Student Breakfast Fair. Chair: Judith A. Honeywell.

#199 • Uncommon Joy: A Fred S. Keller Photo Album. Chair: David A. Eckerman.

#224 • Presidential Address. Behavior Analysis and the R&D Program. Chair: Marc N. Branch. JAMES M. JOHNSTON.

#243 • OBM Network Hospitality Suite. Chair: Richard K. Fleming.

Social • ABA Social. ABA Dance with a disk jockey and cash bar. No ticket required for admission. Free to all convention registrants.

CONVENTION SESSIONS

#153 Traditional Calisthenics

Special Event
7:00 AM - 7:45 AM
Chicago Ballroom X

Chair: Bobby Newman (Orca Dragon Kenpo)
This class will be led by Vanetta R. DeSanto, AFAA-Certified Personal Trainer. The class will emphasize floor exercises to tone and strengthen arms, legs, abdomen, and buttocks. The class will be approximately 45 minutes in length. Participants should wear work-out clothing (e.g. sweatsuits) and sneakers.

#154 ABA Student Breakfast Fair (EXPO setting)

Breakfast
7:30 AM - 9:00 AM
Sheraton Ballroom III

Chair: Judith A. Honeywell (Western Michigan University)
Contributors include:

- The Abacus Group
- The Continuous Learning Group, Inc.
- Meijer, Inc.
- Morningside Learning Systems
- New England Center for Children
- Performance Technology, Liberty Mutual Group
- Princeton Child Development Institute
- Spectrum Center

#156 *Journal of Applied Behavior Analysis*

Business Meeting
8:00 AM - 8:50 AM
Colorado Room

Chair: David P. Wacker (University of Iowa)
Purpose: To discuss *JABA* policies and to summarize outcomes of previous year.

#157

Business Meeting
8:00 AM - 8:50 AM
Huron Room

Chicago Association for Behavior Analysis Business Meeting

Chair: Charles Merbitz (Illinois Institute of Technology)
Purpose: Election of officers and scheduling activities.

#158

Business Meeting
8:00 AM - 8:50 AM
Columbus Room A&B

Program Committee Meeting

Program Committee Chairs: Edelgard Wulfert (SUNY at Albany) and Alan Poling (Western Michigan University)
Area Coordinators:

- CBM: Robert W. Montgomery (Georgia State University)
- CCS: Anthony Biglan (Oregon Research Institute) and Mark A. Mattaini (Columbia University)
- DDA: Kent R. Johnson (Morningside Learning Systems, Seattle)
- DEV: Jacob L. Gewirtz (Florida International University)
- EAB: William L. Palya (Jacksonville State University)
- EDC: Laura D. Fredrick (Georgia State University)
- ELS: Richard F. Rakos (Cleveland State University)
- OBM: Richard K. Fleming (Auburn University)
- TOX: Steven Dworkin (Bowman Gray School of Medicine)
- TBA: Richard W. Malott (Western Michigan University)
- TPC: Sam M. Leigland (Gonzaga University)
- VRB: Thomas S. Critchfield (Auburn University)

#159

Business Meeting
8:00 AM - 8:50 AM
Arkansas Room
Closed

***The Behavior Analyst* Editorial Board**

Chair: Daniel Bernstein (University of Nebraska)
Members of the Editorial Board will meet to discuss journal policies and procedures.

#160

Symposium
9:00 AM - 10:50 AM
Ontario Room
CBM

Stimulus Control and "Emotion:" Processes Relevant to Clinical Change

Chair: Elizabeth V. Gifford (University of Nevada-Reno)
Discussant: Kurt Salzinger (Hofstra University)

- Discrimination Training and the Function of "Acceptance." ELIZABETH V. GIFFORD and Steven C. Hayes (University of Nevada-Reno)

- Self-Referential Behavior and Evaluation. PATRICIA A. BACH and Steven C. Hayes (University of Nevada-Reno)
- Implications of Relational Stimulus Control for the Functional Analysis of Substance Abuse. KELLY G. WILSON and Steven C. Hayes (University of Nevada-Reno)
- From Clinical Theory to Practice: Training to Criterion in Change-Process Coding for Acceptance and Commitment Therapists. ROBERT C. TOWNSEND, Robyn D. Walser, Elizabeth V. Gifford and Steven C. Hayes (University of Nevada-Reno)

#161
Symposium
9:00 AM - 10:50 AM
Parlor C
CBM

Advances in the Behavioral Treatment of Pediatric Feeding Disorders

Chair: Roberta L. Babbitt (Kennedy Krieger Institute)
Discussant: Mary Louise Kerwin (Children's Seashore House)

- Using Antecedent Manipulations in the Behavioral Treatment of Food Refusal to Increase Treatment Acceptability. LAURIE M. GORDON, Bridget A. Shore, Keith E. Williams (Kennedy Krieger Institute), David A. Coe (Miami Children's Hospital), and Roberta L. Babbitt (Kennedy Krieger Institute)
- Hospital and Home-Based Treatment of a Child with Chronic Food Refusal and Gastronomy Tube Dependence. COLLEEN HUGHES, Debra Farrell (Kennedy Krieger Institute), Louis P. Hagopian, and Patricia Kurtz (Johns Hopkins School of Medicine)
- Shaping Food Consumption Using Graduated Exposure in the Treatment of Severe Food Selectivity. BRIDGET A. SHORE, Keith E. Williams, Laura Rizol, and David Wise (Kennedy Krieger Institute)
- Behavioral Treatment of Dysphagia: Forging New Frontiers in Traditionally Medical Territory. ROBERTA L. BABBITT, Keith E. Williams, and Dina Hajimihali (Kennedy Krieger Institute)

#162
Panel Discussion
9:00 AM - 10:50 AM
Erie Room
DDA
Autism SIG

Common and Critical Elements of Preschool Programs for Children with Autism: Part III

Chair: Andrew S. Bondy (Delaware Autistic Program)

- KATHLEEN DYER (The Bancroft Preschool)
- MARIA AGNEW (The Bancroft Preschool)
- MARJORIE CHARLOP-CHRISTY (Claremont McKenna College)

- PATRICIA J. KRANTZ (Princeton Child Development Institute)

#163

Symposium

9:00 AM - 10:50 AM

Superior Room A

DDA

Large-Scale Implementation of an Instructional System: Lessons and Plans

Chair: Ogden Lindsley (Behavior Research Company, Lawrence, Kansas)

Discussant: Kent R. Johnson (Morningside Learning Systems, Seattle)

- Implementation Model. HOLLIND KEVO (Morningside Learning Systems, Seattle)
- The Curriculum. RODNEY NAPPER (Morningside Learning Systems, Seattle)
- The Consultant's Work. BRAD FRIESWICK (Morningside Learning Systems, Seattle)
- The Coach's Work. ELAINE FRANCES (Morningside Learning Systems, Seattle)
- The Principal's Work. THERESA SMITH (Hearst Elementary School, Chicago)
- The Teacher's Work. VIOLA WILEY (Hearst Elementary School, Chicago)
- The School District's Work. PAMELA CARLSON (Chicago Public Schools)
- The System Variables. T. V. JOE LAYNG (The New School for Learning Sciences, Seattle)

#164

Symposium

9:00 AM - 10:50 AM

Columbus Room A&B

TPC

The Devil is in the Details: Characterization of the Environment Adequate to an Understanding of Behavior

Chair: David A. Eckerman (University of North Carolina, Chapel Hill)

Discussant: Francis Mechner (Behavioral Sciences Applications, Inc.)

- Issues and Methods in Simulating Multi-Organism Interactions. WILLIAM R. HUTCHINSON (Behavior Systems)
- Virtual Realities and Real Laboratories. T.V. JOE LAYNG (Malcolm X College)
- CyberRat and Other Probes into Behavioral Systems: What This Tells Us About Research on Environmental and Organismic Setting Factors. ROGER D. RAY (Institute for Learning Technology)
- Situational Descriptions of Behavioral Procedures. STEVEN M. KEMP and David A. Eckerman (University of North Carolina, Chapel Hill)

#165

Symposium
9:00 AM - 10:50 AM
Ohio Room
TOX

Recent Advances in Behavioral Pharmacology

Chair: John M. Roll (Wayne State University)

Discussant: Nancy A. Ator (Johns Hopkins Medical Institution)

- d-Amphetamine Discrimination in Humans: Effects of Training Dose and Relation to Subject-Rated Drug Effects. CRAIG R. RUSH and Scott H. Kollins (University of Mississippi Medical Center)
- Comparison of Two Approaches for Measuring Impulsive Behavior in Rats: Waiting and Value Discounting. JERRY RICHARDS, Harriet de Wit, and Lewis Seiden (University of Chicago)
- Drug Discrimination Under Concurrent Fixed-Interval (FI) and Concurrent Fixed-Ratio (FR) Schedules. D.E. MCMILLAN and Mi Li (University of Arkansas)
- An Analysis of Unit-Price Predictions in a Choice Context. GREGORY J. MADDEN and Warren K. Bickel (University of Vermont)

#166

Symposium
9:00 AM - 10:20 AM
Huron Room
DEV

Behavior Analysis of Imitation

Chair: Sharon Alexander (Florida International University)

Discussant: Effie Kymissis (Alpine Learning Group)

- A Behavior-Analytic Model of Vicarious Reinforcement: Generalized Imitation Under Discriminative Control. MARICEL CIGALES, Jacob L. Gewirtz, Myra Duarte, and Sharon Alexander (Florida International University)
- The Role of Maternal Vocal Imitation on Infant Learning. MARTHA PELAEZ-NOGUERAS (Florida International University)
- Acquisition by Imitation and Sensitivity to Change. DANIEL J. BERNSTEIN (University of Nebraska, Lincoln)

#167

Paper Session
9:00 AM - 10:20 AM
Mississippi Room
EAB

Quantitative Analysis of Human Behavior

Chair: Nicole K. James (Eastern Michigan University)

- Punishment in Human Choice: Comparing Predictions of "Subtractive" and "Additive" Quantitative Models. ELLIOTT PALETZ and Thomas S. Critchfield (Auburn University)

- The Ideal Free Distribution: An Experimental Test with Humans Competing for Money. MICHAEL SOKOLOWSKI (University Charles de Gaulle, France)
- The Evolution of Players' Performance in a Computer Game. FERNANDO A. GONZALEZ and George Jones (Morris Brown College)

#168 Socially Relevant Interventions

Paper Session
9:00 AM - 10:20 AM
Sheraton Ballroom I
CCS

Chair: David Feeney (BehaviorCo Online Education Consultants, New York)

- Evaluating Drug Court Programs: Contingencies of Reinforcement in Urinalysis Outcomes. LISA JOHNSON-SHARPE (Resource Development Institute)
- The Use of Prompting Strategies to Increase Observing Behavior and Reduce Motor Vehicle Pedestrian Conflicts at Signalized Crosswalks. RON VAN HOUTEN (Mount Saint Vincent University), Louis Malenfant (Universite de Moncton), and Joy Van Houten (Center for Education and Research in Safety)
- Consumer Choice in Behavioral Perspective: A Review of the Literature. DIANE DICLEMENTE and Donald Hantula (Temple University)

#169 Extending the Applications of Active Student Responding

Symposium
9:00 AM - 10:50 AM
Colorado Room
EDC

Chair: James E. Carr (University of Nevada-Reno)

Discussant: Patricia M. Barbetta (Florida International University)

- The Effects of Guided Notes on Student Responding and Recall of Information in a University Classroom. JENNIFER L. AUSTIN, Matthew Thibeault, Melissa Gilbert (Florida State University), James E. Carr (University of Nevada-Reno), and Jon S. Bailey (Florida State University)
- Effects of Active Student Responding on Grades of Undergraduate Psychology Students. MARILYN COLON and Jon S. Bailey (Florida State University)

- Using Active Student Responding to Reduce Disruptive Behaviors in a Middle School Classroom. STEVE TAYLOR (Father Flanagan's Boys Town), Donald A. Wachelka (University of the Pacific), Amy Coggin, and Jon S. Bailey (Florida State University)
- Training Staff for Real: Increased Responding in Training Improves Responding in Direct Interaction When it Counts. Robert Panetti, Chris McDonough, Kim Ingram, Andrew Thomas (Apalachee Center for Human Services), Marilyn Colon (Florida State University), and MAXIN L. REISS (Behavior Management Consultants, Inc.)

#170

Symposium
9:00 AM - 10:50 AM
Michigan Room A
EAB

Is Timeout From Reinforcement an Aversive Event?

Chair: Timothy Hackenberg (University of Florida)

Discussant: Gregory Galbicka (Walter Reed Army Institute of Research)

- Some Variables Controlling Avoidance of Timeout from Positive Reinforcement. JOSUE KEELY and Kennon Lattal (West Virginia University)
- Timeout-Postponement Without Timeout-Frequency Reduction. CYNTHIA PIETRAS and Timothy Hackenberg (University of Florida)
- Stop the World I Want to Get Off: Factors Leading to the Production of Timeout from Positive Reinforcement on Fixed-Interval Schedules. LEO CARLIN and Michael Perone (West Virginia University)
- When More is Less: Timeout from Rich and Lean Fixed-Ratio Schedules of Positive Reinforcement. COLLEEN O'LEARY, Vickie Smith and Michael Perone (West Virginia University)

#171

Symposium
9:00 AM - 9:50 AM
Superior Room B
TBA

Teaching Behavior Analysis: Instructional Technology

Chair: Thomas L. Zane (Russel Sage College)

- Overt Responding in Programmed Instruction. MATTHEW L. MILLER (Western Michigan University)
- Importance of Instructor-Paced Contingencies in Distance Learning. KEVIN MURDOCK, Sean Harrington, Chris Willis and Darrel E. Bostow (University of South Florida)

#172 Developing the Future of Performance Management and Organizational Behavior Analysis

Symposium
9:00 AM - 10:50 AM
Arkansas Room
OBM

Chair: Brian L. Cole (Continuous Learning Group)

Discussant: Leslie A. Wilk (Continuous Learning Group)

- What the Business World Needs. JANE DOTY MACKENZIE (Chevron)
- What the World of Consulting Needs and Needs to do. JON E. KRAPFL (COBA)
- Defining Functional Training for Students. RAQUEL BORDAS and KEVIN NORR (Auburn University)
- Harmonizing Evolving Universities with Evolving Markets. BILL L. HOPKINS (Auburn University)

#173 Human Memory and Remembering Behavior

Symposium
9:00 AM - 10:50 AM
Mayfair Room
VRB

Chair: John Austin (Western Michigan University)

Discussant: Jack Michael (Western Michigan University)

- Framework for a Behavioral Interpretation of Memory. DAVID C. PALMER (Smith College)
- Active Behaviors in "Storage" of Information. PETER F. DELANEY (Florida State University)
- Fusing Cognitive Psychology and Behavior Analysis to Formulate a Usable Theory of Understanding Text. AMY E. HILLIARD and Janet Barnette (Florida State University)
- Behavioral Methods for Examining Cognitive Research Issues. ROBERT J. WALLANDER and Robert G. Elliott (Florida State University)
- A Behavior Analysis of a Feat of Exceptional Memory. RAJAN S. MAHADEVAN and Jon S. Bailey (Florida State University)

#174 Data-Based Studies in Educational Technology

Paper Session
9:00 AM - 10:50 AM
Missouri Room
EDC

Chair: Tom Sharpe (Purdue University)

- Implementing Applied Behavior Analysis to Teach Illiterate Adults. MARCO W. S. MARTINEZ, Martin Ortiz Bueno, and Dinorah Leon Cordoba (Universidad Veracruzana)
- Self-Correction Spelling: Two Methodological Variations to Improve Performance. TIMOTHY HERON and YVONNE GODDARD (The Ohio State University)

- A Comparison of Peer Tutoring and Response Cards. BELINDA LAZARUS (University of Michigan-Dearborn)
- Using Precision Teaching with a Student Who has an Emotional/Behavioral Disorder Diagnosis to Increase GED Scores: A Case Study. SANDRA M. COOLEY (University of Southern Mississippi)

#175a

Paper Session
9:00 AM - 10:50 AM
Michigan Room B
DDA

Research with Developmentally Disabled/Delayed Individuals

Chair: Ennio Cipani (California School Professional Psychology)

- Generalizability of Compliance Training to "Stop" and "Go" Commands for Noncompliant and Compulsive Behaviors. BO IN CHUNG (Yonsei University, Korea) and Hyun Sook Yoon (Seoul Clinical Institute for Child Development)
- Systematic Desensitization and Discrimination Training to Eliminate Fear of Blood and Training for Menstrual Cycle. ALEX DOMINGUEZ (Alex Dominguez & Associates, Inc.)
- Increasing Exercise in Prader-Willi Syndrome: A Longitudinal Study of Physiological and Behavioral Outcomes. BRUCE L. BAKKE, Robert C. Serfass, Charles J. Billington, Christopher C. Draheim, Paul V. Snyder, and Thomas W. Nesser (University of Minnesota)
- Reducing Tantrums in a Woman with Severe Developmental Retardation Through DRI, DRA, and Time-Out Procedures. TOR JENSSEN (University of Oslo, Norway)

#175b

Symposium
9:00 AM - 10:50 AM
Parlor F
CBM

Functional Assessments to Assist in Treatment Development for Severe Problem Behavior

Chair: Joseph S. Lalli (The University of Pennsylvania)

Discussant: Robert H. Horner (University of Oregon)

- Assessment of Problem Behavior in the Presence of Multiple Stimuli. Joseph Lalli and KELLY KATES (The University of Pennsylvania)
- Test-Control Comparisons within Undifferentiated functional Analyses. JOEL E. RINGDAHL (Louisiana State University), Timothy Vollmer (The University of Pennsylvania), and Henry S. Roane (Louisiana State University)

- The Effects of Noncontingent and Contingent Attention on Self-Injury, Manding, and Collateral Responses. K. MARK DERBY (Gonzaga University), Wayne W. Fisher, Cathleen C. Piazza, Arthur E. Wilke, and Whitney Johnson (Johns Hopkins University School of Medicine)
- Multiple Functions of Aberrant Behavior: The Effects of Toy Context. STEPHANIE M. PECK and Amy Jo Royster (Gonzaga University)
- Functional Analysis and Treatment of a Feeding Disorder for a Child Developmental disabilities. JEFFREY SPRAGUE and Kate Szidon (The University of Oregon)

#176 Teaching Behavior Analysis: Materials

Symposium
10:00 AM - 10:50 AM
Superior Room B
TBA
Teaching Behavior
Analysis SIG

Chair: Claudia E. McDade (Jacksonville State University)

- A Review of Sulzer-Azaroff and Mayer's Behavior Analysis for Lasting Change. DARREL E. BOSTOW (University of South Florida)
- Research with the Spanish Version of Elementary Principles of Behavior 2.0. SEBASTIAN FIGUEROA-RODRIGUEZ and Nancy Jacome-Aliva (Universidad Veracruzana)
- General Behaviorology: A Textbook. LAWRENCE E. FRALEY (West Virginia University)
- CD-Rom Delivery of Interactive Computer Tutorials. CHRIS WILLIS, Sean Harrington, and Darrel E. Bostow (University of South Florida)

#177 The WHO Safe Communities Program - An Opportunity to Make a Difference

Symposium
10:30 AM - 11:50 AM
Sheraton Ballroom I
CCS

Chair: Ned Carter (Uppsala University Hospital, Sweden)

Discussant: E. Scott Geller (Virginia Tech)

- The WHO Safe Community Network - Local Activity and International Cooperation. NED CARTER (Uppsala University Hospital, Sweden)
- Efforts to Achieve Safe Community Status in Uppsala County, Sweden. NED CARTER (Uppsala University Hospital)

#178 Training Effectiveness

Paper Session
10:30 AM - 11:50 AM
Mississippi Room

Chair: Aida Sanchez

- Application of Behavior-Analytic Principles In the Design of Robotic and Automated Training Systems. DAVID LUBIN (Behavior Therapy Group)

- A Comparison of Two Behavioral Training Components: Rate Building and Component Composite Analysis. DAVID ELLENWOOD, Philip Chase (West Virginia University)
- Pre- and Post-Training Assessments: Differences and Recommendations. BERNARD GUERIN, Dan Palmer, and Rachel Brace (University of Waikato, New Zealand)

#179

Symposium'
11:00 AM - 12:50 PM
Missouri Room
EDC

Behavioral Assessment and Technology Support Systems [BATSS]: Reinforcer Assessments and Functional Analyses in Public School Classrooms: How and Why

Chair: Janet Ellis (University of North Texas)

- Creation of Need for BATSS and Structure of Service Delivery. JANET ELLIS (University of North Texas)
- Management of Object Mouthing in The Classroom. STACIE NAFTOLIN (University of North Texas)
- Evolution of Changes in Functional Analysis Procedures for Classroom Settings. SANDY MAGEE (University of North Texas)
- Interpersonal Repertoire Required for Success of Behavioral Systems in Public School Settings: What and Why. ROBIN REXROAT (University of North Texas)
- Programming Common Stimuli To Promote Generalized Question-Asking in a Child with Autism. PRUDENCE HAGEN (Princeton Child Development Institute)

#180

Panel Discussion
11:00 AM - 11:50 AM
Huron Room
DEV

Field Initiated Research - A Community Project in Inclusive and Diverse Environments

Chair: Marisal Reyes Gavilan (Florida International University)

- MARIA ANTONIETA BILBAO (Florida International University)
- CARMEN MENDEZ (Florida International University)

#181

Symposium
11:00 AM - 12:50 PM
Erie Room
DDA

Use of Parents as Therapists to Treat Severe Behavior

Chair: Stephanie M. Peck (Gonzaga University)

Discussant: Robert H. Horner (The University of Oregon)

- Using Parents as Trainers to Enhance the Generalization of Treatment Effects from Home to School Settings. K. MARK DERBY (Gonzaga University), David P. Wacker, Wendy K. Berg, Jay W. Harding, and Jenny Asmus (The University of Iowa)

- Effects of Clinician Instructions on Parent Behavior Via a Component Analysis of Treatment. JANET DREW, David P. Wacker, Tracy Stephens, Jessica Huisman, Beth Stoner, Krista Kayser, and Marc S. Andelman (The University of Iowa)
- Collaborative Positive Behavioral Support Research with Families: Longitudinal, Single-Case Analyses with Two Families of Children with Disabilities and Problem Behaviors. JOSEPH M. LUCYSHYN (Teaching Research - Eugene), Richard W. Albin, Robert H. Homer, Charles D. Nixon (University of Oregon), Jane Chase Mann, and James A. Mann (Eugene, Oregon)
- Parent-Implemented Component Analysis of Active Treatment Variables in an Intervention Package to Increase Weight Gain in a Teenage Girl. DENA SCOTT and Stephanie M. Peck (Gonzaga University)

#182

Symposium
11:00 AM - 12:50 PM
Michigan Room B
DDA

Recent Research on Stimulus Preference Assessments

Chair: Timothy R. Vollmer (University of Pennsylvania)

Discussant: Gary M. Pace (Johns Hopkins University School of Medicine)

- Choice Paradigms for Identifying Potential Reinforcers and Assessing their Relative Reinforcement Value. LYNN G. BOWMAN, Wayne W. Fisher, Cathleen C. Piazza, Louis P. Hagopian, David E. Kuhn, and Patricia F. Kurtz (Kennedy Krieger Institute and Johns Hopkins University)
- Preference and Reinforcement Analyses During Meals. LINDA J. COOPER and David P. Wacker (The University of Iowa)
- The Identification of Activity Reinforcers Through Stimulus Preference Assessments: Special Problems and Possible Solutions. ISER G. DELEON and Brian A. Iwata (University of Florida)
- Evaluation of a Brief Stimulus Preference Assessment. HENRY S. ROANE, Timothy R. Vollmer, Joel E. Ringdahl, Bethany A. Marcus, and Victoria Swanson (Louisiana State University)

#183

Panel Discussion'
11:00 AM - 12:50 PM
Ontario Room
CBM

A Clinical Behavior Analytic Case Conference

Chair: Lucianne Hackbert (University of New Mexico)

- LUCIANNE HACKBERT (University of New Mexico)
- MICHAEL J. DOUGHER (University of New Mexico)
- ROBERT J. KOHLENBERG (University of Washington)
- KURT SALZINGER (Hofstra University)

- #184 World Terrorist Behavior**
 Panel Discussion
 11:00 AM - 12:50 PM
 Chicago Ballroom IX
 ELS
 Chair: Stephen A. Graf (Youngstown State University)
- STEPHEN A. GRAF (Youngstown State University)
 - SIGRID S. GLENN (University of North Texas)
 - OGDEN LINDSLEY (University of Kansas)
 - JEROME ULMAN (Ball State University)
 - RICHARD F. RAKOS (Cleveland State University)
 - HENRY S. PENNYPACKER (University of Florida)
- #185 Recent Contributions of the Experimental Analysis of Behavior to Psychopharmacology**
 Symposium
 11:00 AM - 12:50 PM
 Ohio Room
 TOX
 Chair: Gregory J. Madden (University of Vermont)
 Discussant: Marc N. Branch (University of Florida)
- Behavioral Analysis of Inhalent Use. JAMES P. ZACNY and Jeffrey Galinkin (University of Chicago)
 - Mechanisms that may Underly Drug-Induced Increases in Response Rates Under Periodic Reinforcement Conditions. DAVID W. SCHAAL, Amy L. Odum (West Virginia University)
 - Behavioral Tolerance: Modulation by Historical Variables. CHRISTINE E. HUGHES, Sonya K. Wilson and Linda Dykstra (University of North Carolina, Chapel Hill)
 - Laboratory Analog of Contingency-Management Procedures. JOHN M. ROLL (Wayne State University) and Steven T. Higgins (University of Vermont)
- #186 Teaching Behavior Analysis: Courses**
 Symposium
 11:00 AM - 11:50 AM
 Superior Room B
 TBA
 Chair: Gerald Mertens (Saint Cloud State University)
- A Live Look at the Structure of a Voluntary Honors Program for Outstanding Students at Western Michigan University. BETH A. TROJAN and Julie Paul (Western Michigan University)
 - Using Applied Behavior Analysis to Increase Research Activities of Master Students. MARCO W. S. MARTINEZ and A. Daniel Gomez Fuentes (Universidad Veracruzana)
 - GRE: Part IV. CORINA GROEGER and Richard W. Malott (Western Michigan University)
- #187 Relevant Variables in the Analysis of Choice**
 Paper Session
 11:00 AM - 12:20 PM
 Michigan Room A
 EAB
 Chair: Lewis A. Bizo (Arizona State University)
- Preference, Resistance to Extinction, and the Partial Reinforcement Effect. JOHN A. NEVIN and Randolph C. Grace (University of New Hampshire)

- The Determinants of Local Behavior in Choice Situations. RICHARD KEEN and Armando Machado (Indiana University)
- Foraging in a Video-Game Simulation: A Test of the Optimal Diet Model in Humans. MICHAEL SOKOLOWSKI (Univesite Charles de Gaulle, France)

#188

Symposium
11:00 AM - 12:50 PM
Arkansas Room
OBM

OBM Internships: Lessons in the Real World

Chair: Judith A. Honeywell (Western Michigan University)

- Transfer of Instructional Design Training from Graduate School to an OBM Internship. KEVIN J. MUNSON and Julie M. Smith (The Continuous Learning Group, Inc.)
- Using OBM Technology in a TQM Program. TIMOTHY V. NOLAN (Western Michigan University)
- Fighting Unions with OBM Technology. JUDITH A. HONEYWELL (Western Michigan University)
- Internships: The Employers Perspective. TRACY A. THURKOW (The Continuous Learning Group, Inc.)

#189

Symposium
11:00 AM - 12:20 PM
Mayfair Room
VRB

Contemporary Research in Derived Stimulus Relations

Chair: Steven C. Hayes (University of Nevada-Reno)

- Before and After Relations and the Analysis of Rule-Governance. DERMOT BARNES and Neil Hegarty (University College, Cork)
- Stimulus Pairing Procedures for Analyzing Derived Stimulus Relations. DERMOT BARNES, Paul Smeets, Geraldine Leader and Veronica Cullinan (University College, Cork)
- This Research Has No Class: Methodologies Suited for the Investigation of Stimulus Relations. STEVEN C. HAYES (University of Nevada-Reno) and Dermot Barnes (University College, Cork)

#190

Paper Session
11:00 AM - 12:50 PM
Colorado Room
EDC

Fluency, Celeration and Learn Units

Chair: Leslie Burkett (University of North Texas)

- A Comparison of Different Fluency Criteria on the Acquisition and Maintenance of a New Skill. Janet S. Twyman, SARA HOGIN MCDONOUGH, and Alexis Schwartzreich (Fred S. Keller School)
- Understanding Fluency: How Fast is Fast Enough for Maintenance? JANET S. TWYMAN, Sara Hogin McDonough, and Theresa DeMealo (Fred S. Keller School)

- The Center for Individualized Instruction is Still Celerating! CLAUDIA E. MCDADE and JOHN M. BROWN (Jacksonville State University)
- Is the Learn-Unit a Natural Fracture of Teaching? R. DOUGLAS GREER (Columbia University Teachers College)

#191

Paper Session
11:00 AM - 11:50 AM
Superior Room A
DDA

Analysis and Application of Functional Communication Training

Chair: Anthony Castrogiovanni (Chimes Delaware)

- An Evaluation of the Locus of Control of Reinforcement in Functional Communication Training Using the Picture Exchange Communication System. ANTHONY CASTOGIOVANNI and Bobbi Kaeppler (Chimes Delaware)
- Prevention of Severe Behavior Problems. CHRISTINE E. REEVE (Murdock Center) and Edward G. Carr (SUNY at Stony Brook)

#192

Symposium
12:00 PM - 1:50 PM
Mississippi Room
EAB

Human Operant Studies of Punishment and Conditioned Suppression

Chair: John Crosbie (West Virginia University)

Discussant: Mark Galizio (University of North Carolina at Wilmington)

- Proportion of Punishment as a Factor in Punishment Contrast and Induction with Humans. JANET EMMENDORFER (West Virginia University)
- Stimulus Generalization of Effects of Response-Dependent and Response-Independent Delayed Point Loss with Humans. JENNIFER O'DONNELL and John Crosbie (West Virginia University)
- Conditioned Suppression as a Function of Signaled and Unsignaled Inhalations of 20% Carbon-Dioxide-Enriched Air. CARL W. LEJUEZ and Georg Eifert (West Virginia University)
- Punishment: Biologically-Mediated Somatic Slowdown? JOHN CROSBIE (West Virginia University)

#193

Symposium
12:00 PM - 1:20 PM
Superior Room A
DDA
Autism

Video Modeling: A Methodology to Facilitate the Acquisition of Social, Verbal, and Play Skills in Children with Autism

Chair: Len Levin (Alpine Learning Group)

Discussant: Laura Schreibman (University of California, San Diego)

- The Use of Video Technology to Increase Social Behaviors in Children with Autism: Is There Such a Thing as a "Visual Learner?" KAREN L. PIERCE, Michelle Sherer, Kim Kisacky, Sara Paredes, and Laura Schreibman (University of California, San Diego)
- Increasing Play-Related Statements Toward Siblings by Children with Autism: Effects of Video Modeling. BRIDGET A. TAYLOR, Len Levin, and Suzanne Jasper (Alpine Learning Group)
- The Use of Video Modeling to Teach Independent, Cooperative, and Pretend Play to Children with Autism. MARJORIE H. CHARLOP-CHRISTY (Claremont McKenna College)

#194

Paper Session

12:00 PM - 12:50 PM

Superior Room B

TBA

Introducing Behavior Analysis in Non-behavioral Settings

Chair: Wendy E. Roth (Florida International University)

- Teaching Behavior Analysis in Non-Behavioral Settings. GORDON HENRY (Southern Illinois University at Edwardsville)
- The Lone Behaviorist: Methods for Teaching Behaviorism in a Predominantly Cognitive Psychology Department. KRISTEN E. LUKAS, M. Jackson Marr, and Terry L. Maple (Georgia Institute of Technology/ Zoo Atlanta)
- ABA as a Second Language: Starting a Behavioral Program in a Non-Behavioral Preschool. DANA R. REINECKE (The Graduate School and University Center, CUNY)

#195

Business Meeting

12:00 PM - 12:50 PM

Parlor F

Berkshire Association for Behavior Analysis and Therapy (BABAT)

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

Regular meeting of the Berkshire Association to review current issues and future planning.

#196

Business Meeting

12:00 PM - 12:50 PM

Sheraton Ballroom II

Behavioral Gerontology

Chair: David G. Born (University of Kansas)

Discussion of the health of the SIG, plans for the future of the SIG, social and professional contacts with others interested in behavioral gerontology.

#197

Business Meeting

12:00 PM - 12:50 PM

Parlor C

BALANCE SIG

Chair: Stephen R. Flora (Youngstown State University)

Review past year's activities, plan next year's activities and elect new officers.

Sunday, May 25

- #198 A Community Wide Program to Prevent Young Adolescents' Alcohol Use: Project Northland**
 Invited Address
 12:30 PM - 1:20 PM
 Sheraton Ballroom I
 CCS
 Chair: Barbara Gunn (Oregon Research Institute)
 • CHERYL PERRY (University of Minnesota)
- #199 Uncommon Joy: A Fred S. Keller Photo Album**
 Multimedia Presentation
 12:30 PM - 1:20 PM
 Michigan Room A
 EAB
 Chair: David A. Eckerman (University of North Carolina at Chapel Hill)
- #200 Analysis of Verbal Behavior**
 Paper Session
 12:30 PM - 1:20 PM
 Mayfair Room
 VRB
 Chair: Karen Griffiee (Adams State College)
 • A Comparison of Establishing Operations for Teaching Mands. BARBARA SCHWARTZ (Bowie State University) and R. Douglas Greer (Columbia University)
 • Attributions, Attitudes, and Beliefs: All the Same for the Behavior Analysis and the Discursive Action Model. BERNARD GUERIN (University of Waikato, New Zealand)
- #201 The Many Facets of In-Home Behavioral Programming**
 Symposium
 1:00 PM - 2:50 PM
 Ontario Room
 CBM
 Chair: Shirley O'Brien (Community Environments)
 Discussant: Brandon Greene (Project 12-Ways)
 • Wading Through the Red Tape: Life as an Administrator of a Home-Based Behavioral Services Program. SHARON OLDER (Intervention Services)
 • Life on the Road: How to be a Full-Time Behavior Analyst in the Field. JOHN P. HORISHNY (Intervention Services)
 • "But I Really Want My Kid to Fail:" Predicting Treatment Resistance and Treatment Failure. CYDNEY YERUSHALMI (Yerushalmi Associates) and Sharon Older (Intervention Services)
 • How do We Stack up? A Comparison of Behavioral versus Traditional Approaches. SHARON OLDER and Brian Schnieder (Intervention Services)
- #202 Delivering Brain Injury Services in Non-Traditional Settings**
 Symposium
 1:00 PM - 2:50 PM
 Parlor C
 CBM
 Chair: Paul A. Nau (Bancroft)
 Discussant: Stephen C. Luce (University of Chicago)

- The Role of Behavior Analysis in Home- and Community-Based Neurological Rehabilitation. GARY M. PACE (Johns Hopkins University School of Medicine) and Michael W. Schlund (Kennedy Krieger Institute)
- Improving Functional Outcomes Through a Therapeutic Continuum of Care. KIMBERLEY D. WILLIS, Terry J. Page and Arleen DeStefano (Bancroft)
- The Use of Parents and Paraprofessionals in Home- and Community-Based Behavioral Programming for Brain Injuries. CRAIG BITTER and James Cormier (Behavior Consultants)
- Advancing the Neurobehavioral Treatment of Severe Behavior Disorders. TERRY J. PAGE and Kimberli R. H. Treadwell (Bancroft)

#203

Morningside Behind Bars

Symposium
1:00 PM - 2:20 PM
Sheraton Ballroom II
DDA

Chair: Angela Boone (Morningside Learning Systems, Seattle)

Discussant: Aubrey Daniels (Aubrey Daniels and Associates, Inc.)

- Challenges Imposed by Implementation in Correctional Facilities. HUBEY DURE and Paul T. Andronis (Malcom X College)
- Building a High School for Short-Term Correctional Facilities. RODNEY NAPPER (Morningside Learning Systems, Seattle)

#204

Extending Supported Employment Opportunities to People with the Most Severe Disabilities: Issues, Strategies and Outcomes

Symposium
1:00 PM - 2:20 PM
Erie Room
DDA

Chair: Dennis H. Reid (Louisiana State University Medical Center)

Discussant: Carolyn Hughes (Vanderbilt University)

- A Review of the Involvement of People with the Most Severe Disabilities in Supported Employment: Issues and Future Directions. DENNIS H. REID (Louisiana State University Medical Center), Marsha B. Parsons (Carolina Behavior Analysis and Support Center), and Carolyn W. Green (Western Carolina Center)
- Determining Job Preferences of People with Severe, Multiple Disabilities Prior to Beginning Supported Employment: Matching Work Preferences with Work Opportunities. CAROLYN W. GREEN (Carolina Behavior Analysis and Support Center), Marsha B. Parsons (Western Carolina Center), and Dennis H. Reid (Louisiana State University Medical Center)

- Effects of Supported Employment versus Traditional Day Treatment Services on Selected Quality of Life Variables among People with Severe, Multiple Disabilities. CAROLYN W. GREEN (Western Carolina Center), Marsha B. Parsons (Carolina Behavior Analysis and Support Center), and Dennis H. Reid (Louisiana State University Medical Center)

#205
Symposium
1:00 PM - 2:50 PM
Ohio Room
TOX

Coordinating Psychopharmacology and Behavior Analysis to Effectively Deal with Problem Behaviors in Persons with Developmental Disabilities

Chair: Patricia S. McGuire (Lincoln Developmental Center)
Discussant: Don R. Thomas (Lincoln Developmental Center)

- The Importance of a Behavior-Analytic Approach to Evaluating Drug Effects: The Case of Lithium. PATRICIA S. MCGUIRE, Jane Adrian, Robert J. Pary, and Don R. Thomas (Lincoln Developmental Center)
- Shaping the Behavior of Psychiatrists and Staff to "Look at the Data": Problems and Solutions. CONSTANCE DENA SAXE, Gregory R. Price, and David V. Tranquilli (DATAHR Rehabilitation Institute)
- Effective Psychotropic Medication Monitoring: The Search for the Minimal Effective Dose. KATY ALGER (Thomas Allen, Inc.)
- The Value of Data-Based Decisions: A Psychiatrist's Perspective. Robert J. Pary (SIU School of Medicine)

#206
Symposium
1:00 PM - 2:50 PM
Chicago Ballroom IX
ELS

Behavior Analysis of Adolescents' Nicotine Use in the Community

Chair: Pamela K. Xaverius (University of Kansas)
Discussant: Leonard A. Jason (DePaul University)

- Clinician-Initiated Prevention of Adolescent Tobacco Use: A Controlled Trial. S. RUSSOS, M. Hovell, J. Jones, D. Slymen, S. Burkhan-Kreitner, R. Hofstetter, D. Noel, and B. Rubin (San Diego State University)
- Using Citizen Surveillance and Feedback to Reduce Illegal Tobacco Sales. J. BERKLEY, S. Fawcett, S. Russos, K. Richter, C. Lopez, and A. Paine-Andrews (University of Kansas)
- Research on the Sales of Smokeless Tobacco to Adolescents. P. XAVERIUS, B.D. Billows, Leonard A. Jason, and C.P. King (DePaul University)
- An Effort to Reduce Teen Cigarette Use. LIONEL RUCKSTUHL (University of Nevada-Reno) and Anthony Biglan (Oregon Research Institute)

- #207**
Symposium
1:00 PM - 2:20 PM
Huron Room
DEV
- The Culture of Behavior Analysis: Research - Design Practices of Behavior Analysts**
Chair: Henry S. Pennypacker (University of Florida)
Discussant: Henry S. Pennypacker (University of Florida)
- On Some Uses of Group Designs in Behavior-Analytic Research. JACOB L. GEWIRTZ (Florida International University)
 - Trends in the Use and Interpretation of Single-Subject Designs. SCOTT L. FRASER (Florida International University)
 - Problems Inherent in the Use of Inferential Statistics for Analyzing Differences in Behavior. BILL L. HOPKINS (Auburn University)
- #208**
Panel Discussion
1:00 PM - 2:50 PM
Missouri Room
EDC
- Roundtable Discussion: Promoting Behavioral Educational Strategies in America's Schools: Rewards and Challenges**
Chair: Corrine R. Donley (University of Wisconsin, Oshkosh)
Discussant: Beth Sulzer-Azaroff (University of Massachusetts)
- T. V. JOE LAYNG (Malcom X College)
 - IRENE DAMOTA (Chicago Public Schools)
 - R. DOUGLAS GREER (Columbia University Teachers College)
 - JAMES MURRAY (Chicago Public Schools)
 - SHEILA SCHLAGGER (Chicago Public Schools)
- #209**
Symposium
1:00 PM - 2:50 PM
Superior Room B
TBA
- Teaching Behavior Analysis: Teaching Parents to Apply the Basics**
Chair: Sarah K. Moore (Fred S. Keller School)
Discussant: Glenn I. Latham (Utah State University)
- Parents as Partners: A Preschool's Behavioral Parent Education Program. EDNA S. BROWN and Sarah K. Moore (Fred S. Keller School)
 - Planned Activities Training for Parents: What it is; How to do it. JOHN R. LUTZKER (University of Judaism), Stephanie E. Steed (University of Kansas) and Kim B. Huynen (Behavior Change Associates/Project Ecosystems)

- Applied Behavior Consultants. BRENDA J. TERZICH (Applied Behavior Consultants)
- Working Together with Families of Children with Developmental Disabilities: A Focus on Assessment. BETH DIVINEY (Young Adult Institute)

#211 Theoretical Issues in Behavior Analysis II

Paper Session
1:00 PM - 2:50 PM
Colorado Room
TPC

Chair: Amy K. Yurk

- Implied Behavior Analysis. KURT SALZINGER (Hofstra University)
- Emergence as a Behavior-Analytic Term: A Critique. TED SCHONEBERGER (Applied Behavior Consultants, Sacramento, CA)
- Two Instances of Category Mistakes: On Emphasizing the Distinction Between Instances and Patterns. MANISH VAIDYA and Timothy D. Hackenberg (University of Florida)
- Intentions as Verbal Behavior: Behaving Intentionally, Intending, and Intentional Behavior. PAUL NEUMAN (Bryn Mawr College)
- Three Philosophical Issues Viewed From The Perspective of Computer Simulations. JOSE E. BURGOS (Universidad Central de Venezuela)

#212 The Prevention of Crime in America's Communities: The Peacebuilder Program

Panel Discussion
1:30 PM - 3:20 PM
Sheraton Ballroom I
CCS

Chair: Carol Metzler (Oregon Research Institute)

- DENNIS EMBRY (Heartsprings, Inc.)
- BRIAN FLAY (University of Illinois, Chicago)
- MARK A. MATTAINI (Columbia University)
- THOMAS DISHION (Oregon Social Learning Center)

#213 Issues in the Experimental Analysis of Behavior

Paper Session
1:30 PM - 3:20 PM
Michigan Room A
EAB

Chair: Kathleen E. Zimmerman (Eastern Michigan University)

- Models of Ratio-Schedule Performance. LEWIS A. BIZO and Peter R. Killeen (Arizona State University)
- Response Acquisition With Delayed Reinforcement Under A Temporally Defined Schedule. MARCO A. PULIDO and Carlos A. Bruner (National Autonomus University of Mexico)

- Discriminative Complexity: Theoretical Proposal, Preliminary Data and Some Possible Applications. DOMINGOS COELHO, Jorge Oliveira-Castro, Carlos Souza and Eileen Flores (Universidade de Brasilia)
- Satiation Can Cause Within-Session Decreases in Responding. SERGEI V. BOGDANOV, Lewis A. Bizo, and Peter R. Killeen (Arizona State University)

#214 Behavioral Approaches to Community Change

Symposium
1:30 PM - 3:20 PM
Mayfair Room
CCS

Chair: Yolanda Suarez-Balcazar (Loyola University)

Discussant: Doreen Salina (Northwestern University)

- A Feedback Intervention to Affect Environmental Compliance with ADA. CHRISTOPHER KEYS, Fabricio Balcazar, Don Kaplan, Yolanda Suarez-Balcazar, Michelle Lloyd, Jose Mendez, Mike Koerner (University of Illinois at Chicago)
- A Behavioral Approach to Promote Community Involvement Among Latino Families. YOLANDA SUAREZ-BALCAZAR (Loyola University of Chicago) and Brigida Hernandez (Northwestern University)
- The Action Letter Portfolio: Teaching Citizens with Disabilities to Take Action on their Disability Concerns. GLEN W. WHITE, RICHARD THOMAS and Dorothy E. Nary (University of Kansas)
- A Comprehensive Behavioral Approach to help Latino Youth Disabilities Who Drop Out of School. FABRICIO BALCAZAR, Holly Barnes, and Christopher Keys (University of Illinois)

#215 Applications of Choice to Identify Potential Reinforcers: Extensions and Treatment Implications

Symposium
2:00 PM - 3:50 PM
Michigan Room B
DDA

Chair: K. Mark Derby (Gonzaga University)

Discussant: Lee Kern (Children's Seashore House and University of Pennsylvania)

- The Influence of Format Presentation of Choice Presentation on the Choice-Making Behavior in Individuals with Developmental Disabilities. KATHLEEN DYER (Bancroft Inc.) and Zbigniew Golonka (Children's Seashore House and University of Pennsylvania)
- The Analyses of the Stability of Results of Preference Assessment and a Multiple-Stimuli-Without-Replacement Assessment. ZBIGNIEW GOLONKA, Lauren Fogel, Amy McGow, and Dorothy Lattella (Children's Seashore House and University of Pennsylvania)

- Effects of Increased Response Effort and Reinforcer Delay on Choice and Aberrant Behavior. K. MARK DERBY (Gonzaga University), Patricia Kurtz, Angela J. Fahs, and Mary Augustine (Kennedy Krieger Institute)
- Treatment of Problem Behavior Maintained by Access to Preferred Activities: Teaching Tolerance for Delay. ANJALI BARRETTO and Stephanie M. Peck (Gonzaga University)

#216

Symposium
2:00 PM - 3:50 PM
Superior Room A
DDA

Outcome Data: Inpatient, In-Home, and Residential Placement Examples

Chair: Jennifer M. Asmus (The University of Iowa)

Discussant: David P. Wacker (The University of Iowa)

- The Biobehavioral Inpatient Service at The University of Iowa. JENNIFER M. ASMUS, David P. Wacker, and Marc S. Andelman (The University of Iowa)
- Functional Communication Training with and without Extinction and Punishment. LOUIS P. HAGOPIAN, Wayne W. Fisher, Michelle L. Thibault, Jean Acquisto, Jean-Marie Marhefka, Steven E. Lindauer, and Laurie E. Breen (Kennedy Krieger Institute)
- The Behavioral Feeding Disorders Service at The University of Iowa. LINDA J. COOPER, David P. Wacker, and Kimberly A. Brown (The University of Iowa)
- A Longitudinal Evaluation of Prevalent Negative Beliefs About Residential Placement for Troubled Adolescents. PATRICK C. FRIMAN (Father Flanagan's Boy's Home)
- Outcomes of In-Home Assessment and Treatment with Young Children who Display Challenging Behavior. JAY W. HARDING, David P. Wacker, Wendy K. Berg, Jennifer M. Asmus, and K. Mark Derby (The University of Iowa)

#217a

Symposium
2:00 PM - 3:50 PM
Mississippi Room
EAB

Variables That Influence the Emergence and Extension of Equivalence Classes

Chair: Lanny Fields (Queens College and the Graduate Center, CUNY)

Discussant: Grayson Osborne (Utah State University)

- Effects of OTM and MTO Training and Class Size on Likelihood of Equivalence Class Formation in Adults. SHARON A. HOBBIE, Lanni Fields, and Barbara J. Adams (Queens College and the Graduate Center, CUNY)

- Effect of Prior Establishment of Pseudo Equivalence Classes on the Formation of New Equivalence Classes Under the Simultaneous Protocol. ANTONIO VARELAS, Lannie Fields, Devorah Rosen, Kenneth F. Reeve, and James Belanich (Queens College and the Graduate Center, CUNY)
- Effects of Previously Established Unlinked and Linked Conditional Discriminations On the Emergence of New Equivalence Classes Under the Simultaneous Protocol. DEVORAH ROSEN, Lanny Fields, Antonios Varelas, Kenneth F. Reeve, and James Belanich (Queens College and the Graduate Center, CUNY)
- Effect of Prior Conditional Discrimination Training, Symmetry and Transitivity Probing on the Emergence of New Equivalence Classes Under the Simultaneous Protocol. LANNY FIELDS, Antonios Varelas, Devorah Rosen, Kenneth F. Reeve, James Belanich, and Sharon Hobbie (Queens College and the Graduate Center, CUNY)
- Predicting the Merger of Perceptual Classes and Equivalence Classes From Generalization Gradients of Emergent Relations. KENNETH F. REEVE, Lanny Fields, and Barbara J. Adams (Queens College and the Graduate Center, CUNY)

#217b ABA Business Meeting

Business Meeting
2:00 PM – 2:50 PM
Chicago Ballroom X

Chair: Marc N. Branch (University of Florida)

The meeting agenda will consist of a review of past meeting minutes and current reports from boards and their corresponding committees. Election results will also be discussed. Informal items from attendees will be welcome.

- Administration Board – Finances, Office Management, and Publications, MARIA E. MALOTT (Malott & Associates, Kalamazoo, MI)
- Affiliated Chapters Board, GERALD L. SHOOK (Shook and Associates)
- Education Board, RICHARD W. MALOTT (Western Michigan University)
- Membership Board, JANET ELLIS (University of North Texas)
- Public Policy and External Relations Board, HOWARD SLOANE (Cambridge Center for Behavioral Studies)
- Publication Board, MICHAEL PERONE (West Virginia University)

- Program Board, JAMES M. JOHNSTON (Auburn University) and EDELGARD WULFERT (SUNY at Albany)
 - Standards and Accreditation Board, JAY MOORE (University of Wisconsin, Milwaukee)
- #218a**
Symposium
2:00 PM – 3:50 PM
Sheraton Ballroom III
EAB
- Rule-Governed Behavior: Bridging the Gap Between Basic and Applied Science**
Chair: Edelgard Wulfert (SUNY at Albany)
Discussant: Sam M. Leigland (Gonzaga University)
- Manipulating the Correspondence Between Belief and the World: The Effects of Differential Reinforcement and Social Context. DAVID GREENWAY (University of Southwestern Louisiana), Edelgard Wulfert (SUNY at Albany), Steven C. Hayes (University of Nevada-Reno), Connie Hardin and Mark Buckner (University of Southwestern Louisiana)
 - Analyzing Rule-Following in Applied Settings. DERMOT BARNES, Desmond Fitzgerald (University College of Cork, Ireland) and Brian Roche (University of Bath, U.K.)
 - Teaching School Staff to Respond Differentially to Adolescent Students' Actual Non-Compliance and their Verbal Non-Compliance. KENNETH R. HUNTLEY (Stanislaus Academy and Chapman University)
- #218b**
Paper Session
2:30 PM - 3:50 PM
Arkansas Room
OBM
- Team Work**
Chair: Cloyd Hyten (University of North Texas)
Discussant: Judy L. Agnew (Aubrey Daniels & Associates, Inc.)
- Team Work: Definition and Components. SUNNY HORI, Cynthia L. Morris, and Sara E. L. Sartain (West Chester University)
 - Team Work: Organizational Support Components. Sunny Hori, CYNTHIA L. MORRIS, and Sara E. L. Sartain (West Chester University)
 - Team Work: Internal Team Processes. Sunny Hori, Cynthia L. Morris, and SARA E. L. SARTAIN (West Chester University)

- #219**
Paper Session
2:30 PM - 3:20 PM
Columbus Room A&B
TPC
- Towards "Culturally Sensitive Psychology": Tackling Ethnic and Minority Differences in Personal Values and Meaning**
Chair: Karen Griffiee (Adams State College)
- Towards "Culturally Sensitive Psychology": Tackling Ethnic and Minority Differences in Personal Values and Meaning. KAREN GRIFFEE (Adams State College)
 - Is Culturally Sensitive Psychology an Oxymoron? WINIFRED C. T. JU (University of Nevada-Reno)
- #220**
Panel Discussion
3:00 PM - 3:50 PM
Huron Room
DEV
- Teaching an Undergraduate Course in Development from a Behavior-Analytic Perspective**
Chair: Gary Novak (California State University, Stanislaus)
- GARY NOVAK (California State University, Stanislaus)
 - CHARALAMBOS CLEANTHOUS (Eastern Washington University)
 - EMILY BRANSCUM (Florida International University)
- #221**
Panel Discussion
3:00 PM - 3:50 PM
Colorado Room
EDC
- Is It There Between the Lines? The Speed-Comprehension Link**
Chair: Connie J. Williams (Jacksonville State University)
- CONNIE J. WILLIAMS (Jacksonville State University)
 - JOHN M. BROWN (Jacksonville State University)
 - ANGELA S. VELTZ (Jacksonville State University)
- #222**
Paper Session
3:00 PM - 3:50 PM
Erie Room
DDA
- Issues in Developmental Disabilities**
Chair: Kent R. Johnson (Morningside Learning Systems)
- Yours is Mine or Mine is Yours: Language Training for an Autistic Child. PAUL T. ANDRONIS (Northern Michigan University)
 - The Case for 'The Program' as a Unit of Analysis. T. V. JOE LAYNG (The New School for the Learning Sciences, Seattle)
- #223**
Paper Session
3:00 PM - 3:50 PM
Missouri Room
EDC
- Leadership in Education**
Chair: Ennio Cipani (California School Professional Psychology)
- In Defense of Leadership: Or Whales are Only Harpooned when They Surface. TIMOTHY HERON (The Ohio State University)
 - Ethics and Florida's School Advisory Councils: The Data are In! PAMELA G. OSNES (University of South Florida)

#224
Presidential Address
4:00 PM - 4:50 PM
Chicago Ballrooms VIII,
IX, & X

Behavior Analysis and the R&D Paradigm
Chair: Marc N. Branch (University of Florida)
• JAMES M. JOHNSTON (Auburn University)

#225
Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
CBM

Clinical, Family, Behavioral Medicine

1. Rules and Reinforcement Contingency Changes in Persons with Obsessive-Compulsive Disorders. D.J. MORAN and Kurt Salzinger (Hofstra University)
2. Brain Injury and Applied Behavior Analysis: An Examination of Recent Publications. PAUL LEE, Gerald Bernicky, Wanda Smith, and Andrew McNamara (West Park Hospital)
3. Increasing ADL Skills Using Applied Behavior Analysis and Medication Reductions: A Case Study of an Adult Male with an Acquired Brain Injury. GERALD BERNICKY, Kevin Peters, Amy McParland, and Andrew McNamara (West Park Hospital)
4. Decreasing Maladaptive Behaviors Using Applied Behavior Analysis and Medication Reductions: A Case Study of an Adult Male with an Acquired Brain Injury. GERALD BERNICKY, Lori Czajka, and Andrew McNamara (West Park Hospital)
5. Increasing Compliance While Teaching an Adult Male with an Acquired Brain Injury Who is Slow-to-Recover to Self-Propel His Wheelchair. SARAH LAMBERT (Chedoke-McMaster Hospitals), Silvia Lawrence (Comcare, Ltd.), and Steve Metham (Chedoke-McMaster Hospitals)

#226
Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
DDA, DEV

Developmental Disabilities; Autism; Human Development

6. Increases in the Communicative Behaviors of Students with Cerebral Palsy, as a Result of Feedback to and the Selection of Goals by Paraprofessionals. MICHELLE L. MACVEAN and Laura Hall (Deakin University, Australia)
7. Self-Injurious Behavior in Normally Developing Children. HENRY S. ROANE, Timothy R. Vollmer, Joel E. Ringdahl, Ernest Whitmarsh, and Bethany Marcus (Louisiana State University)
8. Aggressor-Target Relationships Among Pre-School Children. DANIEL F. GUNNARSON and Robert F. Peterson (University of Nevada-Reno)

9. Infant Discrimination Learning: Identification of Factors within a Synchronous Reinforcement Schedule that Control Attending Behavior. D. WAYNE MITCHELL, Kevin M. Schartz, and Stacey A. Sand (Southwest Missouri State University)

10. A Comparison of Delayed Matching-to-Sample Performance in Children Ages 4 to 14 Years Old. JOHN J. CHELONIS, Donna Blake (Arkansas Children's Hospital), and Merle Paule (National Center for Toxicological Research)

11. Transferring Control from Experimenter to Individuals with Developmental Disabilities: The Prompting of Written Self-Prompts. JAY BUZHARDT, Irene Grote, and Donald M. Baer (University of Kansas)

12. Reducing Assaultive Behaviors of an Individual with Traumatic Head Injury. VINCENT K. ADKINS and R. Mark Matthews (University of Kansas)

13. Waxing and Waning of Behavioral Gerontology: A Case of Premature Speculation? WANDA L. SMITH (Chedoke McMaster Hospitals), Victoria Madsen (Hamilton Psychiatric Hospital), and G. R. Hopper (University of Toronto)

14. The Utility of Behavioral Assessment in Treating Behavior Problems in the Elderly. WANDA L. SMITH (Chedoke McMaster Hospitals)

15. Mathematical Behavior: About Conditions for Transference. JULIO VARELA and Antonia Padilla (Universidad de Guadalajara)

16. Training Preschoolers to Initiate Social Interactions with Children Diagnosed with Autism. R. WAYNE FUQUA (Western Michigan University), Wanda Keehbauch-Murphy (Kalamazoo Valley Intermediate School District), Lynn Ann Weller (YMCA Preschool), Jennifer Zielesch, and Charles Woods (Western Michigan University)

177. Parental Perceptions of Non-Behavioral Therapies Received by Children with Autism in Intensive Behavioral Treatment. MICHELLE ANTOLOVICH-HAUG and Tristram Smith (Washington State University)

#227

Experimental Analysis of Behavior

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
EAB

17. The Sharpening of Generalization Gradients from "Mentally Rotated" Stimuli. BRADY J. PHELPS and Donna J. Reit (South Dakota State University)

18. Effects on Preceding and Upcoming Fixed-Ratio Size on the Post-Reinforcement Pause. LISA R. HERPOLSHEIMER and Alan Baron (University of Wisconsin, Milwaukee)

19. Effects of Reinforcement Delay and Magnitude on Preference and Resistance to Change. MELISSA A. BEDELL and Randolph C. Grace (University of New Hampshire)
20. Behavioral Tolerance of Rats on a Fixed-Ratio Schedule of Food Reinforcement Followed by Ethanol Delivery. BRADY J. PHELPS, Joe Chick and Jennifer Witkowski (South Dakota State University)
21. Changes in Vocal Response Topography as a Function of a Response Rate. KEVIN J. MUNSON and John Crosbie (West Virginia University)
22. Effects of Histories of Differential Reinforcement of Response Rate on Variable-Interval Responding. KOICHI ONO (Komazawa University)
23. Examining the Relation Between Variability in Acquisition and Variability in Extinction. BRYON NEFF and Cloyd Hyten (University of North Texas)
24. Stereotypy of Responding in Delayed Reinforcement. THERESA MARY FOSTER and David C. Palmer (Smith College)
25. Effects of Transitivity Training and Instructions on the Establishment and Maintenance of Equivalence Relations. OLIVER WIRTH, Leo A. Carlin, and Philip N. Chase (West Virginia University)
26. Effects of Pre-Session Exposure to a Visual Stimulus on Operant Behavior of Siamese Fighting Fish (*Betta Splendens*). OLIVER WIRTH and Kennon A. Lattal (West Virginia University)
27. Extinction-Induced Recovery of Keypecking Previously Eliminated by Differential-Reinforcement-of-Other-Behavior Schedules of Reinforcement. GREGORY A. LIEVING and Kennon A. Lattal (West Virginia University)
28. The Effects of Delayed Reinforcement on the Acquisition of Lever-Press Responding in Rats Under Resequencing and Non-Resequencing Conditions. ALAN POLING, Glen Sutphin and Tom Byrne (Western Michigan University)
29. Super-Extended Training and the Direct-Symbolic Effect in a Matching-to-Sample Task. ADAM S. GOODIE (Max Planck Institute for Psychological Research, Germany)
30. If Psychological Affiliation is Shaped by its Consequences, then why is Anyone Still a Behaviorist?: A Survey of Job Prospects 1991-1996. ADAM S. GOODIE (Max Planck Institute for Psychological Research, Germany) and Matthew C. Bell (University of California)

31. Transition Behavior from CRF to Fixed-Interval Reinforcement. DANIEL B. CRUSE and Cathy Morris (University of Miami)
32. Analysis of the Stimulus Control Effects of Preferred Stimuli Used as Reinforcers in Demand Situations with Young Children. BARBARA E. RANKIN, David P. Wacker, Jennifer M. Asmus, Tracy J. Stephens, Marc S. Andelman, and Krista H. Kayser (The University of Iowa)
33. Use of Work/Play Areas to Assess Appropriate Behavior in an Outpatient Clinic. BARBARA E. RANKIN, David P. Wacker, Kimberly A. Brown, and Krista H. Kayser (The University of Iowa)
34. The Effects of Within-Session Variations in Pellet Composition on Schedule-Induced Drinking by Rats. JAMES T. TODD (Eastern Michigan University) and Jeremy M. Coad (Bay Point Middle School)
35. The Role of Spatial Proximity in the Transfer of Stimulus Function. OTTO H. MACLIN, Peter-Cornelius Dams, Sean M. Coriaty, Rhonda Theis, and Linda J. Hayes (University of Nevada-Reno)
36. Relational Responding and the Primacy of Equivalence. MARK A. ADAMS, Otto H. MacLin, David Hsui Yun Lee, and Linda J. Hayes (University of Nevada-Reno)
37. Compound Samples and Derived Stimulus Control: Some Extensions of the Blocking Effect. RUTH ANNE REHFELDT and Linda J. Hayes (University of Nevada-Reno)
38. Naming and the Development of Relational Responding. DEIRDRE LEE GONZALES and Linda J. Hayes (University of Nevada-Reno)
39. Equivalence Relations in Context: An Analysis of Responding with Different Learning Histories. DEIRDRE LEE GONZALES and Linda J. Hayes (University of Nevada-Reno)
40. Within-Session Rate Change and Food Access per Unit of Body Weight. JONATHAN PINKSTON and William L. Palya (Jacksonville State University)
41. An Experimental Analysis of Response Fluency and Efficiency in the Acquisition of Work Behavior in Persons with Severe Retardation. RICHARD R. SAUNDERS and Muriel D. Saunders (Parsons Research Center)
42. Maze Learning in Southern Water Snakes (*Nerodia sipedon*) and Banded Water Snakes (*N. fasciata fasciata*) Using Appetative Positive Reinforcement. BARRY E. ADELMAN (Children's Seashore House)

43. Abstraction of Onset Letter by Pre-Readers. KATHRYN J. SAUNDERS, Mark D. Johnston and Nancy C. Brady (University of Kansas Life Span Institute)
44. Preference Reversals in Rats with Both Food and Water Rewards. LOENARD GREEN, DEBRA E. FREED, and Gretchen L. Smith (Washington University)
45. Indifference in Choices Between Fixed and Random Schedules: The Attraction of Uncertainty or Schedule Indiscriminability. MATTHEW ANDRZEJEWSKI, Leslie Cohen, Douglas Field, and Philip N. Himeline (Temple University)
46. Comparison of Preferences for Control and Immediacy in Wagering among College Students. CHARLES A. LYONS, Robert E. Preston, and Jenny J. Meyer (Eastern Oregon State College)
47. Delay Discounting in Repeated Gambles Under Gain and Loss Frames. THOMAS SCHOENFELDER and Donald Hantula (Temple University)
48. Patterns of Choice that are Resistant to Change. ANGELA MCCLURE, Paul Neuman (Bryn Mawr College), and Philip N. Himeline (Temple University)
49. Influence of Work Requirements on Independent Concurrent VI Schedule Performance in Rats. JED W. SCHWENDIMAN and Suzanne H. Mitchell (University of New Hampshire)
50. The Independence of the Motoric and Motivational Components of Behavior: Effects of Sucrose Concentration. JESSE DALLERY (Emory University) and Juliana S. Lancaster (Morris Brown College)
51. Responding During Multiple and Mixed Fixed-Ratio 1, Fixed-Ratio 4 Schedules of Reinforcement and During Extinction: Problems for Behavioral Momentum Theory. HEATHER HEATH and Stephen R. Flora (Younstown State University)
52. The Relationship Between Premenstrual Symptomatology, Plasma Testosterone Levels, and Laboratory Aggression. DONALD M. DOUGHERTY, James M. Bjork, Gerard Moeller, Don R. Cherek and Alan C. Swann (University of Texas)
53. Persistence of Food-Reinforced Bar Pressing Following a History of Wheel Running. HEATHER HEATH and Stephen R. Flora (Youngstown State University)
54. Does Melioration or Maximization Account for Human Choice in a Two-Option Situation? HEATHER HEATH, Stephen R. Flora and Jennifer Deem (Youngstown State University)

55. The Structure of Indifference Seen on FR-VT Concurrent Chains. DONALD E. JACKSON (Indiana University Northwest)
56. Using Card-Sort Procedures to Assess Stimulus Class Formation. WENDY E. ROTH, Mabel Flores, Todd Botner, and Michael R. Markham (Florida International University)
57. Brief Functional Analysis to Assess Chronic Food Refusal. VALDINE SCOTT-HUYGHEBAERT (St. Amant Centre), Stephen W. Holborn, and Jeff Greenberg (University of Manitoba)
58. Effects of Lick-Contingent Timeout on Schedule-Induced Drinking of Water and Saccharine-Enhanced Solutions. NIKKI LYN KEEFER, Karen G. Anderson, and Franz van Haaren (University of Florida)
59. Response Acquisition with Delayed Reinforcement under a Temporally Defined Schedule. MARCO A. PULIDO, Carlos A. Bruner (National Autonomus University of Mexico)
60. The Probability of Reinforcement for Staying and Switching Affects Run Length. JAMES S. MACDONALL (Fordham University)
61. Discriminative Properties of Reinforcement Location. JOSUE KEELY and Kennon A. Lattal (West Virginia University)
62. Proximity of Two Levers Affects Run Length. JAMES S. MACDONALL (Fordham University)
63. Auxiliary Behavior: Effects of Parcelling a Task With Different Levels of Discriminative Complexity. JORGE M. OLIVEIRA-CASTRO, Carlos Souza, and Eileen Flores (Universidade de Brasilia)
64. Choosing to Repeat and Vary in Concurrent-Chains Procedures: The Effects of Variability Contingencies with Nonhuman Subjects. JOSELE ABREU-RODRIGUES (Universidade de Brasilia) and Kennon A. Lattal (West Virginia University)
65. Auxiliary Behavior Across Tasks: Effects of Changing the Stimulus, the Response, or the Stimulus-Response Combination. JORGE OLIVEIRA-CASTRO, Eileen Flores, and Carlos Souza (Universidade de Brasilia)
66. Conditioned Eyeblink Elicitation Does Not Transfer via Equivalence Relations. CARLOS G. FINLAY, Miriam Pacheco, and Michael R. Markham (Florida International University)
67. Use of Applied Behavioral Analysis for the Assessment and Treatment of Obsessive Verbalizations. PETER E. QUINTIERI, Dana F. Wales, and Cynthia Burch (Bancroft)

68. Behavior Under Quadratic Schedules of Reinforcement. PAUL SOTO and Jack J. McDowell (Emory University)
69. Evaluation and Treatment of Aberrant Behavior Maintained by the Termination of "Don't" and Symmetrical "Do" Requests. APRIL S. WORSDELL (Kennedy Krieger Institute), Wayne W. Fisher (The Johns Hopkins University School of Medicine), Rachel H. Thompson, John D. Adelinis (Kennedy Krieger Institute), and Jennifer R. Zarcone (The Johns Hopkins University School of Medicine)
70. A Comparison of Treatments Derived from a Mand Analysis and More Standard Functional Analysis. STEPHANIE A. CONTRUCCI (Kennedy Krieger Institute), Wayne W. Fisher (Johns Hopkins University School of Medicine), Rachel H. Thompson (Kennedy Krieger Institute), and Jennifer R. Zarcone (Johns Hopkins University School of Medicine)
71. A Comparison of Brief and Extended Alone Conditions to Interpret Functional Analysis Results. BETH A. DELANEY (Children's Seashore House) and F. Charles Mace (University of Pennsylvania School of Medicine)
72. Facilitating Tolerance of Delayed Reinforcement During Functional Communication Training. AMY KRUG (Kennedy Krieger Institute), Wayne W. Fisher (The Johns Hopkins University School of Medicine), Rachel H. Thompson (Kennedy Krieger Institute), and Lynn G. Bowman (The Johns Hopkins University School of Medicine)
73. Analysis of Early Reading and Spelling Repertoires through a Network of Equivalence Relations. MONICA LUCIA FONSECA, Daisy das Gracias de Souza, Julio Cesar Coelho de Rose (Universidade Federal de Sao Carlos, Brasil), and Elenice Seixas Hanna (Universidade de Brasilia)
74. Possible Relationships Between Verbal Performance of "Defining a Concept" and Performance on Conditional Discrimination tasks, Using an Auto-Applicable Material. MARIA AMALIA ANDERY and Tereza Maria Serio (Universidad Catolica de Sao Paulo, Brazil)
75. Comparing Probabilities of Equivalence Outcome in Components of a Compound Linear, Many-to-One, and One-to-Many Training Design. PER HOLTH and Erik Arntzen (University of Oslo, Norway)
76. Analysis of Complex Human Behavior: Application of Reinforcement Principles to Covert Activity. CARMENNE A. CHIASSON (Univeristy of New Mexico)

77. New Strategies for the Emergence of Equivalent Stimulus Classes: The Role of Oral Instruction. SANDRA M. T. RODRIGUEZ (Universidade Catolica de Sao Paulo, Brazil)
78. Schedule-Induced Wheel Running: A Tentative New Baseline. MARCELO F. BENVENUTI (Universidade Catolica de Sao Paulo, Brazil)
79. Contingency-Rule Interactions: Effects of Reinforcement History on Compliance to Instructions in Different Reinforcement Schedules. FATIMA REGINA PIRES DE ASSIS and Maria Amelia Matos (Universidad Catolica de Sao Paulo, Brazil)
80. Independent Reinforcement as an Inducer of Aggressive Behavior. ANGELICA CAPELARI, Priscila X. Asmar, Mariana V. Heitor, Vanessa D. Di Renzo, Tricia Vicente, Fabio R.A. Michelete, and Marcos M. Vasques (Universidade Catolica de Sao Paulo, Brazil)
81. Independent Reinforcement as an Inducer of Aggressive Behavior. LUCIANA ANDREOTTI, Daniela C.B. de Carvalho, Marilde Batista, Andresa Cazarine, and Simone Simon (Universidade Catolica de Sao Paulo, Brazil)
82. A Transfer of Extinction Functions of Multiple Schedules through Members of Equivalence Classes. FREDY REYES, Daisy Ramirez, Sabina Bello, Amanda Rey (Catholic University of Colombia)
83. Self Control and Impulsivity: I May Be Impetuous, But I'm on Time. DEBORAH HAAS, Douglas P. Field, and Phillip N. Hineline (Temple University)
84. Similarity of Resistance-to-Change Patterns and Behavioral Contrast Effects. ROBERT H. WARRINGTON and Ben A. Williams (University of California, San Diego)
85. An Economic Analysis of Fixed-Ratio Responding in Horses. JACQUI A. WALKER, Theresa Mary Foster and W. Temple (University of Waikato, New Zealand)
86. The Influence of Delay and Work Requirements Size Upon the Selection of Ineffective Behavior. KEVIN S. CAULEY, Douglas P. Field, and Philip N. Hineline (Temple University)
87. Visual Discrimination of Place and Stimuli Tasks in Rats. DANIEL T. CERUTTI and Mattison T. Ward (Davidson College)
88. A Three-Term Contingency Analysis of Pigeons' Foraging Patch Environment. DANIEL T. CERUTTI and Danielle M. Carroll (Davidson College)

89. Differential Effects of Midazolam on Behavioral Stereotypy and Variability. JOSELE ABREU-RODRIGUES, Elenice Seixas Hanna, Antonio Pedro Cruz, Ricardo Matos, and Zenith Delabrida (Universidade de Brasilia)
90. The Facilitating Function of Signals in the Acquisition of Avoidance Behavior. CARLOS CAMESCHI, Josele Abreu-Rodrigues, and Luciano Lopes (Universidade de Brasila)
91. Choosing to Repeat and Vary in Concurrent-Chains Procedures: II. The Effects of Variability Contingencies with Human Subjects. JOSELE ABREU-RODRIGUES, Luciane Bento, Ricardo Matos, Ana Dias, Roselany Viegas, Zenith Delabrida, and Cristianao Santos (Universidade de Brasilia)
92. Stimulus Equivalence with Blind Subjects Involving Auditory and Olfactory Stimulus. RENE QUINONES, MARITZA SANDOVAL, and WILSON LOPEZ (Konrad Lorenz Foundation)
93. Stimulus Generalization of Self-Instructions: Effect of Entry-Level Performance. LINDA L. ROSS and Nancy Johnson (Brandon University)
94. P-300 Event-Related Potentials are a Neurological Correlate of Conditioned Reinforcement. W.D. KLIPEC, Steven F. Faux, Erin Huegel, Kristen Young, Josh Miskimins, and Cristi Corey (Drake University)
95. Statistical Dependence and Independence in the History of Choice Models. DIANA E. FORERO (National University of Colombia)
96. Noncontingent Reinforcement to Treat Noncompliance. WILLIAM MAY (Children's Seashore House), Joseph S. Lalli, Timothy R. Vollmer, Patrick R. Progar (The University of Pennsylvania & Children's Seashore House), Kathleen A. Tocco, and Karen Boccio (Children's Seashore House)
97. The Effects of Perceived Aversiveness on Habituation to Stimulus in Human Subjects. VANETTA R. DESANTO (Queens College), Bobby Newman (Association in Manhattan for Autistic Children), and Nancy S. Hemmes (Queens College, CUNY)
98. Generalized Stimulus Control of Symmetrical and Transitive Responding: Can it be Done? ANTHONY CAMMILLERI and Jesus Rosales-Ruiz (University of North Texas)
99. Human Schedule Performance: In Spite of Talking. MICHAEL FLYGER (University of North Texas)

100. An Analysis of Travel Time and Changeover Delay (COD) on Concurrent Interval Schedules. SARAH M. HANSEN and James D. Dougan (Illinois Wesleyan University)
101. Does the Location of a Pre-Feeding Manipulation Alter the Form of the VI-Response Function? JASON A. KREBS, Cari D. Neal, and James D. Dougan (Illinois Wesleyan University)
102. Reinforcer Substitutability and Demand on Simple Variable-Interval Schedules. ADRIENNE L. PARKHURST and James D. Dougan (Illinois Wesleyan University)
103. Balancing Reinforcement Magnitude and Reinforcement Rate on Simple Ratio Schedules: An Economic Analysis. CARI D. NEAL and James D. Dougan (Illinois Wesleyan University)
104. Human Observing Behavior Inconsistent with Uncertainty-Reduction and a Second Failure to Replicate Perone and Kaminski (1992). DAVID A. CASE (University of California)
105. The Independence of the Motoric and Motivational Components of Behavior: Effects of Amphetamine Dose. JESSE DALLERY (Emory University) and Juliana S. Lancaster (Morris Brown College)
178. Concurrent Schedules: Insensitivity to Reinforcer Parameters and Biasing stimuli in the Changeover Delay. T. M. MCADIE, Theresa Mary Foster, and W. Temple (University of Waikato, New Zealand)
179. Stimulus Control of Schedule History Effects: Fluence of Instructions and Discriminative Schedule Control. HIROTO OKOUCHI (Osaka Kyoiku University, Japan)

#228

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
EDC

Education

106. Effects of Increased Response Effort and Reinforcer Delay on Choice and Aberrant Behavior. SARAH PUTRA, K. Mark Derby (Gonzaga University), Patricia Kurtz, Angela J. Fahs, and Mary Augustine (Kennedy Krieger Institute)
107. A Component Analysis of Assisted Reading on a Third Grade Student with Language and Speech Deficits. HEIDI SCHEID, Megan Gallagher, Stephanie Peck, and Betty Fry Williams (Gonzaga University)
108. Acceptability and Treatment Integrity of Interventions to Enhance the Social Competence of Preschool Children with Disabilities. KRISTAL EHRHARDT, Marie McIntyre-Doerr, Pamela Johnson, Ruth Ervin, and Dawn Liebek (Western Michigan University)

109. Disentangling the Effects of Curriculum Revision and the Social Grouping within Cooperative Learning Arrangements. LISA S. CUSHING (Allegheny-Singer Research Institute), Craig H. Kennedy (Medical College of Pennsylvania/Hahnemann Medical School), Smita Shukla (Florida International University), Jo Davis (Kailua Intermediate School), and Kim A. Meyer (Allegheny-Singer Research Institute)

110. Quasi-Experimental Single-Case Designs for Naturalistic Studies and Project Validation. DAVID W. BARNETT, Amy E. Air, Susan H. Bell, Christine M. Gilkey, Jacqueline J. Smith, Candace M. Stone, and Kristen Helenbrook (University of Cincinnati)

#229

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
OBM

Organizational Behavior Management

112. The Effects of Customer-Delivered Reward on Customer Service. MICHELE HENRY and Gordon Henry (Southern Illinois University)

113. A Customer Service Program that Survives One Year Later. L. KEITH MILLER, Tom Boots and Tom Zwicker (University of Kansas)

114. Increasing the Effects of Current Policies on Attendance with a Written Feedback System. KEVIN NORR, Bill Hopkins, Geoff Martin, and Margaret Pettyjohn (Auburn University)

115. Is Positive Feedback Always Reinforcing and Negative Feedback Always Punishing? RAQUEL M. BORDAS and Bill L. Hopkins (Auburn University)

116. The Effect of Feedback and Goalsetting on Sales. JUDITH HAMMER-KEHOE and Jennifer Rudowske (Western Michigan University)

117. Pyramidal Training within a Workshop for Developmentally Disabled Adults. PAM ROBERTS and JO ANN SEGAL (University of North Texas)

118. An Examination of Noncompliance and Complaining in the Workplace. DANIEL HOULIHAN, Daniel Sachau, and Tanya Gilbertson (Mankato State University)

119. The Efficacy of Standardized Videotape, Subject-Controlled Videotape, and Self-Directed Mental Rehearsal Training Techniques to Enhance Performance. HECTOR G. MORA, David T. Walden, Daniel Houlihan, and Daniel Sachau (Mankato State University)

120. The Effects of Two Signal Probabilities on the Performance of Individuals Across Time. TIMOTHY V. NOLAN (Western Michigan University)

#230 Teaching Behavior Analysis

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
TBA

121. Resources for Teaching Behavior Analysis: An Invitation to Contribute. DAVID SCHMITT (University of Washington) and Joseph Parsons (University of Victoria)
122. Behavior Management Trainer for Teachers: Computer Assisted Instruction in Behavior Management Basics. RICHARD BAER (Utah State University), Perry Passaro (Black Hills State University), and Brad Althouse (Utah State University)
123. Students Know Better? An Evaluation of Some Contingencies to Establish Attendance and Reading Behavior in Undergraduate Students. MARIA AMALIA ANDERY and Tereza Maria Serio (Universidade Catolica de Sao Paulo, Brazil)
124. Examining the Role of Behavior Analysis Training in Behavioral Consultation Training: A Survey of School Psychology Programs. MARK D. SHRIVER (University of Nebraska Medical Center) and T. Steuart Watson (Mississippi State University)
125. The Effect of Public-Posted Feedback on Virtual Study Group Responding in an Undergraduate Behavior Modification Course. DARLENE E. CRONE-TODD and Stephen Holborn (University of Manitoba)

Western Michigan University Group Poster Session

126. Behavior Academic Career Counseling. DAN SIKORA, Todd McNaughton, and Aharon Koss (Western Michigan University)
127. Instructional Design in an Introductory Behavior Analysis Rat Lab. WENDY E. JAEHNIG (Western Michigan University)
128. Data-Based Quality Improvement in Programmed Instruction. ALEXANDRA ALLMACHER and MATTHEW L. MILLER (Western Michigan University)
129. Using Performance Management in Family Therapy. FELICIA T. CRAWFORD (Western Michigan University)
130. Enhancing the Livelihood of Graduate Students with Performance Management. JOEL PARISH and Richard W. Malott (Western Michigan University)
131. Tracking Behavior at Croyden. DANA SALINGER and Richard W. Malott (Western Michigan University)

Sunday, May 25

132. Behavioral Momentum in the Treatment of Noncompliance, Tantrumming, Physical Assault, and Self-Injurious Behavior. JACALYN S. SMELTZER, Beth A. Trojan, Jody A. Otten (Western Michigan University), and James Kaye (Kalamazoo Valley Intermediate School District)

133. A Look at the Effect of Structured Study Sessions on College Students' Quiz Performance. JODY A. OTTEN and Beth A. Trojan (Western Michigan University)

134. Rat Chaining Through the Use of Operant Conditioning. CANDAS ZIMBIA and Dian Bridges (Western Michigan University)

#231

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
TOX

Behavioral Pharmacology and Toxicology

135. Gender Differences in Alcohol-Induced Decrements in Motor Performance. DONALD M. DOUGHERTY, James M. Bjork, Robert H. Bennett, F. Gerard Moeller, Sheila White, and Don R. Cherek (University of Texas)

136. Concurrent VI Responding Maintained by Cocaine or Food in Rhesus Monkeys: Long VI Schedules. KEN ALLING and William L. Woolverton (University of Mississippi Medical Center)

137. Melatonin Effects on Pigeon Performance. NATHAN CALL, Julien J. Guillaumot, and CARL D. Cheney (Utah State University)

138. The Effects of Oral Caffeine, Nicotine and Fluoxetine on Concurrent Behavior in the Rat. D. J. SPEAR (South Dakota State University)

139. Use of a Runway Procedure to Assess the Effects of Cocaine and d-Amphetamine on Self-Control in Rats. ALAN POLING, Kimberly Jarema, Mark LeSage, and Tom Byrne (Western Michigan University)

140. Tolerance Development to Cocaine and Morphine Under Multiple Mixed-Ratio Schedules. ALAN POLING, LeeAnn Christian, Tom Byrne (Western Michigan University), Mark LeSage, and Malath Makhay (Louisiana State University Medical Center)

141. Effects of Cocaine on Schedule-Induced Defecation in Rats. ALAN POLING, Kimberly Jarema, Brian Majerczyk, Tom Byrne, and Susan Bagge (Western Michigan University)

142. The Effects of Oral Fluoxetine on Rat Behavior Under FR 10 and FR 100 Schedules of Reinforcement. J. SELKEN and D. J. Spear (South Dakota State University)

143. Effects of Cocaine and Morphine on Avoidance Responding of Rats at Different Body Weights. MICHAEL P. LAYNG and David W. Schaal (West Virginia University)

144. Use of Operant Place Conditioning to Assess the Reinforcing Functions of Stimuli. SHERRY SERDIKOFF (James Madison University & Bryn Mawr College), and ANGELA MCCLURE (Bryn Mawr College)
145. The Effects of Nicotine on Social Behavior and Individual Activity. JOE T. CHICK, C. Anderson, and D. J. Spear (South Dakota State University)
146. Tolerance to Rate-Increasing Effects of Cocaine can Occur Even if Response-Rate Increases Lead to Reinforcement-Rate Increases. G. WADE BRODKORB, II, Diana J. Walker, and Marc N. Branch (University of Florida)
147. Can Tolerance to Cocaine be Shaped? MARGARET J. WILHELM and Marc N. Branch (University of Florida)
148. Characterizing Psychomotor, Subjective, and Analgesic Effects of Codeine and Morphine in Healthy Volunteers. DIANA J. WALKER, Jeffrey L. Galinkin, Dennis W. Coalson, Jerome M. Klafta, P. Allan Klock, Christopher J. Young, and James P. Zacny (University of Chicago)
149. Comparing the Subjective, Psychomotor, and Analgesic Effects of Sevoflurane and Nitrous Oxide at Subanesthetic Concentrations. DEBRA JANISZEWSKI, Jeffrey L. Galinkin, Jeffrey Apfelbaum, Dennis Coalson, Jerome Klafta, Allan Klock, Christopher J. Young, and James P. Zacny (University of Chicago)
150. Considering the Relationship Between Neurological and Environmental Antecedents to Aggressive Behavior: An Interdisciplinary Approach to the Assessment and Treatment of a Severely Traumatically Brain-Injured Youth. CATHERINE TRAPANI, Kimberli R. H. Treadwell (Bancroft), Bennett Leventhal (University of Chicago), and Steve Bruce (Bancroft)
151. The Application of Differential Outcomes to a Cocaine-Saline Discrimination Procedure. THOMAS B. MORGAN and Lisa E. Baker (Western Michigan University)
152. Some Unconditioned Motivative Properties of NMDA in the Rat. RODNEY D. CLARK, Garth Selong, Chad Beyer, Jennifer Bateson, and Kristen Kaye (Allegheny College)
153. Is Risperidone Effective in Treating Pervasive Developmental Disorders? PATRICIA S. MCGUIRE and Don R. Thomas (Lincoln Developmental Center)

154. The Analysis of Basic and Applied Research on Stimulus Equivalence and Conditional Discriminations: A Review of Articles Published in *JEAB* and *JABA* from 1978 to 1997. DAISY RAMIREZ, Olga Valencia, Sabina Bello, Fredy Reyes, and Amanda Rey (Catholic University of Colombia)

155. Behavioral Pharmacology: A Review of the Research Published in the *Journal of the Experimental Analysis of Behavior* from 1958 to 1997. DAISY RAMIREZ, Sabina Bello, Olga Valencia (Catholic University of Colombia)

156. A Revised Methodology for Evaluating the Effectiveness of Methylphenidate on the Behaviors of Children with Attention-Related Disorders. SCOTT W. HARRINGTON, James E. Carr, David A. Wilder, Jacqueline E. Collins, Cynthia A. Reinbold, Curt Reed, Melany Denny, and Meeta Patel (University of Nevada-Reno)

#232

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
TPC

Theoretical, Philosophical, and Conceptual Issues

157. Environment and Private Events: Their Possible Relationships in Skinner's Writings. NILZA MICHELETTO (Universidade Catolica de Sao Paulo)

158. Skinner, Wittgenstein and Mach: The Problem of Perceptual Processes and the Nature of Psychological Events. FREDY REYES (St. Thomas University, Colombia), Ruben Ardila (National University of Colombia), and Wilson Lopez (Konrad Lorenz Foundation)

159. The Nature of Geometry as Complex Verbal Operants: An Analysis of Geometry from the Perspective of Skinner's Verbal Behavior and Modern Behavioral Research on Language. FREDY REYES (St. Thomas University), Wilson Lopez (Konrad Lorenz Foundation), and Ruben Ardila (National University of Colombia)

160. Ontological Restrictions to Clinical Questions. WILSON LOPEZ and RENE QUINONES (Konrad Lorenz Foundation)

#233

Poster Session
5:00 PM - 6:30 PM
Chicago & Sheraton
Ballrooms
VRB

Verbal Behavior

161. Methodology and Scientific Attitudes on the Nature-Nurture Dichotomy. BRYAN D. MIDGLEY (University of Kansas)

162. Match-to-Sample and Respondent-Type Training of the Second Language. ROMANA HOUMANFAR, Michael C. Clayton, and Linda J. Hayes (University of Nevada-Reno)

163. Instructional Control of Gambling Behavior. MARK R. DIXON, RALPH EBBS, Gary Muhonen, Jason Willsey, and Linda J. Hayes (University of Nevada-Reno)

164. Self-Editing as a Function of Listener Variables. MARK R. DIXON, Linda J. Hayes, and Ralph Ebbs (University of Nevada-Reno)
165. A Comparison of Match-of-Sample and Respondent-Type Training of Equivalence Classes. MICHAEL C. CLAYTON and Linda J. Hayes (University of Nevada-Reno)
166. Establishing Verbal Control of a Young Child as a Prerequisite to Learning. ALAN RALPH and Wendy Pailthorpe (James Cook University of North Queensland)
167. Establishing Verbal Behavior through Stimulus Equivalence in Children with Developmental Disabilities. JUN'ICHI YAMAMOTO, Tomoko Miya, and B. Hirofumi Shimizu (Meisei University, Japan)
168. The Use of Sensory Pre-Conditioning Procedures to Establish Stimulus Equivalence Relations. MICHAEL P. LAYNG and Philip N. Chase (West Virginia University)
169. Teaching Topography-Based Symmetry. JUDY BREDIN and Joseph A. Parsons (University of Victoria)
170. The Augmentation of Delayed Verbal Responding Through Verbal Interview: A Preliminary Investigation. BETH ROSENWASSER (Independent Practice), Joseph Cautilli, and David Reynolds (Temple University)
171. Training Verbal Behavior with Two Bottlenosed Dolphins (*tursiops truncatus*): Expressive and Receptive Tacts (Object Labels Utilizing Dolphin-Emitted Sounds as Discriminative Stimuli and Responses.). BILL ROTH, James A. Sherman (The University of Kansas), Mobashir Solangi, and Jeff Siegel (Marine Animal Productions)
172. The Effects of Two Different Types of Prompting on Intraverbal Responses and the Reduction of Echolalia. VINCENT P. BRUNO and Douglas Greer (Columbia University Teachers College)
173. Training Identity Relations in Preverbal Infants. COLLEEN A. O'LEARY, Anne Watson O'Reilly, and Philip N. Chase (West Virginia University)
174. Stimulus Equivalence and Verbal Behavior: A Test of the Controlling Variables. WANDA FYALL and Douglas Greer (Columbia University Teachers College)
175. Changing Belief in ESP: An Interaction Between Speaker and Listener. DAVID GREENWAY, Connie Hardin, Mark Buckner, James Bulot, Billy Nichols (University of Soutwestern Louisiana), and Edelgard Wulfert (SUNY at Albany)

176. Descriptions Function on Complex Behavior. DIANA MORENO RODRIGUEZ, Hickman Rodriguez, Luisa Cepeda Islas, Olivia Tena Guerrero, and Patricia Plancarte (UNAM)

#234 Membership Recruitment and Retainment Committee

Business Meeting
6:30 PM - 7:20 PM
Parlor F

Chair: Keith D. Allen (Meyer Institute)

Purpose: To develop strategies for recruitment of new members and retainment of existing members.

#235 Clinical Behavior Analysis Special Interest Group

Business Meeting
6:30 PM - 7:20 PM
Columbus Room A&B

Chair: Robert W. Montgomery (Georgia State University)

Purpose: To discuss the previous year's activities, hold elections, and to plan activities for the coming year.

#236 Elementary Principles of Behavior Users Group

Business Meeting
6:30 PM - 7:20 PM
Superior Room B

Chair: Richard W. Malott (Western Michigan University)

Purpose: To discuss ways to get the most value out of and to improve the text book Elementary Principles of Behavior.

#237 ABA All-Students' Meeting (ABA Student Committee)

Business Meeting
6:30 PM - 7:20 PM
Arkansas Room

Chair: Judith A. Honeywell (Western Michigan University)

Purpose: To update the membership on student committee progress and discuss issues relevant to the student membership.

#238 Special Interest Group: Verbal Behavior

Business Meeting
6:30 PM - 7:20 PM
Ohio Room

Chair: Sam M. Leigland (Gonzaga University)

Purpose: To inform the members of the VB/SIG and other interested ABA members regarding development in the *AVB* journal, and other business relevant to research, teaching, application, and development in the functional analysis of verbal behavior.

#239 Developmental SIG

Business Meeting
6:30 PM - 7:20 PM
Ontario Room

Chair: Jacob L. Gewirtz (Florida International University)
Annual meeting.

#240 Organizational Behavior Management Network

Business Meeting
6:30 PM - 7:20 PM
Michigan Room A & B

Chair: Richard K. Fleming (Auburn University)

The purpose of the network is to distribute information concerning OBM research and application, recognize contributions by individuals applying OBM technology, and support research.

#241 Behaviorists for Social Action SIG

Business Meeting
6:30 PM - 7:20 PM
Huron Room

Chair: Mark A. Mattaini (Columbia University School of Social Work)

Review accomplishments and make plans for the coming year and welcome anyone interested in joining the SIG.

#242a Education and Treatment of Children: Editorial Board Meeting

Business Meeting
6:30 PM - 7:20 PM
Mississippi Room

Chair: Dan Hursh (West Virginia University)

The participants will discuss the journal's status and editorial policies and procedures.

#242b Open Meeting for Undergrads Wanting to Go to Grad School

Business Meeting
6:30 AM - 7:20 AM
Superior Room A
TBA

Chair: Kelly Hobbins (Western Michigan University)

Purpose: To help undergraduate students get into graduate programs in behavior analysis, by giving them guidelines and strategies and by introducing them to representatives of the various programs.

#243 OBM Network Hospitality Suite

Reunion
7:30 PM - 9:00 PM
Michigan Room A & B

Chair: Richard K. Fleming (Auburn University)

Social ABA Social

Special Event
9:00 PM - 1:00 AM
Chicago Ballrooms VIII,
IX, & X

ABA Dance with a disk jockey and cash bar. No ticket required for admission. Free to all convention registrants.

Rooms	7:00 AM	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM
Huron Room		#157 CABA	#166 DEV ...Imitation		#180 DEV Field ...		#207 DEV Culture ...
Ontario Room			#160 CBM Stimulus Control and ...		#183 CBM A Clinical Behavior ...		#201 CBM The Many ...
Erie Room			#162 DDA Common and Critical ...		#181 DDA Use of Parents as Therapists		#204 DDA Extending ...
Superior Room A			#163 DDA Large-Scale Implement...		#191 DDA Analysis ...	#193 DDA Video Modeling: ...	
Superior Room B			#171 TBA TBA: Inst.	#176 TBA TBA: Mater.	#186 TBA TBA: Course	#194 TBA Introducing...	#209 TBA TBA: Parents
Michigan Room A			#170 EAB Is Timeout From ...		#187 EAB Relevant Variables...	#199 EAB Uncommon...	#213 EAB
Michigan Room B			#175a DDA Research with DD/D ...		#182 DDA Recent Research on ...		
Missouri Room			#174 EDC Data-Based Studies of ...		#179 EDC Behavioral Assessment ...		#208 EDC Roundtable. .
Colorado Room		#156 JABA	#169 EDC Extending the Applications		#190 EDC Fluency, Celeration, and ...		#211 TPC Theore...
Arkansas Room		#159 TBA	#172 OBM Developing the Future ...		#188 OBM OBM Internships: ...		
Mississippi Room			#167 EAB Quantitative ...	#178 EAB Training Effective...	#192 EAB Human Operant Studies ...		
Ohio Room			#165 TOX Recent Advances in ...		#185 TOX Recent Contributions of ...		#205 TOX Coordinatin
Mayfair Room			#173 VRB Human Memory and ...		#189 VRB Contemporary ...	#200 VRB Verbal ...	#214
Parlor C			#161 CBM Advances in the Behavioral			#197 BALANCE	#202 CBM Delivering . .
Parlor F			#175b CBM Functional Assessments ...			#195 BABAT	
Lincoln Boardroom							
Columbus Room A & B		#158 Program ...	#164 TPC The Devil is in the Details...				
Sheraton Ballroom I			#168 CCS Socially Relevant ...	#177 CCS The WHO Safe ...		#198 CCS Community...	#212 Crime
Sheraton Ballroom II						#196 Gerontology	#203 DDA Morningside
Sheraton Ballroom III	#154 Student Breakfast						
Sheraton Ballroom IV							
Sheraton Ballroom V							
Chicago Ballroom VI							
Chicago Ballroom VII							
Chicago BallroomS VIII & IX					#184 ELS World Terrorist Behavior		#206 ELS Behavior ...
Chicago Ballroom X	#153 Calisthenics						

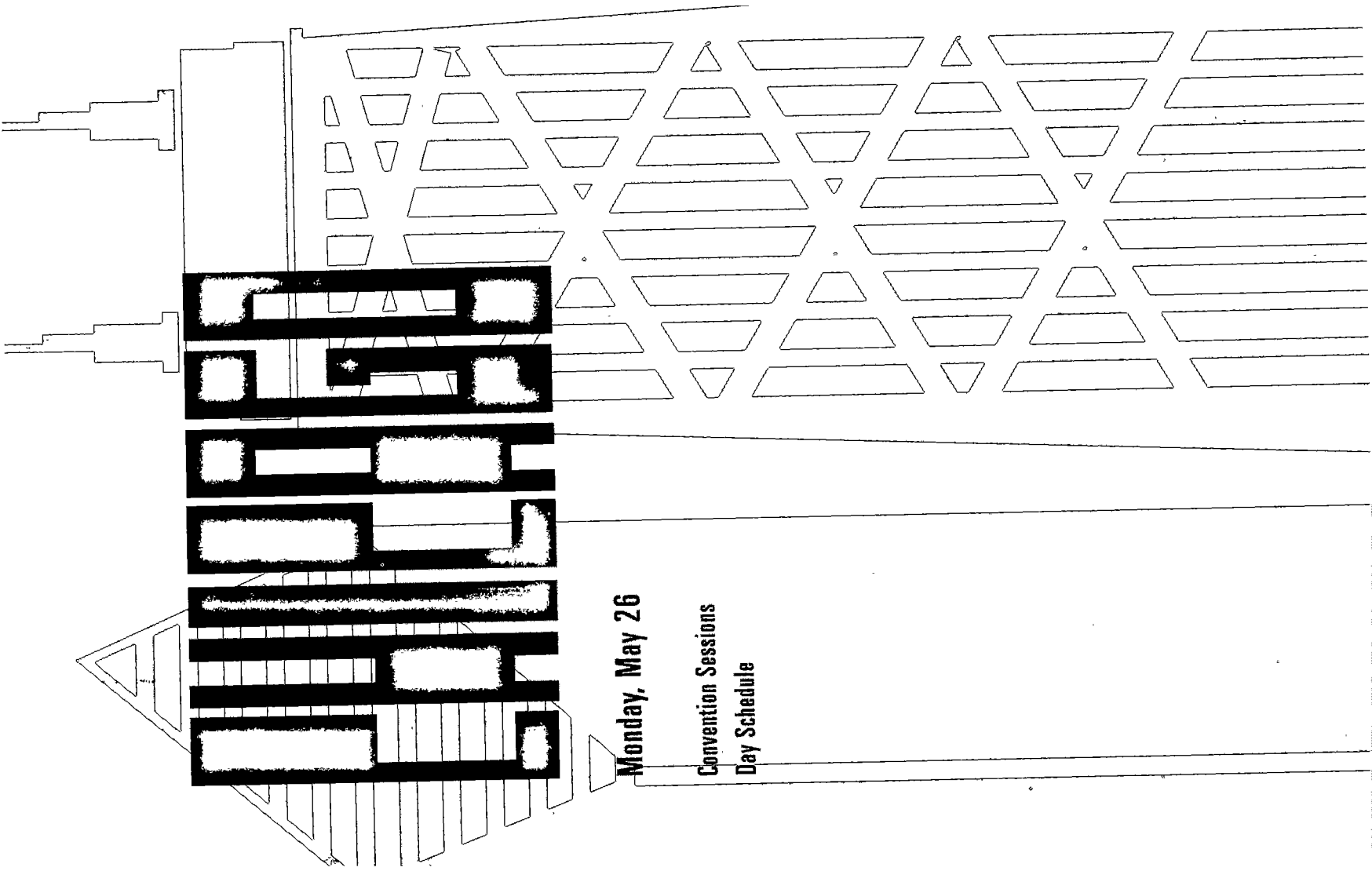
Rooms	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM
Huron Room	#207 (cont)	#220 DEV Teaching ...			#241 Social Action		
Ontario Room	#201 (cont.)				#239 Development		
Erie Room	#204 (cont)	#222 DDA Issues in DD					
Superior Room A	#216 DDA Outcome Data: Inpatient ...				#242b Grad School		
Superior Room B	#209 (cont.)				#236 EPB Users		
Michigan Room A	#213 (cont.) EAB Issues in EAB				#240 OBM Net.	#243 OBM Hospitality	
Michigan Room B	#215 DDA Applications of Choice ...						
Missouri Room	#208 (cont.)	#223 EDC Leadership ...					
Colorado Room	#211 (cont.)	#221 EDC Is It There ...					
Arkansas Room		#218b OBM Team Work			#237 ABA Student		
Mississippi Room	#217a EAB Variables that Influence ...				#242a Education ...		
Ohio Room	#205 (cont.)				#238 Verbal SIG		
Mayfair Room	#214 (cont.) CCS Community Change						
Parlor C	#202 (cont.)						
Parlor F					#234 Membership		
Lincoln Boardroom							
Columbus Room A & B		#219 TPC Towards ...			#235 Clinical SIG		
Sheraton Ballroom I	#212 (cont.) CCS The Prevention of...						
Sheraton Ballroom II	#203 (cont)						
Sheraton Ballroom III	#218a EAB Rule-Governed Behavior...						
Sheraton Ballroom IV				#225 - #233 Poster Sessions			
Sheraton Ballroom V							
Chicago Ballroom VI							
Chicago Ballroom VII							
Chicago Ballrooms VIII & IX	#206 (cont.)		#224 Pres. Address				
Chicago Ballroom X	#217b ABA Bus...						

Don't miss

The ABA Social

9:00 PM – 1:00 AM

Chicago Ballroom



PHILLIPS

Monday, May 26

**Convention Sessions
Day Schedule**

CONVENTION SESSIONS

- #244 Teaching Behavior Analysis SIG and the Education Board – Goal-Setting Session**
Business Meeting
8:00 AM - 8:50 AM
Superior Room B
Chair: Kelly Hobbins (Western Michigan University)
Purpose: To discuss the accomplishments in meeting the recruitment goals, to evaluate the success of the TBA session, and to suggest improvements for the 1998 conference.
- #245 Rehabilitation & Independent Living Special Interest Group**
Business Meeting
8:00 AM - 8:50 AM
Huron Room
Chair: Charles Merbitz (Illinois Institute of Technology)
Purpose: Election of officers & scheduling activities.
- #246 Analysis of Momentum-Based Treatments**
Symposium
9:00 AM - 10:20 AM
Superior Room A
DDA
Chair: Patrick R. Progar (Children's Seashore House)
Discussant: Benjamin C. Mauro (University of Pennsylvania)
 - The Effects of Varying the Amount of High-Probability Requests on Compliance with Low-Probability Requests. TANYA L. ECKERT (Syracuse University), Amy E. Boyajian (Lehigh University), and F. Charles Mace (University of Pennsylvania)
 - Factors Affecting the Effectiveness of the High-P Treatment. AMY E. BOYAJIAN (Lehigh University), Tanya L. Eckert (Syracuse University), and F. Charles Mace (University of Pennsylvania)
 - Behavioral Momentum and Resistance to Extinction of Socially Appropriate Behaviors. PATRICK R. PROGAR (Children's Seashore House) and F. Charles Mace (University of Pennsylvania)
- #247 Assessment and Treatment of Aberrant Behavior Maintained by Automatic Reinforcement**
Symposium
9:00 AM - 10:50 AM
Michigan Room B
DDA
Chair: Jennifer M. Asmus (The University of Iowa)
Discussant: Brian A. Iwata (University of Florida)
 - The Application of Concurrent Operants to Non-Socially Mediated Problem Behavior. JENNIFER M. ASMUS, David P. Wacker, David M. Richman, Wendy K. Berg, Linda J. Cooper, Jay W. Harding, and Marc S. Andelman (The University of Iowa)
 - Functional Analysis and Treatment of Responses Maintained by Automatic Reinforcement. CATHLEEN C. PIAZZA, Wayne W. Fisher, Gregory P. Hanley, and Linda LeBlanc (Kennedy Krieger Institute)

- A Comparison of Noncontingent Reinforcement and Sensory Extinction as Treatments for Stereotypic Self-Injurious Behavior. EILEEN ROSCOE and Brian A. Iwata (University of Florida)
- Protective Equipment as Sensory Extinction vs. Punishment. JULIET C. BURKE, April S. Worsdell, Brian A. Iwata, and Iser G. DeLeon (University of Florida)
- Management of Object Mouthing in the Classroom: A Case Study. STACIE NAFTOLIN, Richard G. Smith, and Janet Ellis (University of North Texas)

#248

Panel Discussion
9:00 AM - 9:50 AM
Columbus Room A&B
TPC

A History of Alternative Paths: Populist and Contextualist Searches for Meaning

Chair: Charalambos C. Cleanthous (Eastern Washington University)

- CHARALAMBOS C. CLEANTHOUS (Eastern Washington University)
- DAVID WESCH (Eastern Washington University)

#249

Symposium
9:00 AM - 10:20 AM
Superior Room B
OTH

Behavior Analysis in Exercise and Sport

Chair: Richard K. Fleming (Auburn University)

Discussant: Thomas M. Welsh (Florida State University)

- A Preliminary Integrative Model of Expert Performance in Sports. JULIE K. CLOW and Richard K. Fleming (Auburn University)
- Opportunities for Behavior Analysts in Exercise and Sport Science. RICHARD K. FLEMING and Julie K. Clow (Auburn University)

#250

Symposium
9:00 AM - 10:50 AM
Huron Room
DEV

Recent Research on Behavioral Development

Chair: Ann B. Pratt (Capital University)

Discussant: Ann B. Pratt (Capital University)

- Sequential Contingencies in Social Interaction. FLORENTE LOPEZ (Universidad Nacional Autonoma de Mexico) and Daniel Gomez Fuentes (Universidad Veracruzana)
- The Use of Public Posting and Performance Lotteries to Improve the Quality of Staff-Resident Interactions in Geriatric Nursing Homes. WENDY E. ROTH, Maiber Matos, Ileana M. Rodriguez, and Michael R. Markham (Florida International University)

- Applications of Behavior-Analytic Principles in Developmental Interventions. DAVID LUBIN, Margaret O'Hara, and Sharon Alexander (Florida International University)
- Developmental Pathways in the Emergence of Problem Behavior: Theory and Research. SMITA SHUKLA (Florida International University)

#251
Symposium
9:00 AM - 10:20 AM
Ohio Room
DEV

A Behavioral-Developmental Analysis of the Psychophysics of Order of Acquisition as Measured by Responses to Dilemmas

Chair: John M. Linacre (University of Chicago)

Discussant: John M. Linacre (University of Chicago)

- Behavioral Categorizing Responses to Dilemmas and Their Analysis with Scaling Techniques. MICHAEL L. COMMONS (Harvard Medical School)
- A Rasch Analysis of Developmental Data on Relations Between More and Less Powerful Persons. ERIC A. GOODHEART (Harvard Medical School)
- Assessment of Development through Stage Transitions in Moral and Evaluative Reasoning. THEO L. DAWSON and MARK WILSON (University of California, Berkeley)

#252
Paper Session
9:00 AM - 10:50 AM
Colorado Room
EDC

Teaching Behavior Analysis: A Snapshot of Behavioral Programs in Special Education Across the Country

Chair: Ronald C. Martella (Eastern Washington University)

- Master's Program in Special Education at Eastern Washington University. NANCY MARCHAND-MARTELLA and Ron Nelson (Eastern Washington University)
- Graduate Programs in Special Education at Utah State University. K. RICHARD YOUNG and TIMOTHY SLOCUM (Utah State University)
- Behavioral Graduate Programs in Special Education at Ohio State University. WILLIAM L. HEWARD (Ohio State University)
- Programmatic Change in Carthage College's Special Education Program. ROGER F. BASS (Carthage College)

#253
Paper Session
9:00 AM - 10:20 AM
Mississippi Room
EAB

Wagering in the Laboratory and Natural Gaming Environment

Chair: Patrick Ghezzi (University of Nevada-Reno)

- Return Play on a Casino Slot Machine. PATRICK GHEZZI (University of Nevada-Reno)

- Wagering Preferences in the Natural Environment. CHARLES LYONS (Eastern Oregon State College)
- Uncertainty and Delay in the Game of Blackjack. HOWARD RACHLIN (SUNY at Stony Brook)

#254

Symposium

9:00 AM - 10:50 AM

Mayfair Room

EAB

Research on Stimulus Equivalence and Complex Human Learning

Chair: Michael J. Dougher (University of New Mexico)

Discussant: Mark Galizio (University of North Carolina, Wilmington)

- Contextual Control Over the Transfer of Function and its Generalization to Novel Stimuli. RICK PERKINS, Michael J. Dougher, Ashton Koons, and Carmenne Chiasson (University of New Mexico)
- The Effects of Altering Stimulus Equivalence Class Membership on the Transfer of Function. LUCIANNE HACKBERT, Jolene Garcia, Michael J. Dougher (University of New Mexico), and Erik Augustson (University of Alabama at Birmingham Medical School)
- The Roles of Stimulus Generalization and Stimulus Equivalence in Hierarchical Categorization. KAREN GRIFFEE (University of New Mexico)
- Transfer of Conditional Operant and Respondent Eliciting Functions Through Conditional Equivalence Classes. RANDALL A. ROARK and Michael J. Dougher (University of New Mexico)

#255

Symposium

9:00 AM - 10:50 AM

Michigan Room A

EAB

Applications of Basic Behavioral Principles to Behaviors of Individuals with Disabilities

Chair: Jennifer J. McComas (Queens College/CUNY)

Discussant: David P. Wacker (University of Iowa)

- An Application of Equivalence Class Formation to Language Training. JAMES BELANICH and Lanny Fields (Queens College/CUNY)
- Establishing Operations and Problem Behavior. CRAIG H. KENNEDY and Kim A. Meyer (Medical College of Pennsylvania)
- Reinforcer Substitutability: Implications for the Identification of Effective Reinforcers for Use in Behavioral Interventions. BRIDGET A. SHORE (Kennedy Krieger Institute), Brian A. Iwata, Iser G. DeLeon, Sung Woo Kahng, Han Leong Goh (University of Florida), and Richard G. Smith (University of North Texas)

Monday, May 26

- The Effects of Alternative Reinforcement on the Persistence of Maladaptive Behavior. JENNIFER J. MCCOMAS (Queens College/CUNY), F. Charles Mace (University of Pennsylvania), Patrick R. Progar, and Beth A. Delaney (Children's Seashore House)

#256

Symposium
9:00 AM - 10:50 AM
Arkansas Room
OBM

From Production to Delivery: Intervening to Improve Occupational Safety

Chair: E. Scott Geller (Virginia Tech)

Discussant: John Austin (Western Michigan University)

- A Nationwide Survey of Behavior-Based Safety in Industry. PAUL G. MICHAEL, Jason P. DePasquale, Deborah K. Ford, E. Scott Geller, and Jason N. Fortney (Virginia Tech)
- Effects of Prompts, Feedback, and Rewards to Improve Driving: A Systematic Evaluation of Intervention Impact. THOMAS E. BOYCE, Brian Thompson, Douglas Wiegand, Tatana Olson, and Jason N. Fortney (Virginia Tech)
- Top-Down versus Employee-Driven Policies to Improve the Safety of Delivery Drivers. STEVEN W. CLARKE, Madonna G. Mendoza, Priti Mehta, Stella Spanos, and Julien J. Guillaumot (Virginia Tech)
- DO IT on the Job: An Employee-Driven Process to Prevent Workplace Injuries. DEBORAH K. FORD, Amy B. Gershenoff, Charles B. Pettinger Jr., Candice R. Chevaillier, and Heather Martin (Virginia Tech)
- Involve Them and They'll Understand: A Systematic Test of this Training Slogan. CANDICE R. CHEVAILLIER, Joshua H. Williams, Paul G. Michael, Charles B. Pettinger, Jr., and Thomas E. Boyce (Virginia Tech)

#257

Panel Discussion
9:00 AM - 10:50 AM
Chicago Ballroom IX
ELS

Successful Implementation and Termination of a Department of Justice Consent Decree under CRIPA

Chair: David A. M. Pyles (W. A. Howe Developmental Center)

- DAVID A. M. PYLES (W. A. Howe Developmental Center)
- KATHLEEN A. MUNIZ (W. A. Howe Developmental Center)
- AMANDA CADE (W. A. Howe Developmental Center)
- RODOLFO SILVA (W. A. Howe Developmental Center)

- SHIRLEY JOHNSON (W. A. Howe Developmental Center)
- MARNEL SCOTT (W. A. Howe Developmental Center)
- TIM GEHANT (Illinois Department of Mental Health)

#258

Classroom Management Strategies

Paper Session
9:00 AM - 10:20 AM
Missouri Room
EDC

Chair: Leslie Burkett (University of North Texas)

- Preparing a School Environment for SR+. C. J. CONARD, Christine Cornish, and Jud Cornish (Fairbanks Country Day)
- A Comparison of Classroom Management and Individualized Reinforcement Plans: Can Individualized Plans be Incorporated into a Classroom Management System? RUTHANNE JEPSEN, Dawn Smith, and Patricia Tilton (Bancroft, Inc., Haddonfield, NJ)
- Inclusion of Behaviorally Disordered Students in the Least-Restrictive Environment: The Regular Education Classroom. CHRISTOPHER TOREM and Tammy Broomfield (West Warick Public Schools)

#259

Functional Analysis in Education and Behavior Therapy

Paper Session
9:00 AM - 10:50 AM
Parlor C
CBM

Chair: Katherine Holverstott-Cockrell (Eastern Michigan University)

- Increasing Precision of Function Through an Analysis of Contextual Variables in Educational Settings. RONNIE DETRICH (Spectrum Center)
- An Analysis of Social Contingencies that Prevent Prevention in Educational Settings. RONNIE DETRICH (Spectrum Center) and Alison McCabe (Spectrum Center)
- The Prevalent Use of Functional Analysis Methodologies in the Development of Behavioral Interventions. MARILYN K. BONEM, Sara E. Sytsma, Kerri Lee Bourdais, and Dennis Delprato (Eastern Michigan University)
- Using Goldiamond's Constructional Approach to Teach Behavior Therapy. HILARY JO KARP (University of Houston-Clear Lake)

- #260 Behavior Analysis at Work: Two Fields of Application, in Video**
 Panel Discussion
 9:00 AM - 10:50 AM
 Erie Room
 OTH
 Chair: Marian Breland Bailey (Henderson State University)
- ROBERT E. BAILEY (Eclectic Science Productions)
 - JAMES JOHNSTON (Auburn University)
 - TRAVIS THOMPSON (Vanderbilt University)
 - GINA GREEN (New England Center for Children)
- #261 Bridging the Gap from the Laboratory to the Applied Settings: Developing Cohesiveness in Training, Research and Intervention**
 Symposium
 10:00 AM - 11:50 AM
 Columbus Room A&B
 TPC
 Chair: Valeri Farmer-Dougan (Illinois State University)
 Discussant: James D. Dougan (Illinois Wesleyan University)
- Stimulus Salience and the Predictability of Reinforcement: Lessons from the Laboratory May Help in Clinical Settings. VALERI FARMER-DOUGAN, Kersten Ethridge, and Wolfgang Viechtbauer (Illinois State University)
 - A Disequilibrium Analysis of Incidental Teaching: Predicting Reinforcement Effects. MICHAEL HULSEY and Valeri Farmer-Dougan (Illinois State University)
 - Developing a Play-Based Assessment Tool: A Closed-Ended versus Open-Ended Approach. YVETTE CORNETT (Illinois State University)
 - Family Rituals and Routines: Behaviors Which Keep a Family Together. LISA SCHUCK (Illinois State University)
 - Stimulus Generalization and Discrimination Issues: Application to Group Home Settings. TIMOTHY KELLY (Illinois State University)
- #262 Issues in Human Operant Research**
 Paper Session
 10:30 AM - 12:20 PM
 Mississippi Room
 EAB
 Chair: Candice C. Ryan (Eastern Michigan University)
- Response Bias in Humans. VICTORIA JOHNSTONE and Brent Alsop (University of Otago, New Zealand)
 - Pattern Analysis as a Dimension of Individual Differences. ROCIO HERNANDEZ-POZO and Ignacio Mendez (UNAM, Mexico)
 - A Comparison of Effective Percentile Schedules of Reinforcement with Modified Hillclimbing Shaping Parameters. DARLENE E. CRONE-TODD and Joseph J. Pear (University of Manitoba)

- Effects of Trainer Praise on Occurrence of Target Exercise: Increasing Personal Training Effectiveness. VANETTA R. DESANTO (Queens College) and Bobby Newman (Association in Manhattan for Autistic Children)
- Reinforcer Efficacy in Adult Human Operant Research. Kelly Aley, Thomas S. Critchfield, and WILLIAM BUSKIST (Auburn University)

#263

Paper Session
10:30 AM - 11:50 AM
Missouri Room
EDC

Data-Based Studies in Educational Technology Applications

Chair: Myra Duarte (Florida International University)

- The Efficiency of Written and Video-tape Instruction in Martial Arts versus Live Modeling and Reinforcement. BOBBY NEWMAN (Behavior and Fitness Association)
- Evaluate the Effects of Staff Training to Increase Positive Interaction Between Residents and Staff. DONNA STRICKLAND, Bingju Lucy Zhang (Devereux Foundation)
- The Effects of Two Modes of Self-Instruction on the On-Task/Off-Task Behavior of Inclusive Teams of Students with and without Disabilities. RICHARD HOWELL and Gary Jacobs (The Ohio State University)

#264

Symposium
11:00 AM - 12:50 AM
Arkansas Room
CBM

Navigating the Florida Waters of Abused and Neglected Children

Chair: Janet Ellis (University of North Texas)

Discussant: Glenn I. Latham (Utah State University)

- Red Sky at Night: The Beginning and an Initial Plan. Michael Stoutimore (Florida Department of Children and Families) and CATHERINE WILLIAMS (University of South Florida)
- Building a Seaworthy Vessel ... While at Sea: Curriculum Design and Training Groups. PATRICIA A. FITZSIMONS and Michael Cripe (University of South Florida)
- Teaching Them (Parents) to Fish: In-Home Interventions and Follow-up. STACIE NAFTOLIN and Kristin Knapp-Ines (University of South Florida)
- Culling the Catch: Data to Date. MICHAEL STOUTIMORE (Florida Department of Children and Families) and Ingo Bergsteinsson (University of South Florida)

Monday, May 26

#265
Symposium
11:00 AM - 12:50 PM
Ontario Room
CBM

Habit Behavior or Hopeless Condition? Behavioral Perspectives on Assessment and Treatment of Trichotillomania

Chair: Raymond G. Miltenberger (North Dakota State University)

Discussant: Patrick C. Friman (Father Flanagan's Boys Home)

- Simplified Habit Reversal Treatment for Childhood Trichotillomania. JOHN T. RAPP, Raymond G. Miltenberger, Ethan S. Long (North Dakota State University), Vicky A. Lumley (Northwest Human Service Center), and Ami J. Elliot (Western Michigan University)
- Exploring the Limits of Habit Reversal: Functional Analysis and Treatment of Trichotillomania. ETHAN S. LONG, Raymond G. Miltenberger, John T. Rapp (North Dakota State University), Vicky A. Lumley (Northwest Human Service Center), and Amy J. Elliot (Western Michigan University)
- Exploiting Behavioral Covariation: Treatment for Thumb Sucking Improves Untreated Co-Occurring Trichotillomania. PATRICK C. FRIMAN (Father Flanagan's Boys Home)
- Methodological Advances in the Assessment of Trichotillomania. RAYMOND G. MILTENBERGER, John T. Rapp, and Ethan S. Long (North Dakota State University)
- Evaluating the Social Acceptability of Persons with Habit Disorders. DOUGLAS W. WOODS (Western Michigan University), Ethan S. Long (North Dakota State University), R. Wayne Fuqua (Western Michigan University), Raymond G. Miltenberger (North Dakota State University), and Ryan C. Outman (Western Michigan University)

#266
Symposium
11:00 AM - 12:50 PM
Michigan Room B
DDA

Supporting Staff to Support Individuals in the Community

Chair: Lyle Feinberg (The May Institute)

Discussant: James A. Sherman (University of Kansas)

- The Use of Hands-On Training and Feedback to Prepare Staff Members for Performance Evaluations. GREGORY S. MACDUFF, Patricia J. Krantz, and Lynn E. McClannahan (Princeton Child Development Institute)

- Further Studies Examining Competency-Based Staff Training. Lyle F. Feinberg, MICHELE ANDERSON, and Alan E. Harchik (The May Institute)
- Supervisors, Competencies, and Satisfaction. HELENA CARREIRO, Frank Bird, and Dana Lofgreen (The May Institute)
- Individualized Schedules: Making it Happen. MICHAEL C. STROUSE, Diane Bannerman Juracek, Shari Mehringer, Steve Floyd, Jennifer Havens, James A. Sherman, and Jan B. Sheldon (Community Living Opportunities)
- A Multi-Component Treatment Model for People with Severe and Multiple Disabilities: Making it Happen in a Large Service Agency. DIANE BANNERMAN JURACEK, Michael C. Strouse, Nikki Wolf, Yolanda Hargett, Jan B. Sheldon, and James A. Sherman (Community Living Opportunities)

#267

Symposium

11:00 AM - 12:50 AM

Erie Room

DDA

Autism

Strategies for Increasing Social Skills of Children with Autism

Chair: Ellen Piccolo (Rutgers University)

Discussant: Sandra L. Harris (Rutgers University)

- Social Initiations and Social Responsiveness in Young Children with Autism and Typical Peers. MARY JANE WEISS (Rutgers University)
- Increases in Spontaneous Adult Social Behavior Toward a Youth with Autism as a Function of Increased Youth Social Initiations. MARY E. MCDONALD (Queens Services for Autistic Citizens)
- Promoting Initiations in Adolescents with Autism: A Comparison of Prompting Procedures. JOANNE E. GERENSER and Barbara Papini (Eden II Programs)
- Teaching Children with Autism to Make Verbal Initiations: Effects of a "Tactile Prompt." BRIDGET A. TAYLOR and Len Levin (Alpine Learning Group)

#268

Symposium

11:00 AM - 12:20 PM

Ohio Room

DEV

A Behavioral-Developmental Analysis of the Psychophysics of Skill Acquisition as Measured on Hierarchically Ordered Tasks

Chair: Patrice Marie Miller (Harvard Medical School)

Discussant: John Michael Linacre (University of Chicago)

- The General Stage Model Analytically Measures Hierarchical Task Complexity, and the Rasch and Saltus Model Statistically Measures Corresponding Stage of Performance. MICHAEL L. COMMONS (Harvard Medical School)

- A Behavioral Developmental Analysis of the Psychophysics of Stage Using the General Stage Model and a Saltus Analysis of the Laundry Room Problem Task Series. E.A. GOODHEART (Harvard Medical School)
- A Saltus Analysis of Behavioral Developmental Data from the Balance Beam Task Series. K. DRANEY (University of California, Berkeley)

#269

Symposium
11:00 AM - 12:20 PM
Huron Room
DEV

Verbal and Motor Roles in Generalized Problem Solving

Chair: Amanda Jay (University of Kansas)

Discussant: Irene Grote (University of Kansas)

- Nonverbal Self-Instruction: Task-Analyzing, Teaching, and Evoking Motor Mediators of Problem Solutions. AMANDA JAY, Irene Grote, and Donald M. Baer (University of Kansas)
- Investigating the Role of Language in Self-Instruction by Persons with Severe Disabilities. CAROLYN HUGHES, Melinda L. Harmer, and Kathleen Hugo (Vanderbilt University)
- Self Instruction as an Anecdote to Poor Practice Decisions. EILEEN GAMBRILL (University of California, Berkeley)

#270

Paper Session
11:00 AM - 12:50 PM
Superior Room B
EDC

The Internet as an Information Resource and Teaching Tool

Chair: Tom Sharpe (Purdue University)

- Serious Surfing: Internet Information Resources for Behavior Analysts. LESLIE BURKETT (University of North Texas)
- Online Instruction for Behavior Change: Two Smoking Reduction Experiments. DAVID R. FEENEY (BehaviorCo Online Education Consultants, New York)
- Enhancing Student Collaboration in an ABA Course via the Internet. SUSAN HERSH (Wilmington College), Yvonne Goddard (The Ohio State University), and Mohammad Al-Attrash (The Ohio State University)
- Education Consumers Clearinghouse: A Vital Market Opportunity for Behavior Analysts. J. E. STONE (East Tennessee State University)

#271

Paper Session
11:00 AM - 12:50 PM
Colorado Room
EDC

Data-Based Research in Early Childhood Education and Professional Staff Training

Chair: Nyla Lamm (Columbia University)

- Is Reinforcement Alone Sufficient to Increase Correct Instructional Responding? NYLA LAMM and Joyce G. Kinches (Columbia University)

- A Comparison of the Generalization Effects of Rule-Governed and Contingency-Shaped Teaching Procedures when Teaching Block Building Forms to Preschoolers. AMY J. PRAGER (Columbia University)
- A Comparison of the Generalization Effects of Rule-Governed and Contingency-Shaped Teaching Procedures when Teaching Scientific Terms to Adults. Denise Ross, Vincent Bruno, and AMY J. PRAGER (Columbia University)
- A Comparison of Verbal Behavior and Social Skills Teaching Procedures for Development of Appropriate Social Interactions and Concurrent Reduction of Aberrant Behaviors in Preschool Special Education Students. Hui-Chuan Chu, Kenya Clay, and JEREMY H. GREENBERG (Columbia University)
- The Effects of Context Cues on Mastery and Fluency of Reading Sight Reading. LAYLUMA MUHAYYA (Columbia University)

#272

Symposium

11:00 AM - 12:50 PM

Michigan Room A

EAB

Basic Operant Processes and Some Implications for Applied Behavior Analysis

Chair: Patrick R. Progar (Children's Seashore House)

Discussant: Armando Machado (Indiana University)

- Superstition Reconsidered: One More Time. LARRY A. MORSE (University of Wisconsin, Eau Claire)
- Superstition in Humans: A Parametric Analysis of the Proportion of Reinforcers Delivered Contingent to Target Behaviors. PATRICK R. PROGAR, F. Charles Mace, Beth A. Delaney, Kevin J. Eisenschink, Barbara J. Sierp, and Jessica Dunne (Children's Seashore House, University of Pennsylvania)
- Clinical Applications of Basic Behavioral Processes. JOSEPH S. LALLI, Timothy R. Vollmer, Beth A. Delaney, Neeta Kapila-Ramsh, and Patrick R. Progar (University of Pennsylvania, Children's Seashore House)
- Of Finance and Foraging: The Economic Continuum. DONALD A. HANTULA (Temple University)

#273

Symposium

11:00 AM - 12:50 PM

Parlor C

CBM

Moving Clinical Behavior Analysis from the Laboratory to the Real World and Back Again

Chair: Scott H. Kollins (University of Mississippi Medical Center)

Discussant: Joseph Plaud (University of North Dakota)

Monday, May 26

- Behavior in Transition: Adaptation to Changing Reinforcement Contingencies in Individuals with and without a History of Drug Dependence. SCOTT LANE, Robert H. Bennet, and Don R. Cherek (University of Texas Health Sciences Center-Houston)
- Drug Discrimination and Methylphenidate: A New Way to Conceptualize ADHD Behavior Change. SCOTT H. KOLLINS (University of Mississippi Medical Center)
- Behavior Theory and Methods in the Analysis and Treatment of Neuropsychological Deficits. MICHAEL W. SCHLUND (Kennedy Krieger Institute) and Gary Pace (Johns Hopkins University School of Medicine)
- Panic, Alarms, and Other Frightful Relations: A Laboratory Aversive Conditioning Preparation Using CO₂-Enriched Air with Real-World Implications. JOHN FORSYTH (University of Mississippi Medical Center)

#274

Symposium

11:00 AM - 12:50 PM

Mayfair Room

EAB

Reward, Intrinsic Interest, and Creativity: Basic Research and Applications

Chair: Stephen R. Flora (Youngstown State University)

Discussant: Robert Eisenberger (University of Delaware)

- The "Punished by Rewards" Hypothesis: Experimental Methods and Results. THOMAS C. MAWHINNEY (University of Detroit)
- Can Salient Reward Increase Creative Performance without Reducing Intrinsic Creative Interest? ROBERT EISENBERGER (University of Delaware)
- The Real and Imagined Harmful Effects of Rewards: Implications for Clinical Practice. DAVID REITMAN (Louisiana State University)
- Reinforcement's Multifaceted Effects on Intrinsic Motivation. STEPHEN R. FLORA (Youngstown State University)

#275

Symposium

12:00 PM - 1:50 PM

Missouri Room

EDC

Behavioral Approaches to College Teaching: The Small Four-Year College

Chair: Stuart A. Vyse (Connecticut College)

Discussant: Jon S. Bailey (Florida State University)

- Behavioral Management of Out-of-Class Study and In-Class Participation. JACK MICHAEL (Western Michigan University)
- Active Learning in the College Classroom: What it is, How to do it, and Why You Might Want to. SUSAN M. SCHNEIDER (St. Mary's College of Maryland)

- Improving Practices at a Small Private College Through First-Year Academic Program. HENRY D. SCHLINGER, JR. and Dennis J. Kolodziejski (Western New England College)
- Behavioral Teaching Methods and the Liberal Arts College. STUART A. VYSE (Connecticut College)

#276

Paper Session
12:30 PM - 2:30 PM
Mississippi Room
EAB

Stimulus Equivalence

Chair: Matthew Korolden (Eastern Michigan University)

- Effect of Familiar Stimuli on Probability of Equivalence: Expansion of Class Size vs. Number of Classes. ERIK ARNTZEN and Per Holth (University of Oslo, Norway)
- A Generative Method for Testing Derived Relational Responding. ADAM MATTHEW GRUNDT and Linda J. Hayes (University of Nevada-Reno)
- Attention Shifts and Bases for Class Partitioning in a Matching Version of a Stroop-Type Task. PER HOLTH and Erik Arntzen (University of Oslo, Norway)
- Questions Regarding the Language of Equivalence Theories. SAM M. LEIGLAND (Gonzaga University)

#277

Symposium
1:00 PM - 2:50 PM
Parlor C
CBM

Current Issues and Future Directions in Applied Behavior Analysis and Acquired Brain Injury

Chair: Wanda L. Smith (West Park Hospital - Toronto, Ontario)

Discussant: W. Larry Williams (University of Nevada-Reno)

- Brain Injury and Applied Behavior Analysis: An Examination of ABA International Conference Presentations. GERALD BERNICKY, Wanda L. Smith, Paul Lee, and Andrew McNamara (West Park Hospital - Toronto, Ontario)
- Some Not-So-Conventional Applications of Behavior Analysis within an Acquired Brain Injury Residential Program. JANE MILLICAMP (Hamilton Psychiatric Hospital - Hamilton, Ontario)
- The Relative Utility of Psychotropic Medication and Applied Behavior Analysis in the Treatment of Severe Behavior Problems in Individuals with an Acquired Brain Injury. ANDREW MCNAMARA, Gerald Bernicky, Lorri Czajka, and JoAnn Emmerson (West Park Hospital - Toronto, Ontario)
- Behavioral versus Cognitive Debate in Brain Injury Prevention. ALI UZUNOZ (Brain Injury Services of Hamilton - Ontario)

- #278**
Symposium
1:00 PM - 2:20 PM
Erie Room
DDA
- Application of Applied Behavioral Technology to the Acute Psychiatric Hospital for Persons with Developmental Disabilities**
Chair: Carla A. Ratti (MHMRA Harris County, TX)
Discussant: Gordon Bourland (MHMRA Dallas, TX)
- Compatibility of a Behavioral Model with an Acute Medical/Psychiatric Hospital. CARLA A. RATTI (MHMRA Harris County, TX)
 - Prevalence of DSM-IV Axis 1 Diagnosis in Persons with Developmental Disabilities. MICHAEL J. LEVINE (MHMRA Harris County, TX)
 - Partial Hospitalization Services for Persons with Developmental Disabilities. DEBORAH L. GROSSETT (CRI, Houston, TX)
- #279**
Symposium
1:00 PM - 2:50 PM
Superior Room A
DDA
- Noncontingent Reinforcement: An Oxymoron with Great Promise**
Chair: Wayne W. Fisher (Johns Hopkins University School of Medicine)
Discussant: Brian A. Iwata (University of Florida)
- Noncontingent Reinforcement Attenuates Extinction-Induced Phenomena. TIMOTHY R. VOLLMER (University of Pennsylvania School of Medicine)
 - Efficacy and Preference of Noncontingent Reinforcement and Functional Communication Treatment Packages. GREGORY P. HANLEY, Cathleen C. Piazza, Wayne W. Fisher, Stephanie A. Contrucci, and Kristen A. Maglieri (Johns Hopkins University School of Medicine)
 - Noncontingent Reinforcer Schedules and Stimulus Magnitude Effects. JAMES E. CARR (University of Nevada), Jon S. Bailey (Florida State University), Cheryl L. Ecott (Auburn University), Kim D. Lucker, and Timothy M. Weil (Florida State University)
 - Use of Noncontingent Reinforcement in Mealtime Treatment Packages for Children with Severe Food Refusal. KIMBERLY A. BROWN, David P. Wacker, Linda J. Cooper, and Krista H. Kayser (The University of Iowa)
- #280**
Symposium
1:00 PM - 2:50 PM
Michigan Room B
DDA
- Behavioral Staff Training in Residential Settings**
Chair: Shirley O'Brien (Community Environments)
Discussant: Brandon F. Greene (Southern Illinois University at Carbondale)

- An Overview of Behavioral Staff Training. JAY ZIMMERMAN, John Zhang, Shirley O'Brien, Roger Zhuang, and Doris Duan (Community Environments)
- Training Supervisors to Provide Feedback on Staff Teaching Skills. ROGER ZHUANG, Doris Duan, Jerome Kalish, Meredith Milloy, and Shirley O'Brien (Community Environments)
- Using a Pyramid Model to Teach Incidental Teaching Techniques to Group-Home Staff. DORIS DUAN, Roger Zhuang, Meredith Milloy, Jerome Kalish, and Shirley O'Brien (Community Environments)
- Evaluate Staff and Students Performance Through a Pyramid Model of Teachers Training in a School Setting. BINGJU LUCY ZHANG and Donna Strickland (Devereux Foundation)

#281

Paper Session
1:00 PM - 2:20 PM
Mayfair Room
EAB

Topics in the Experimental Analysis of Behavior

Chair: Kathryn M. Wrubel (Eastern Michigan University)

- Choice Behavior Among Eight Response Alternatives with Physical Travel Requirements. CARLOS F. APARICIO and Kirk Davis (University of Mississippi)
- Pausing Increased in a Chain FR-FI Schedule by Increasing the Ratio Requirement. Reversing the Order of the Links Abolished the Temporal Discrimination: Evidence of Control by a Conditioned Stimulus. CARLOS F. APARICIO, Catina L. Callahan, and Kirk Davis (University of Mississippi)
- Choice, Travel, Physical Effort, and Overmatching. CARLOS F. APARICIO and Kirk Davis (University of Mississippi)

#282

Symposium
1:00 PM - 2:50 PM
Ohio Room
DEV

Environmental Influences on Fearful Behavior in Young Children

Chair: Patrice M. Miller (Salem State College)

Discussant: Slobodan B. Petrovich (University of Maryland)

- Fears and Environmental Stressors in Preschool Children. PATRICE M. MILLER (Salem State College)
- The Effects of Contingent Maternal Attention on Infants' Responses Denoting "Fear of Dark." AIDA A. SANCHEZ, Jacob L. Gewirtz, Martha Pelaez-Nogueras, Jorge Fonseca, Mark Sengelman, and Mariela Davila (Florida International University)

- Infants' "Fear of Strangers" May be a Learned Phenomenon. K. LUM LOCK, Jacob L. Gewirtz, Martha Pelaez-Nogueras, and Michael R. Markham (Florida International University)
- Accounting for Trauma and Fear in the Acquisition of Attachment and Anxiety Disorders from a Behavioral-Development Perspective. MICHAEL L. COMMONS (Harvard Medical School)

#283

Symposium
1:00 PM - 2:50 PM
Colorado Room
EDC

Ecobehavioral Analysis of Early Childhood Classrooms -- Utility for Interventions

Chair: Carla Peterson (Iowa State University)

Discussant: Judith Carta (University of Kansas)

- Ecobehavioral Analysis of Early Childhood Classrooms -- Examining Utility. HEATHER MACK, Carla Peterson, Karen Hayes, Sean Taylor, and Brenda Bassingwaithe (Iowa State University)
- Similarities and Differences Between Classroom Experiences of Children with and without Disabilities -- Using Escape to Examine a Kindergarten Classroom. SEAN TAYLOR, Susan Harlan, and Carla Peterson (Iowa State University)
- Using an Ecobehavioral Observation System for Examining Physical Therapy Sessions. CHRISTINA L. AGER, Erika-Senft Miller, and Meg Lockard (Beaver College)
- Ecobehavioral Analyses to Promote the Design and Development of Instructional Programming for Children with Limited English Proficiency. NADIA B. PHELPS, Richard J. Spicuzza, and Mary McEvoy (University of Minnesota)

#284

Symposium
1:00 PM - 2:50 PM
Arkansas Room
OBM

More Good Money After Bad: Advances in the Analysis of Economic Behavior

Chair: Thomas C. Mawhinney (University of Detroit, Mercy)

- Emotion and Escalation: Deviations from Rationality? ELLYN G. BRECHER (Temple University)
- Escalation Research: Providing New Frontiers for Reciprocal Influences of Organizational Behavior and Behavior Analysis. SONIA M. GOLTZ (Michigan Tech)
- Escalation of Commitment and Hysteresis: A Behavior Economic Perspective. DONALD A. HANTULA, Jennifer DeNicolis Bragger (Temple University)

- Escalation, Risk Aversion, and Behavioral Momentum. JOHN A. NEVIN (University of New Hampshire)

#285

Clinical Behavior Analysis and Managed Care

Paper Session
1:00 PM - 2:50 PM
Ontario Room
CBM

Chair: Mike Wesolowski (Florida Department of HRS)

- Toward Best Practice in Applied Behavior Analysis. DAVID A. M. PYLES (W. A. Howe Development Center)
- The Problem of History in Clinical Assessment Focus on the Psychological Present. Francisco I. Perez (Baylor College of Medicine, Houston, TX)
- The Reign of DSM-IV: Research, Economic, Legal, and Treatment Implications. DEBORAH THOMAS (Washington State Community College) and Lawrence E. Farley (West Virginia University)
- Applying Behavior Analysis to Outpatient Mental Health. DAVID A. COLEMAN, Jr., James Mason, LuAnn Horton, and Joan Junivall (The Center for Children's Services)

#286

Development and Behavior Analysis

Paper Session
1:00 PM - 1:50 PM
Huron Room
DEV

Chair: Wendy E. Roth (Florida International University)

- A Behavior-Analytic Alternative to the Cognitive-Developmental Approach to Dementia. DEBRA W. FREDERICKS (University of Nevada)
- Isolation of Life-Span Factors Associated with Orderly Changes in Pattern Diversity in Individual Performance as a Result of a Discrete Exposure to Contingencies. ROCIO HERNANDEZ-POZO and Ignacio Mendez (UNAM, Mexico)

#287

Empirical Analysis of Setting Events in Applied Settings: Systematic Measurement and Manipulation

Symposium
1:00 PM - 2:50 PM
Michigan Room A
EDC

Chair: Maureen Conroy (East Tennessee State University)

Discussant: George Sugai (University of Oregon)

- Classroom Environmental Arrangements as Setting Events for Teacher-Student Interactions: Replication and Extension. CAROL DAVIS (University of Minnesota), James Fox (East Tennessee State University)
- The Reliability and Validity of a Teacher-Implemented Checklist to Identify Classroom Setting Events for Severe Behavior Problems of Preschool and School-Aged Children. JAMES FOX and Maureen Conroy (East Tennessee State University)

Monday, May 26

- Identification of Setting Events Which Effect Teachers' Classroom Behaviors. PHILLIP L. GUNTER and Martha L. Venn (Valdosta State University)
- Evaluation of Setting Events on Classroom Social Interaction and Aggressive Behavior of Students with Emotional and Behavioral Disorders. SUSAN L. JACK and Richard E. Shores (University of Kansas at Parsons)

#288
Symposium
1:00 PM – 2:50 PM
Superior Room B
CCS

**The Center for Community Interventions on
Childrearing: Research on Improving Childrearing
Practices in Rural Communities**

Chair: Julie Rusby (Oregon Research Institute)

Discussant: Dennis Embry (Heartsprings, Inc.)

- A Social-Context Model of the Development of Youth Problem Behavior. CAROL METZLER, Anthony Biglan, Dennis Ary, Terry Duncan, and Keith Smolkowski (Oregon Research Institute)
- The Schools and Homes in Partnership (SHIP) Project: An Axample of Combining Empirically Validated Programs into a Comprehensive Intervention. TED K. TAYLOR, Anthony Biglan, Blair Irvine, and Dennis Ary (Oregon Research Institute)
- Using What Works: Effective Reading Instruction and Behavior Management in Schools as Key Components of Successful Childrearing Practices in Communities. BARBARA GUNN and Anthony Biglan (Oregon Research Institute)
- Advances in Methods for Evaluating Community Interventions to Improve Childrearing: The Community Action for Successful Youth (CASY) Project. CAROL METZLER, Anthony Biglan, and Dennis Ary (Oregon Research Institute)
- Affecting School and Community Childrearing Practices to Improve the Monitoring, Limit Setting, and Positive Reinforcement for Middle Schoolers: The CASY Project Intervention. JULIE RUSBY, Carol Metzler, and Anthony Biglan (Oregon Research Institute)

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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 1997 membership year.

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Ontario Room					#265 CBM Habit Behavior or ...		#285 CBM Clinical ...
Erie Room			#260 OTH Behavior Analysis at Work:		#267 DDA Strategies for Increasing ...		#278 DDA Application. .
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Chicago Ballroom VI							
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Chicago Ballroom VIII & IX			#257 ELS Successful Implementation				
Chicago Ballroom X							

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Ontario Room	#285 (cont.)						
Eric Room	#278 (cont.)						
Superior Room A	#279 (cont.)						
Superior Room B	#288 (cont.)						
Michigan Room A	#287 (cont.)						
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Chicago Ballroom X							

Personal Planner

ABA '97	Thursday	Friday	Saturday	Sunday	Monday
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Specialty Area Index

CBM: Clinical; Family; Behavioral Medicine

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CCS: Community; Corrections

#75, #80, #97, #103, #119, #120, #135, #143, #147a, #168, #177, #198, #212, #214, #288

DDA: Developmental Disabilities; Autism

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DEV: Human Development; Gerontology

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EAB: Experimental Analysis of Behavior

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ELS: Ethical, Legal, and Social Issues

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TOX: Behavioral Pharmacology and Toxicology

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 Zeilstra, Julie: #52(153)
 Zemke, Sarah: #118
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 Zhang, Bingju Lucy: #263,
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 #213
 Zinn, Marcie: #52(106),
 #142(4, 5), EXPO(B1)
 Zin., Mark: #52(104, 105)
 Zlomke, Lee C.: #18, #79
 Zunker, Christie: #53(161)
 Zwicker, Tom: #229(113)

Connecticut Center for Child Development, Inc.
P.O. Box 793
Newtown, CT 06470-0793
(203) 426-0449

WANTED: Experienced professionals for a new private school opening in September 1997. The school will be located in Fairfield County, CT.

Program Director

Responsible for managing both the school and outreach program. Candidates must have substantial training in Applied Behavior Analysis and extensive experience working with children with autism, Ph.D. preferred. This high visibility position has the potential to grow to include other program components. Position available in July 1997.

Behavior Analyst

Providing consultative services for children in public schools and family sponsored programs, and conducting adult training seminars and workshops. Candidates must have an advanced degree and experience coordinating behavioral interventions for children with autism. Position available immediately.

Special Education Teachers

Responsible for management of classes of five children and four Teaching Assistants. Candidates must be a certified Special Education Teacher with a minimum of one year teaching experience and training in Applied Behavior Analysis. Positions available in August 1997.

Speech-Language Pathologist

Providing consultative speech-language services to children in both the school and outreach program. A candidate who has a minimum of two years experience and training in Applied Behavior Analysis preferred, however, professionals interested in further training will also be considered. Position available in August 1997.

We offer a competitive salary and benefits package commensurate with training and experience.

Interested individuals please forward curriculum vitae or resume to: CCCD, Inc., P.O. Box 793, Newtown, CT, 06470-0793 or send via FAX (203) 861-2167.

ABA Membership Information

Sustaining and Supporting Members

Sustaining and Supporting Members are eligible to vote on ABA business matters and to participate in the Nomination and Election of Officers. Through their contributions, Sustaining and Supporting Members help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Citation in the ABA Newsletter and the Annual Convention Program Book, subscriptions to The ABA Newsletter, The Behavior Analyst, and reduced convention registration fees. Requirement: Same as Full Members (see below).

Full Members

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 reduced convention registration fees. Requirement: A Master's degree in Experimental or Applied Behavior Analysis or contributions to the field of behavior analysis; send vita and course records when requesting this status for the first time (fill out the Checklist at the bottom of this page).

Affiliate Members

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 requirements. Affiliate Member dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. 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 Members

Emeritus Status is designed for persons who are over the age of 65 or 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

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

Student Members are full-time undergraduate or graduate students, residents, or interns. Benefits: Subscriptions to The ABA Newsletter and The Behavior Analyst, and reduced membership dues and convention registration fees. Requirement: You must send verification of full-time student, intern, or resident status with your application for membership.

Voting Member Status Determination

If you are applying for the first time for Full, Sustaining, Supporting, or Emeritus Membership, you must show evidence of at least a Master's degree in psychology or a related discipline; send your vita and complete the following checklist:

- ☐ My training included a minimum of one year's supervised experience in behavior analysis, and my graduate project, thesis, or dissertation was in experimental or applied behavior analysis.
- ☐ I have had two or more years supervised experience in experimental or applied behavior analysis.
- ☐ I have made significant contributions to knowledge in behavior analysis evidenced by research publications, presentations at professional conventions, or by other comparable means. (Your vita should reflect such contributions)

ABA '97 Membership Form

Association for Behavior Analysis

Mail form and payment to:
213 West Hall, Western Michigan University, Kalamazoo, MI 49008-5052
Telephone: 616-387-8342. FAX: 616-387-8354

Dues for all Membership Categories include subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, except Chapter/Adjunct Dues, which do not include *The Behavior Analyst*.

Personal Information

NAME (Last name, first name, middle name)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS (cont'd.)

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

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 you 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 due here: \$ _____

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$230.00	<input type="checkbox"/> \$650.00
Supporting	<input type="checkbox"/> \$125.00	<input type="checkbox"/> \$335.00
Full	<input type="checkbox"/> \$94.00	<input type="checkbox"/> \$222.00
Affiliate	<input type="checkbox"/> \$94.00	<input type="checkbox"/> \$222.00
Emeritus	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$81.00
Student	<input type="checkbox"/> \$37.00	
Chapter-Adjunct	<input type="checkbox"/> \$32.00	<input type="checkbox"/> \$66.00
Student Transition*	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$179.00

*If you were a student last year and have received a graduate degree, you may apply for Full-member status the transition rate. Send vita and an 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 due here: \$ _____

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$115.00	<input type="checkbox"/> \$535.00
Supporting	<input type="checkbox"/> \$70.00	<input type="checkbox"/> \$280.00
Full	<input type="checkbox"/> \$54.00	<input type="checkbox"/> \$182.00
Affiliate	<input type="checkbox"/> \$54.00	<input type="checkbox"/> \$182.00
Emeritus	<input type="checkbox"/> \$26.00	<input type="checkbox"/> \$70.00
Student	<input type="checkbox"/> \$26.00	
Chapter-Adjunct	<input type="checkbox"/> \$21.00	<input type="checkbox"/> \$57.00

Verification of Student Status

I, _____, certify that _____ is a full-time student, intern, or resident at <insert name of institution>

Faculty Signature:

Date:

Payment of Dues is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, 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:

Check ☒ any 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
- ☐ German 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

Mark the ABA SIGs of which you are a member (M) or about which you would like information (I).

- ☐ 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 Non-human Behavior
- ☐ Interbehaviorists in ABA
- ☐ JABA Users Group
- ☐ Legal and Ethical Issues
- ☐ OBM Network
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analysis of Behavior
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

ABA '97 Convention Registration Form

Association for Behavior Analysis

Mail form and payment to:
213 West Hall, Western Michigan University, Kalamazoo, MI 49008-5052
Telephone: 616-387-8342. FAX: 616-387-8354

Personal Information

NAME (Last name, first name, middle name)

Fill out the following **ONLY** if changed:

PREFERRED MAILING ADDRESS

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

Convention Name Badge

Print your name and affiliation as you would like them to appear on your badge.

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, 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:

Registration for the Entire Convention

(Friday 5/23-Monday 5/26). Choose your membership category from the list below and fill in the appropriate amount: \$

Category	Fee
Sustaining, Supporting, Full, Affiliate	\$99.00
Emeritus and Student	\$45.00
Chapter-Adjunct	\$125.00
Non-member	\$225.00

Registration for One Day.

Check day(s) attending:

- ☐ Friday 5/23 ☐ Saturday 5/24
☐ Sunday 5/25 ☐ Monday 5/26

Choose your membership category from the list below and fill in the appropriate amount (fee x # of days): \$

Category	Fee
Sustaining, Supporting, Full, Affiliate	\$45.00
Emeritus and Student	\$45.00
Chapter-Adjunct	\$60.00
Non-member	\$80.00

Special Events & Materials

Sweatshirts with Chicago '97 Logo

Adult Sizes: L XL XXL / \$27 ea. \$

Short-Sleeved T's with Chicago '97 Logo

Adult Sizes: L XL XXL / \$17 ea. \$

Youth Sizes: S M L / \$12 ea. \$

Long-Sleeved T's with Chicago '97 Logo

Adult Sizes: L XL XXL / \$22 ea. \$

Chicago '97 Mug / \$5 ea. \$

Donation to Support Student Presenter \$

Registrations for ABA '97 Convention \$

Workshop Registration Total \$

Job Placement Service

• Applicants:

\$20 (before 4/15) \$

\$25 (after 4/15) \$

• Employers:

\$35/position (before 4/15) \$

\$45 (after 4/15) \$

Total Registration Payment Enclosed

Total of all items above (US\$ only): \$

ABA '97 Workshop Registration Form

Association for Behavior Analysis

Preconvention Workshops, May 22, 23, & 24, 1997

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 charge. 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.

Thursday, May 22

- 10:00 AM - 1:00 PM: Bringing the Behavior of People with..., KRANTZ, MACDUFF, FENSKE, & MCCLANAHAN, \$70 members, \$85 others.
- 10:00 AM - 1:00 PM: Incidental Teaching 101: Effective Intervention with Young..., DALY, Bovey, & Thomas, \$73 members, \$88 others.
- 10:00 AM - 5:00 PM: Further Developments in Instructional Design, BRUCE & Eshleman, \$135 members, \$150 others.
- 10:00 AM - 5:00 PM: Rule-Governed Behavior, Self-Management, and Performance Management, MALOTT, \$125 members, \$140 others.
- 10:00 AM - 5:00 PM: Behavioral Techniques for Identifying and Ameliorating Animal Behavior..., LATTAL & Wilkes, \$140 members, \$155 others.
- 10:00 AM - 5:00 PM: Treatment Windows: Providing Needed Healthcare Treatments to..., KEMP, \$130 members, \$145 others.
- 10:00 AM - 5:00 PM: Systemic, Nonlinear, Constructional Approaches to..., ANDRONIS, Layng, & Johnson, \$115 members, \$130 others.
- 10:00 AM - 5:00 PM: Cognitive Therapy for Depression:..., KOHLENBERG, PARKER, & BOLLING, \$115 members, \$130 others.
- 10:00 AM - 5:00 PM: Play-Based Assessment: Assessment using..., CORNETT & FARMER-DOUGAN, \$150 members, \$165 others.
- 2:00 PM - 5:00 PM: Environmental Design for Effective Intervention with Children..., DALY, Bovey, & Thomas, \$73 members, \$88 others.
- 2:00 PM - 9:00 PM: Standard..., LINDSLEY, COOPER, DALY, FIELDS, PETERS, & SEEVERS, \$150 members, \$165 others.
- 6:00 PM - 9:00 PM: How to Develop, Produce, and Use SAFMEDS, GRAF, \$90 members, \$105 others.
- 6:00 PM - 9:00 PM: The Use of a Personalized Training Model to Train Staff in..., MCDONALD & Hobbie, \$80 members, \$95 others.
- 6:00 PM - 9:00 PM: Create a Web Page, BURKETT, \$75 members, \$90 others.
- 6:00 PM - 9:00 PM: Describing Behavioral Principles Through Visual Media, DETRICH & Dahlstrom, \$90 members, \$105 others.
- 6:00 PM - 9:00 PM: No-Nonsense Guide to Group Home Management, O'BRIEN, Pommier, Zhuang, Duan, Martinez-Diaz, & Ehrlich, \$90 members, \$105 others.

Friday, May 23

- 8:30 AM - 11:30 AM: Functional Analysis: A Minority View, KEMP, \$70 members, \$85 others.
- 8:30 AM - 11:30 AM: Time-Based Data Collection and Analysis Strategies Using..., SHARPE, \$145 members, \$160 others.
- 8:30 AM - 11:30 AM: A Behavior-Analytic Approach to the Assessment of Child Sexual Abuse, WYATT, \$80 members, \$95 others.
- 8:30 AM - 11:30 AM: Maximizing Success: Creating a Context to Promote..., DETRICH & BARTLEBAUGH, \$90 members, \$105 others.
- 8:30 AM - 11:30 AM: The Treatment of Habit Disorders with Simplified..., MILTENBERGER & WAGAMAN, \$70 members, \$85 others.
- 8:30 AM - 11:30 AM: Creating a Behavior Analyst's Handbook for Speaking..., MCINTIRE, Pumroy, & Smith, \$75 members, \$90 others.
- 8:30 AM - 11:30 AM: Training to Teach in a Day: A Program for Rapidly Training..., PARSONS & REID, \$70 members, \$85 others.
- 8:30 AM - 11:30 AM: Sleep and its Disorders among Persons with Developmental..., DURAND & MAPSTONE, \$70 members, \$85 others.
- 8:30 AM - 11:30 AM: Person-Centered Planning and Behavior..., ANDERSON, FREEMAN, & Kincaid, \$80 members, \$95 others.
- 8:30 AM - 11:30 AM: Assessment, Diagnosis and Behavioral Treatment Prescription for Severe Problem..., CIPANI, \$98 members, \$113 others.
- 8:30 AM - 11:30 AM: The "Other" Type of Conditioning: Personal Fitness Training, Martial Arts..., NEWMAN, \$80 members, \$95 others.
- 8:30 AM - 11:30 AM: Radical Behaviourism and the Counseling Process: Constructional Bones..., WILLIAMS, \$72 members, \$87 others.

Saturday, May 24

- 9:00 AM - 12:00 PM: Integrated Couple Therapy: A Behavior-Analytic, Acceptance-Based..., JACOBSON, \$70 members, \$85 others.

Enter total due below and on reverse side of this form.

Workshop #.....\$ _____

Workshop #.....\$ _____

Workshop #.....\$ _____

Total for Workshops.....\$ _____

"Available from ABA" Order Form

Prices include shipping and handling

Publications	Unit Cost		Quantity	Total
	Domestic	Foreign		
ABA General Publications				
ABA Newsletter (free w/membership)	\$30.00	\$30.00	x _____ = \$ _____	
New! ABA Membership Directory (1997-98)	\$16.00	\$21.00	x _____ = \$ _____	
Directory of Graduate Training Programs in Behavior Analysis	\$15.00	\$20.00	x _____ = \$ _____	
Recommendations of the Task Force on Regulatory Issues	\$4.00	\$5.00	x _____ = \$ _____	
Recommendations of the Task Force on the Right to Effective Behavioral Treatment	\$4.00	\$5.00	x _____ = \$ _____	
Position Statement on Students Right to Effective Education	\$4.00	\$5.00	x _____ = \$ _____	
Journals				
Analysis of Verbal Behavior:	Institution	\$53.00	\$57.00	x _____ = \$ _____
	Individual	\$23.00	\$27.00	x _____ = \$ _____
	Student	\$16.00	\$20.00	x _____ = \$ _____
The Behavior Analyst (free w/membership):	Institution	\$85.00	\$95.00	x _____ = \$ _____
	Individual	\$35.00	\$50.00	x _____ = \$ _____
	Student	\$15.00	\$23.00	x _____ = \$ _____
Keller, Fred S.				
Pedagogue's Progress	\$15.00	\$20.00	x _____ = \$ _____	
Principles of Psychology (with Schoenfeld, William N.)	\$25.00	\$30.00	x _____ = \$ _____	
Michael, Jack				
Concepts and Principles of Behavior Analysis	\$17.00	\$22.00	x _____ = \$ _____	
Pryor, Karen				
Don't Shoot the Dog! The New Art of Teaching and Training	\$8.00	\$10.00	x _____ = \$ _____	
Lads Before the Wind: Diary of a Dolphin Trainer	\$17.95	\$22.95	x _____ = \$ _____	
If I Could Talk to the Animals (video)	\$44.90	\$44.90	x _____ = \$ _____	
Super Training! The Art and Science of Training (video)	\$94.90	\$94.90	x _____ = \$ _____	
Skinner, B. F.				
The Behavior of Organisms	\$25.00	\$30.00	x _____ = \$ _____	
Verbal Behavior	\$24.00	\$30.00	x _____ = \$ _____	
Other				
Designs for Excellence in Education: The Legacy of B. F. Skinner	\$34.95	\$39.95	x _____ = \$ _____	
National Public Radio: Interview with B. F. Skinner (audio)	\$4.00	\$6.00	x _____ = \$ _____	
SUBTOTAL			\$ _____	
6% Sales Tax (Michigan Residents Only)			SUBTOTAL x .06 = \$ _____	
TOTAL (Make Checks Payable to ABA)			\$ _____	

Name: _____ Affiliation: _____
 Street Address: _____
 City: _____ State: _____ Country: _____ ZIP Code: _____
 Credit Card #: _____ Expiration: _____
☐ Visa ☐ MasterCard ☐ American Express Signature: _____

Analysis of Verbal Behavior Order Form

Mail form and payment to:
213 West Hall, Western Michigan University, Kalamazoo, MI 49008-5052
Telephone: 616-387-8342. FAX: 616-387-8354

Prices include shipping within the US.

	Individual	Unit Cost Student Institution	Quantity	Total Cost
<i>Seperate Volumes</i>				
Volume 14 (available in May, 1997)	\$ 23.00	\$ 16.00	\$ 53.00 x _____ = \$ _____	
Volume 13 (current volume).....	\$ 23.00	\$ 16.00	\$ 53.00 x _____ = \$ _____	
Volume 12	\$ 23.00	\$ 16.00	\$ 53.00 x _____ = \$ _____	
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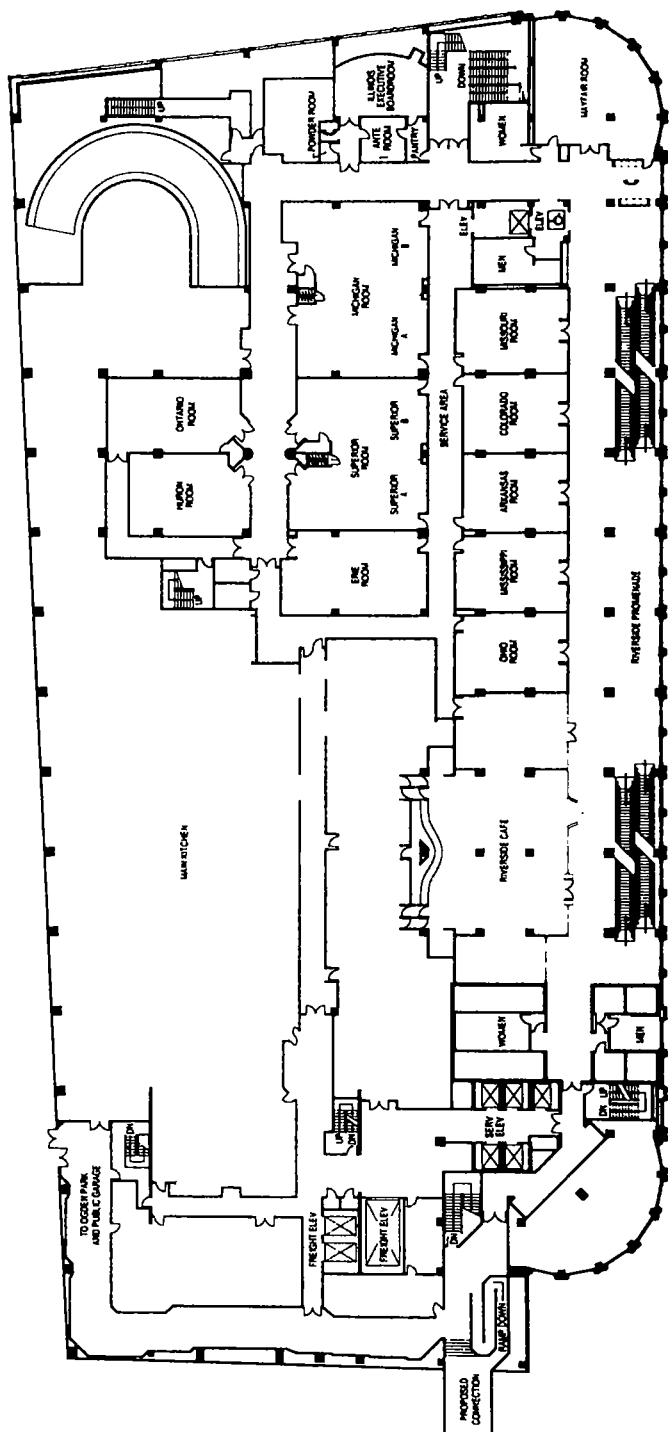
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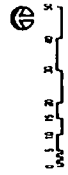
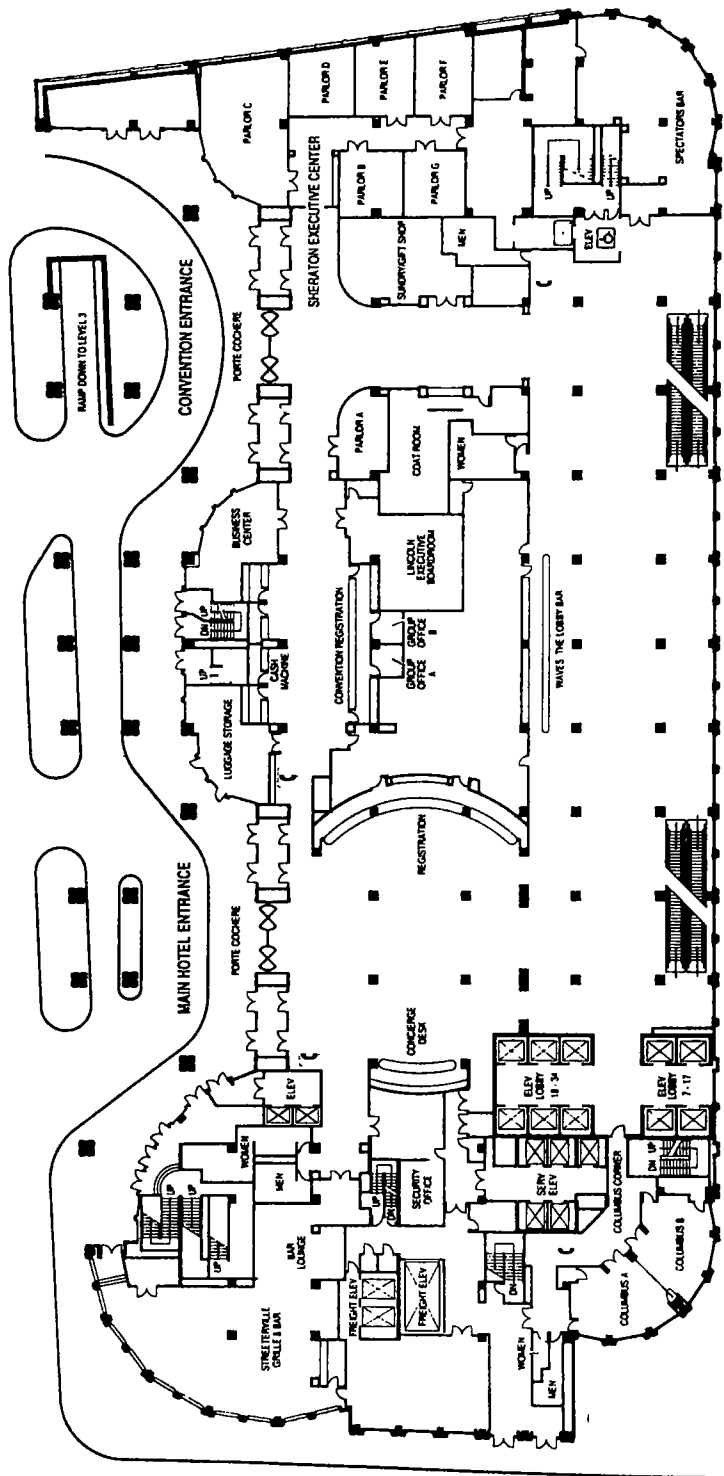
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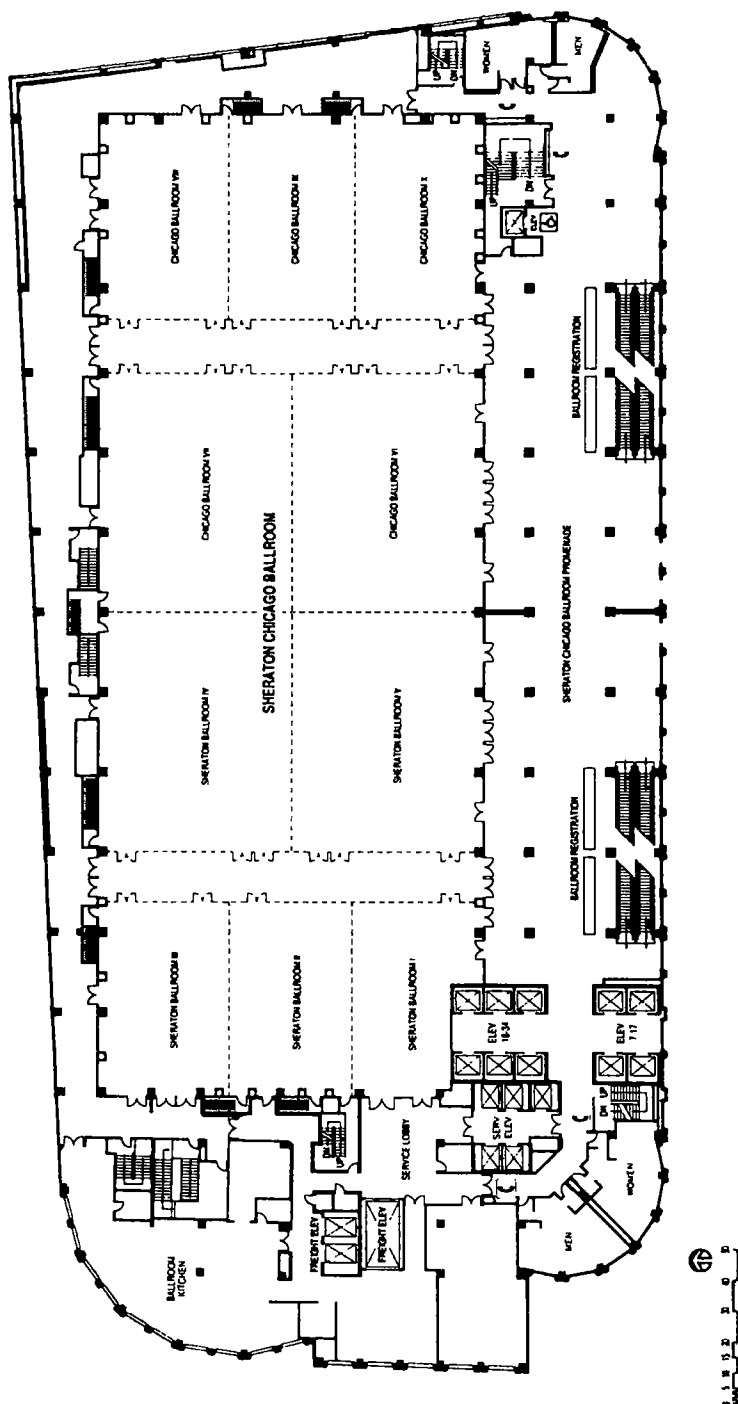
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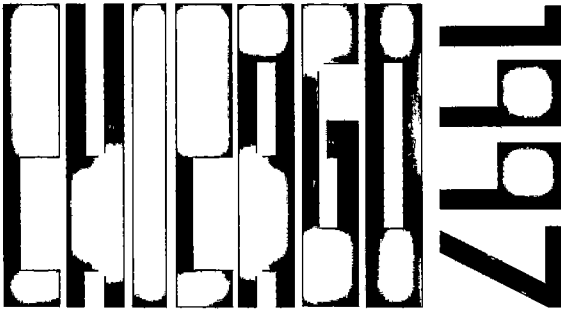
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