Association For Behavior Analysis

An International Organization

# ABA Program

24th Annual Convention

Walt Disney World/Dolphin

Orlando

#### At The New England Center for Children



### each child's independence



#### is at the center of our attention.

There are many reasons why children come to The New England Center for Children.

They come for our nationally recognized educational, residential and treatment programs — all community based, all offered from one center of excellence. They come for our professional staff, nationally known in the fields of autism and applied behavior analysis. And they come to participate in services that range from speech and language programs, to adaptive physical education, to employment placement.

And when, in time, each child leaves, individual potential has been reached, a new level of independence achieved.

At NECC, we welcome children diagnosed with autism, behavior disorders, learning disabilities, language delays, mental retardation and related disabilities. We are nationally recognized for the success of our programs and for our dedication to bringing about positive change in the lives of children who come here. Change that helps them live more productively and independently, long after they leave.

For more information about employment, graduate school programs and internships, visit our exhibition booth at the convention or visit our website at: <a href="www.NECC.org">www.NECC.org</a>



Independence through Educational Excellence

33 Turnpike Road, Southborough, Massachusetts 01772-2108 phone: 508-481-1015, internet: http://www.NECC.org

Association For Behavior Analysis

The Association for Behavior Analysis was founded in ap74 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 information pertinent to the members. Advancing behavioral science and its que members. Advancing behavioral science and its applications has become an international effort as applications has become an international effort as

Friday, May 22 - Tuesday, May 26

#### Acknowledgements

#### **Program Board Coordinator**

Masaya Sato, Keio University, Japan

#### **Program Chairs**

Area I: AUT, CBM, CSE, DDA, DEV, ELS Edelgard Wulfert, SUNY at Albany

Area II: EAB, EDC, OBM, TBA, TOX, TPC, VRB Francis McSweeney, Washington State University

## Program & Convention Management Continuing Education Coordination

Maria E. Malott, Malott & Associates

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**AUT: Autism** 

Jack Scott, Florida Atlantic University

CBM: Clinical; Family; Behavioral Medicine David E. Greenway, University of Southern Louisiana

CSE: Community Interventions; Social and Ethical Issues
Mark Mattaini, Columbia University
Richard Rakos, Cleveland State University

**DDA: Developmental Disabilities**Kent Johnson, Morningside Learning Systems

**DEV: Human Development; Gerontology**Jacob Gewirtz, Florida International University
Martha Pelaez-Nogueras, Florida International University

**EAB: Experimental Analysis of Behavior** William L. Palya, Jacksonville State University

**EDC: Education**Laura D. Fredrick, Georgia State University

**OBM: Organizational Behavior Management**Linda Hayes, University of Nevada

**TOX: Behavioral Pharmacology and Toxicology** Steven Dworkin, Bowman Gray School of Medicine

**TBA: Teaching Behavior Analysis**Richard W. Malott, Western Michigan University
Roger Bass, Carthage College

## TPC: Theoretical, Philosophical and Conceptual Issues Michael Markham, Florida International University

#### VRB: Verbal Behavior

Mark Sundberg, Behavior Analysts, Inc.

SQAB: Society for the Quantitative Analyses of Behavior William L. Palya, Jacksonville State University

#### **Scheduling Support**

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Corina Groeger, Western Michigan University
Jacalyn S. Smeltzer, Western Michigan University
Jim Harmon, Conferon, Inc.

#### **Continuing Education Support**

Corina Groeger, Western Michigan University

#### **ABA Convention Presenters**

This program contains the contributions of over 2,030 participants from several countries. Thanks to their work, the Association for Behavior Analysis can offer this special convention program, including 29 workshops, 32 business meetings, 141 paper sessions, 111 symposia, 45 panel discussions, 610 posters, 8 reunions/receptions, 20 invited presentations and 16 special events.

We appreciate the support of the chairs of ABA's 21 special interest groups. They have made significant contributions to the quality and richness of the 1998 ABA 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 analyses 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 21 special interest groups, maintains a mutually beneficial relationship with 35 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 credits and accredits behavioral programs.

#### **Background**

ABA was founded in May of 1974 with a planning meeting at the University of Chicago; the first annual convention was held the following year. 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.

#### Membership

ABA currently has more than 2,700 members, including a significant international representation. A membership application is provided at

the back of this Convention Program Book (page 265).

#### **Annual Meeting**

The annual convention currently draws more than 2,000 registrants from around the world. It offers approximately 1,000 presentations, including poster sessions, invited talks, business meetings, symposia, panel discussions, workshops, and social events.

#### **Presidents**

President (1996-1999)

James M. Johnston, Auburn University President-Elect (1997-2000)

Masaya Sato, Keio University

Past President (1995-1998)

Marc N. Branch, University of Florida

#### Council Representatives

Applied Representative (1997-2000)

Jon S. Bailey, Florida State University

44 Large Personalistics (1995-1998)

At-Large Representative (1995-1998) Carol Pilgrim, UNC Wilmington

At-Large Representative (1997-2000)
Travis Thompson, Vanderbilt University
Experimental Representative (19961999)

Gina Green, New England Center for Children

#### Student Representatives Representative (1996-1999)

Mark R. Dixon, University of Nevada

Representative-Elect (1997-2000) Peter-Cornelius Dams, Western Michigan University

Past Representative (1995-1998)

Judith A. Honeywell, Western Michigan
University

Executive Director/Secretary Treasurer (1993-1999)

Maria E. Malott, Malott & Associates

#### **Registration & Convention Services**

#### **General Information**

Registration and Convention Services are located in the ABA Registration Area. The hours are:

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

#### **Advanced Registration**

The ABA office must receive workshop, membership, and convention fees by May 11, 1998. ABA will process registration forms that arrive at the office later than this date on-site.

#### **On-Site Registration**

Come to the ABA Registration Area 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 for each person will be prepared and placed in your advance registration packet.

#### **Membership Dues**

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

#### **Cancellations and Refunds**

Registrants may cancel convention registration and tickets for workshops or other events before May 1, 1998. A handling fee of \$10.00 will be deducted from all refunds.

After May 1, 1998, *only* workshops and other events cancelled by ABA are eligible for a refund. Handling fees will not be deducted from events cancelled by ABA.

All costs associated with attending the 24th Annual ABA Convention at Walt Disney World Dolphin, Orlando, FL (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 ABA Registration Area.

#### **Continuing Education**

ABA will provide APA continuing education certificates upon request to anyone attending workshops. There is no additional fee for this service to workshop attendees. For a small fee, participants will also be able to obtain continuing education credits from the Florida Association for Behavior Analysis and California Psychological Association. For further information, see page 14.

#### Job Placement and Career Enhancement Services (JPS)

Vitae, resumes, and position listings are available for review by JPS registrants at the JPS booth in the registration area. ABA will arrange interviews between applicants and employers during the convention.

#### ABA Convention Store

The ABA Convention Store carries about 800 selected books in vitually all areas related to behavior analysis. ABA T-shirts and Mugs are also be available!

#### **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.

**AUT: Autism** 

CBM: Clinical; Family; Behavioral Medicine

CSE: Community Interventions; Social and Ethical Issues

DDA: Developmental Disabilities

DEV: Human Development; Gerontology

EAB: Experimental Analysis of Behavior

EDC: Education

OBM: Organizational Behavior Management

TOX: Behavioral Pharmacology and Toxicology

TBA: Teaching Behavior Analysis

TPC: Theoretical, Philosophical, and Conceptual Issues

VRB: Verbal Behavior

SQAB: Society for the Quantitative Analysis of 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 registration area 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.

**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 projects.

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 Diversity Policy**

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

#### Job Placement and Career Enhancement Services

Employers and job applicants can list and review available positions or vitae of prospective employees during the convention. Meeting rooms that provide a comfortable, professional atmosphere are available for interviews.

With your registration fee, you will be able to interview on site for jobs in behavior analysis. You also will be able to attend three workshops given by leaders in the fields of OBM, human services and instructional design. These workshops are available to those individuals registered for JPS at no additional charge. Read further for instructions on how to register for JPS at ABA '98 in Orlando.

#### Workshops for JPS Registrants Succeeding in Graduate School: How to Get in and Excel once You're in Saturday, May 23 8:00 – 8:50 AM

- Howard Farris, Western Michigan University
- Sigrid Glenn, University of North Texas
- Jon Bailey, University of Florida Getting Your Foot in the Door: A

Getting Your Foot in the Door: A Resume & Vita Writing Workshop Sunday, May 24 8:00 – 8:50 AM

- Steve Hayes, University of Nevada, Reno
- Linda Hayes, University of Nevada, Reno

## Getting the Job: What Employers are Looking for

Monday, May 25 8:00 - 8:50 AM

- Aubrey Daniels, Aubrey Daniels & Associates
- Kent Johnson, Morningside Learning Systems
- Joe Morrow, Applied Behavior Consultants

#### How to Register

#### **Employers**

To register, send 10 copies of the complete job description, and the following information on a 5" x 7" note card:

- Degree required
- Geographic location of position
- Starting date
- Position title
- Experience required/preferred
- Pertinent information about the position

The registration fee for employers is \$50 for early registration (before April 1, 1998) and \$65 for on-site registration.

#### **Applicants**

To register, send 25 copies of your vita or resume and the following information on a 5" x 7" note card:

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

The registration fee for applicants is \$25 for early registration (before April 1, 1998) and \$30 for on site registration. The registration fee includes three workshops new to the service this year.

See the Convention Registration Form on Page 267

#### **ABA 1998 Exhibitors**

#### **Exhibit Hours**

Exhibits provide an excellent opportunity to obtain information about new and existing products and services. The 1998 convention exhibit hours as as follows:

#### Saturday, May 23

Installation

11:00 a.m. - 1:00 p.m. 1:00 p.m. - 6:30 p.m.

9:00 p.m. – 11:00 p.m.

Sunday, May 24

1:00 p.m. - 6:30 p.m.

Monday, May 25

1:00 p.m. - 6:30 p.m.

Tuesday, May 26

Dismantling

8:00 a.m. - 12:00 p.m.

#### **Exhibitors**

The following are some of our exhibitors. Please join us in the Northern Hemisphere Ballroom for these and other interesting exhibits.

#### **Colbourn Instruments**

7462 Penn Drive, Allentown, PA 18106. Colbourn Instruments offers behavioral research systems for startle, active and passive avoidance, activity monitoring (open field and home cage), rotometry, operant and classical conditioning, etc. A complete line of modular mazes and operant environments, bio-electric stimulators, shockers, auditory and visual stimuli, liquid and dry feeders, etc. LabLinc V physiological recording system, includes amplifiers, couplers, transducers, computer interface, and software packages for acquisition, processing, and analysis.

#### Heartspring

2400 Jardine Drive, Wichita, KS 67219. Heartspring is a nationally known residential service for children aged 5-21 with multiple disabilities; i.e., autism, cerebral palsy, hearing/visual

impairments, and mental retardation. Children who attend Heartspring benefit from extensive student to staff ratios of 1:1. The goal is for children to return to less restrictive settings. Teams of professionals, including parents, work together on individual plans to meet specific needs.

The New England Center for Children 33 Turnpike Road, Southboro, MA 01772. The New England Center for Children, founded in 1975 by Vincent Strully, Jr., is located in Southboro, Massachusetts, 20 miles west of Boston. 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 205 students in a variety of programs including: communitybased residential for students 3-22 years of age; community-based residential for young adults; integrated and intenisve preschool programs for students 3-6; home-based early intervention programs; day school for students 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 in our residential programs, display intense, chronic, and seriously interfering forms of inappropriate behavior including aggression, property destruction, and self-injury. Our Staff Intensive Unit was established in 1988 to provide residential treatment for those students deemed beyond the treatment capabilities of most other residential programs. Our overriding goal is to provide state-of-the-art behavioral services to these students to decrease their dangerous and interfering behavior

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. We provide intensive training in ABA and teaching strategies, and all teachers must pass a graduate level ABA course during their first months of employment. In addition, we are associated with two university Master's Programs (Simmons College Masters in Severe Special Needs and Northeastern University's Masters in Applied Behavior Analysis). Both of these are 3-year programs with courses taught on-site, and research projects and Master's theses supervised on-site by The New England Center for Children Personnel. The Center has an active commitment to research. 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.

Pyramid Educational Consultants, Inc.

226 West Park Place, Suite #1, Newark, DE 19711. Pyramid Educational Consultants, Inc. was founded by Dr. Andrew Bondy and Lori Frost, M.S., CCC/SLP in 1993 and is dedicated to the advancement of programming for children and adults with autism and related developmental disabilities. Pyramid provides a variety of consulting services and in-service training in the areas of functional communication, behavior analysis, and program development. Andrew Bondy and Lori Frost developed the Picture Exchange Communication System (PECS) to provide nonverbal children and adults

with an effective functional communication system that incorporates initiation and higher level communication skills. Training seminars include, but are not limited to the following: Picture Exchange Communication System, the Pyramid Approach to Education, Applied Behavior Analysis, and Functional Communication. Our consultants are among the best and they provide expertise from a variety of fields. Pyramid consultants include speech pathologists, teachers, behavior analysts, vocational specialists, and clinical psychologists. In addition to inservice training and clinical services, Pyramid offers training manuals and materials to aid in the implementation of PECS. Products include the following: Picture Exchange Communication Training Manual (available in English and Spanish), Pyramid Approach to Education, Autism Program Staff Manual, Large Communication Book, Small Communication Book, Picture **Exchange Communication System** Training Tape, Beginning Pictures (high preference items for preschoolers)

#### **Noldus Information Technology**

Noldus Information Technology offers computer software and integrated systems for recording and analyzing the behavior of animals or humans. The main products we offer are: The Observer, a system for collection and analysis of observational data, live or from video; Etho Vision, an automatic video tracking, motion analysis and behavior recognition system; SIGNAL, a system for acquisition, editing, spectral analysis and graphical display of acoustical signals; and UltraVox, for automatic detection of ultrasonic vocalizations.



#### We Need You in Seattle...

if you specialize in designing, implementing and managing intensive in-home ABA programs for young children with autism. We are FEAT of Washington (Families for Early Autism Treatment) - a parent group of over 80 families (& the list is growing) wrestling with the many challenges of autism. We all agree that ABA holds much promise for autism treatment - IF YOU CAN GET IT. The biggest problem facing our families is the lack of competent professionals to develop programs for our children. Thinking about establishing a private practice in an underserved area? We invite you to consider Puget Sound. Get to know us at:

#### FEAT of Washington

704 228th Ave. N.E. Suite 436

Redmond, WA 98053

Phone: (206)499-FEAT (499-3328)

E-Mail: FEATWA@aol.com

Web Site: http://members.aol.com/featwa





#### The ABA Social

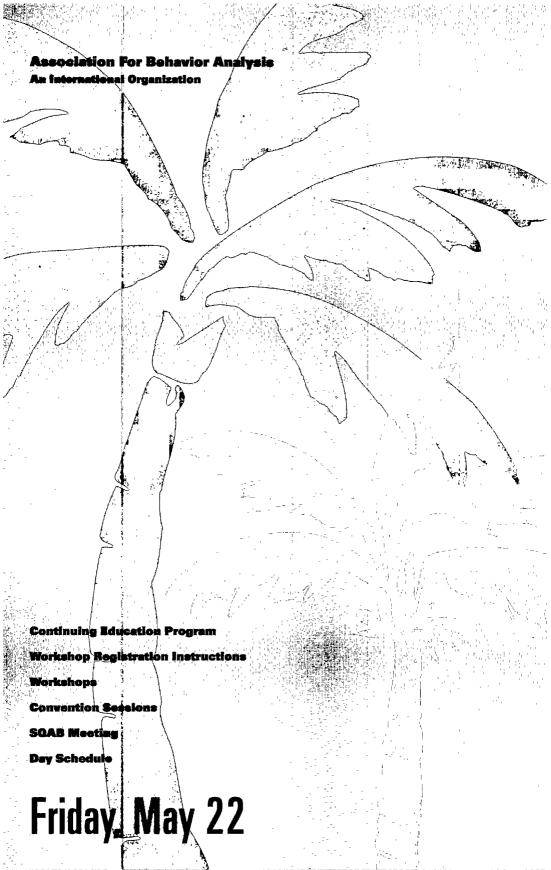
ABA Dance with Music & Cash Bar

Join the Fun!

Monday, May 25 Southern Hemisphere III 9:00 PM-1:00 AM

No ticket required for admission, Free to all convention registrants





#### **Continuing Education**

#### **General Information**

One of the primary objectives of ABA is to provide opportunities for members and other professionals to review recent research, discuss current theoretical issues, and learn new methods in the application of behavior anlaysis 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 for psychologists as required by many licensing associations and specialty boards. ABA will maintain the record of all continuing education credits.

#### **APA-Approved CE Credits**

The Association for Behavior Analysis is approved by the American Psychological Association to offer continuing education credits for psychologists. The Association for Behavior Analysis maintains responsibility for this program. To learn about receiving CE credits for attending workshops at the 1998 ABA convention, please visit the continuing education desk on-site in Orlando.

ABA will provide documentation of attendance, at no additional charge, to workshop attendees that request CE credits. This documentation can either be claimed on site at the continuing education desk or mailed, at your request.

#### **Ethics**

The Association for Behavior Analysis adheres to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.

#### Continuing Education for Certified Behavior Analysts and Associate Behavior Analysts

The Florida Association for Behavior Analysis in cooperation with ABA, will be coordinating the provision of approved and unapproved continuing education for Certified Behavior Analysts and Associate Behavior Analysts (i.e., persons who have passed the Florida certification examinations). All relevant materials will be available at the ABA Continuing Education Desk. For additional information, contact Al Murphy, FABA Continuing Education Program, 117 Walton Gulfview Drive, Panama City, FL 32413. Phone: 850-231-5186; Email: almurphy@aol.com.

#### Mandatory Continuing Education Credits for Psychologists

The California Psychological
Association Accrediting Agency will
offer Mandatory Continuing Education
Credits for Psychologists (MCEP) for
specified convention workshops. Please
visit the Continuing Education desk at
the convention site for the list of
workshops qualified for MCEP. There is
an additional fee of \$15.00/workshop for
MCEP.

#### **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 *Walt Disney World Dolphin* ABA Registration Area.

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 *Walt Disney World Dolphin* ABA Registration Area.

Note: Workshops are subject to cancellation due to low enrollment, so advanced registration is advised. If registering after April 1, 1998, please call the ABA office at 616-387-8342 to determine if the workshop will be held before sending payment.

#### Questions?

Call the ABA Office at 616-387-8341/8342 (Monday-Friday, 9am-5pm EST)

#### **Detailed Instructions**

- 1. Review workshop offerings on the pages that follow.
- Make selections on the Workshop Registration Form on page 268 of this book.
- Calculate total fees for all workshops selected. Enter the total on the Workshop Registration Form and on the Convention Registration Form (page 267).
- 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.
- 6. If you are registering on-site at the convention, go to the registration desk to pay for your workshop ticket(s).

#### **ABA Convention Store**

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

ABA carries over 800 selected books in virtually all areas related to behavior analysis.

Stop by the ABA Convention Store in the ABA Registration Area, peruse our collection, and find what you need or tell us what you think we need to offer.

#### Workshops

#### Workshop #1

5/22/98 10:00 AM - 5:00 PM Northern Hemisphere A3

## Standard Celeration Chart Reading and Charting

OGDEN LINDSLEY (Behavior Research Company), John Cooper (Ohio State University), David Gayler (Indian River District Schools), Jennifer Manring, Karen Marinko (Morningside Learning Systems), and Patrick McGreevy (Private Practice, Orlando, FL)

Description - This workshop will teach 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 protect outcomes. This repeat of the very highly rated workshop at ABA 94, 95, 96, and 97 was requested by participants unable to attend in Washington, San Francisco, and Chicago.

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

Activities - Morning: Paced choral reading (Point-See-Say) at 60 per minute of frequencies, celerations, turns, jumps, bounces, and outlier probabilities from Standard Celeration Chart practice sheets. Afternoon: Each participant charts from tables of daily, weekly, monthly, and yearly frequencies at 10 dots per minute. Coaches assist the instant a participant hesitates. Participants are given materials and shown how to continue daily charting practice on their own to reach fluency above 30 dots correct per minute. Unique Features: From 1965 to 1994 Standard Celeration workshops taught dot dropping before chart reading; chart reading was not 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 help 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. No participant is ever without help.

Targeted Audience - Graduate students, faculty, researchers, and consultants who have heard about the power of Standard Celeration Charting, but had no opportunity to learn how. ABA members from outside the U.S. find a coach at their side helps clear language difficulty. Here is your chance! This proven, entirely hands-on workshop is fast paced, is fun, and it works!

Fee - \$130

#### Workshop #2

5/22/98 10:00 AM - 5:00 PM Europe 7

#### Practical Functional Analysis Procedures for Clinical and Other Applied Settings

MARILYN BONEM and Dennis J. Delprato (Eastern Michigan University)

Description - Although there is not strong empirical evidence to support this claim, it is the assumption of these workshop presenters and other behavior analysts that behavioral interventions will be more accurate, more effective and cost-effective, and have better generalization if developed from a thorough functional analysis. However, because of the emphasis in research literature on the experimental analogue methods of functional analysis, many practitioners assume that conducting a functional analysis is neither practical nor cost-efficient. Therefore, this workshop is organized procedurally because of practicality. Procedures will be presented in order ranging from the least systematic and objective, but most practical, to the most systematic but time consuming. We will be presenting variations of procedures within the following classifications: behavioral interviews, surveys and rating scales, field recording for non-specialists, direct observation by trained observers, the field experiment and experiments in analogue settings.

Objectives - Emphasis is on improving participants' skills in the development, use, and consultation on functional analysis procedures that approximate ideal functional analysis as closely as practically possible. One tool for accomplishing this is our classification system of procedures, around which the workshop is organized.

Activities – Procedures will be presented didactically and by modeling. Participants will be given the opportunity to rehearse skills via role-playing, observational exercises and simulation. We assume participants have some experience in recording behavioral events.

Targeted Audience - This workshop is designed for human service providers who have direct care, treatment, supervisory, or administrative responsibilities that require action or expertise in clinical functional analysis.

Fee - \$125

#### Workshop #3

5/22/98 10:00 AM - 5:00 PM Europe 9

#### Behavior Management for Children with Oppositional and Hyperactive Behavior

JEFFREY DANFORTH (Eastern Connecticut State University)

**Description** - Treatment programs based on the principles of behavior analysis have been developed to train behavior management skills to parents and teachers. Reviews of the research in child behavior management generally indicate positive change in adult and child behavior. Nonetheless, limitations in behavior management technology are apparent, and current behavior management procedures are deceptively complicated and difficult to perform. In response to these limitations, a review of representative child management research was conducted. The review focused on component analyses that isolated different behavior management strategies. Based upon this review, a task analysis of the steps adults can take to manage child misbehavior was completed. The Behavior Management

Friday, May 22

Flow Chart (BMFC, Danforth, in press) is a flow chart of the task analysis. The BMFC provides a synthesis of child behavior management literature and presents a cohesive unit that allows a clear portrayal of the many component responses adults may emit to manage child misbehavior. Danforth (in press) details the differences between the BMFC and other widely distributed behavioral parent training programs. The workshop will teach the steps of the Behavior Management Flow Chart as they may be used to manage the oppositional and hyperactive behavior of children and youth.

Objectives - Participants will learn skills that include, but are not limited to: (1) an operative command defined as a directive requiring an immediate response with few steps in which the adult gets the child's attention, presents a reason, and uses the imperative form with the required response clearly labeled, (2) remaining silent and not responding to child whining or arguing, (3) praise that labels the desired behavior, (4) reprimands in close proximity to the child, immediately following the inappropriate behavior, with eye contact, a firm voice in a brief exchange with the target behavior labeled, (5) a warning that states the child will have to go to timeout if they do not comply, (6) timeout. Aspects of timeout include a timeout preview, how timeout starts, labeling the behavior, ignoring the child, timeout duration, and release contingent on calm behavior, (7) how to end timeout, and (8) how to present non-physical backup consequences that prevent timeout refusal.

Activities - The same techniques used to train parents and staff who work with disruptive children will be used to train the workshop participants: modeling and

role playing with feedback. Behavior management skills will be taught in a forward chaining fashion, in the same order that they are presented in the flow chart and consistent with how the adult is to utilize the strategies in the context of child misbehavior. That is, the first response emitted by adults when they want to direct a child is a command, and this is the first skill taught; the second response emitted by the adult is to wait 5 seconds, and this is the second skill taught, etc. In addition, a brief review of representative component analyses attesting to the efficacy of child management strategies will be presented. The literature reviewed is directly linked to the description of the strategy. I will also provide training materials that may be copied and used for training, as well as copies of three relevant published manuscripts about the BMFC and it's efficacy.

Targeted Audience - The workshop is designed for: (a) teachers, direct care staff, or other professionals who work directly with children emitting disruptive behavior, (b) professional trainers/managers who teach parents, teachers or other direct care staff the skills necessary to manage the disruptive behavior emitted by children, and (c) college instructors interested in teaching their students current methods in child management research. The purpose of inviting these individuals to the workshop is to train them in the skills that can help children learn to follow directions and behave well.

Fee - \$105

#### Workshop #4

5/22/98 10:00 AM - 1:00 PM Asia 2

#### Job Obtaining Behavior Strategies as Part of President Clinton's Welfare Reform Plan

MIKE WESOLOWSKI, Rick Zawlocki, and Ileana Rodriguez (Florida Department of Children and Families)

**Description** - JOBS was researched for several years with federal funding to find the best method of finding jobs for people with disabilities. The final product was an "intervention package" that used group meetings, activating social networks, novel methods of finding job leads, new ways to contact employers, different methods of composing resumes, and job interview training using videotape feedback. The results from our experimental studies showed that if participants with disabilities applied these procedures. they obtained jobs within 2 weeks or less, regardless of economic conditions. These were the same findings shown for the "Job Club."

Objectives - Participants will (1) learn the history, philosophy, and strategies behind JOBS, (2) compare and contrast JOBS strategies with other job placement techniques, (3) identify how JOBS fits into the President's welfare plan, (4) learn strategies for obtaining job leads, (5) learn strategies for contacting employers, (6) learn strategies for filling out applications and composing resumes, and (7) identify strategies for job interviewing.

Activities - (1) Participant volunteers will role-play employer telephone contacts, (2) interviews, and (3) participants will participate in discussions about job hunting.

**Targeted Audience** - Practitioners who work with people who want to become employed.

Fee - \$100

#### Workshop #5

5/22/98 10:00 AM - 5:00 PM Europe 10

#### A Requisite Primer: Stimulus Control Methodologies for Effective Instruction

ROBERT STROMER (Eunice Kennedy Shriver Center) and Michael Cameron (May Institute)

Description - By definition, people with severe learning difficulties do not acquire new skills when traditional educational strategies are used for instructional purposes. Consequently, special educators must possess a repertoire of alternative educational procedures if they hope to teach their students how to function adaptively in academic, domestic, and community settings. Unfortunately, not all teachers are prepared, either experientially or academically, to employ non-traditional teaching methods. This Workshop is specifically designed for people interested in extending their teaching skills, particularly in the area of stimulus control technology. This will be a process oriented Workshop in which participants will be guided, in a step-bystep fashion, to teach functional skills such as: communication via symbols, pictures, and printed words, following activity schedules, following verbal instructions, and rudimentary reading. The theoretical underpinnings of stimulus control technology will be reviewed and applied case studies will be used for explicit demonstrations of the principles discussed. Participants will learn about the equivalence paradigm,

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teaching by "exclusion" and constructedresponse matching. Participants should leave this workshop able to expand their repertoire of teaching skills that can be brought to bear on learning problems encountered in their capacity as early interventionists, behavior analysts, and special and general educators.

Objectives - Participants will learn the following terms, definitions, and principles of: (a) Matching to sample, (b) Simple discrimination, (c) conditional discrimination, (d) stimulus equivalence, (e) stimulus overselectivity, (f) generalization, (g) feature class, (h) arbitrary class, (i) exclusion, (j) Stimulus shaping, (k) stimulus fading, and (l) constructed-response matching.

Activities - Audience discussion.

**Targeted Audience -** Behavior analysts, direct service personnel, program managers, parents, early interventionists, special educators, general educators, and applied researchers.

Fee - \$100

#### Workshop #6

5/22/98 10:00 AM - 5:00 PM Europe 8

#### Guided Self-Change: A Brief Motivational Intervention for Alcohol and Drug Abusers

LINDA SOBELL (Nova Southeastern University)

Description - This workshop will present the use of Guided Self-Change (GSC) treatment for individuals who have alcohol and drug problems but who are not severely dependent. GSC is a self-change, cognitive-behavioral motivational intervention intended to enhance clients' motivation for change and provide a framework for clients to identify and use their own skills/resources to deal with their

problems. Motivational strategies will be presented that can be used to enhance clients' commitment to change. A variety of empirically based assessment instruments that are practical to use and have clear clinical value will be presented. This presentation will help practitioners identify methods that will be useful and expedient in their assessment and treatment of alcohol and drug abusers. Among the treatment issues to be considered are: (a) characteristics of mildly dependent alcohol and drug abusers; (b) motivational issues in working with such individuals; (c) treatment goals, with an emphasis on goal self-selection by clients; and (d) types of high-risk situations for heavy drinking and drug use and related treatment strategies. The workshop will also briefly present some material on the use of GSC in a 4-session group format that incorporates an emphasis on group process (versus conducting individual treatment in a group setting).

Objectives - (1) To learn why a motivational intervention is a good first choice in a stepped care model of treatment for mildly dependent alcohol and drug abusers, (2) to learn what differentiates mildly to moderately dependent individuals from severely dependent alcohol and drug abusers, (3) to learn how to use and apply motivational interviewing skills, (4) to learn how to select clinically relevant and useful assessment instruments that can be used in a motivationally enhancing manner, (5) to learn how to implement the Guided Self-Change Model of Treatment, and (6) to learn how to use a problem-solving model to deal with clients' high risk alcohol and drug use situations.

Activities - (1) Using videotaped clinical vignettes and clinical case materials, this workshop will teach practitioners the necessary motivational and behavioral skills that work effectively with problem drinkers and mildly dependent drug abusers. (2) A second videotape will also be used to illustrate how an assessment instrument-Timeline Followback-can be used as an advice/feedback tool to enhance motivation to change one's alcohol or drug use. (3) Motivational interviewing techniques will be demonstrated using short role-playing scenarios; short written examples of various techniques will be handed out. (4) Discussion by participants is strongly encouraged throughout the workshop in relation to questions about clients they are currently treating, and (5) handouts describing the major treatment materials, and assessment instruments and treatment protocol will be distributed and used in conjunction with the videos.

Targeted Audience - This workshop is intended to give psychologists and other health care professionals an opportunity to broaden the scope of their practice to address the treatment needs of a highly undeserved population of individuals with alcohol and drug problems problem drinkers and mildly dependent drug abusers (e.g., cannabis, prescription drugs, noninjection cocaine). Individuals with mild alcohol and drug problems are most often employed, married, and socially stable. Whereas chronic substance abusers represent but the tip of the iceberg, mildly dependent substance abusers constitute the greatest number of individuals with such problems. Traditional alcohol and drug treatment approaches, however, neither attract nor greatly help less severely dependent individuals.

Brief motivational interventions that are minimally intrusive and cost-effective have been shown to be highly successful with this population.

Fee - \$115

#### Workshop #7

5/22/98 6:00 PM - 9:00 PM Asia 2

## Promoting Collaboration: A Behavior Analytic Perspective

RONNIE DETRICH and Kari Bartlebaugh (Spectrum Center)

Description - It has become common for behavior analysts to find themselves working in settings that require collaboration with others who may bring different perspectives and approaches to an issue. To work effectively in these circumstances it is important for us to develop effective skills in collaboration. This workshop will present a conceptual framework for collaboration, a definition of collaboration, a set of principles of collaboration, a process for promoting collaboration, and specific examples from the instructors' experiences.

These examples will be drawn from multi-organization collaboration projects, a single organization working in team model of management, and person specific services.

Objectives - Participants will learn: (1) To identify the perspectives of all the key members in a project, (2) to establish common goals for the project, (3) specific strategies for remaining non-aligned, (4) a model of influence based on the basic principles of shaping, and (5) to implement the process for promoting collaboration to their own projects.

Activities - Participants will analyze example situations and current projects in which they are involved.

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Targeted Audience - This workshop is appropriate for all individuals who work management based on team concepts, members of interdisciplinary teams, and mediators.

Fee - \$100

#### Workshop #8

5/22/98 6:00 PM - 9:00 PM Europe 7

#### The Making of a Stable Family

GLENN LATHAM (Utah State University)

Description - The content is divided into three sections: (1) parenting traps and how to avoid them, including criticism, sarcasm, threats, questioning, logic, argument, force (physical and verbal), despair; (2) non-coercive responses to inappropriate behavior using extinction paired with correctional procedures, the selective reinforcement of appropriate behaviors, a stop, redirect, reinforce strategy, and responses to children when they behave well by acknowledging appropriate behavior in (a) in some positive way, (b) intermittently, (c) casually and briefly, and (d) using "rich" verbal praise. Parents attempt to manage behavior in ways they hope will be both effective and expedient. Unfortunately, they also tend to be negative. Noncoercive, positive management strategies will be discussed and demonstrated through role-playing. A distinction will be made between consequential and inconsequential behaviors, and how to deal effectively with each.

Objectives - To equip professionals and parents with data-based strategies and noncoercive skills needed to effectively raise children in today's troubled environment.

Activities - Participants will be involved in numerous role-playing and problem-

in situations that require collaboration among a variety of participants such as solving activities. The content will be presented via lecture and demonstrations, and will be supported by overhead transparencies, which will highlight and illustrate key points. This workshop will be very interactive.

Targeted Audience - Parents and professionals, including psychologists, counselors, social workers, and other direct family-care providers.

Fee - \$60

#### Workshop #9

5/22/98 6:00 PM - 9:00 PM Europe 8

## A Systematic Approach for Designing Behavior Analytic Interventions

DAVID LUBIN and Sharon Alexander (Behavior Therapy Group, PA)

Description - Maladaptive behavioral problems and skills deficits can often become a barrier to inclusion within normalized educational, social and residential environments. These behavioral problems are typical in children who have been diagnosed with autistic disorder, neurological impairment and other forms of developmental delay due to genetic or historical anomalies (i.e., Fragile-X syndrome, William's syndrome, Down's syndrome, accidental head trauma, oxygen deprivation, etc.). Typical problems include severe aggressive, selfinjurious and self-stimulatory behavior as well as other forms of socially inappropriate and maladaptive behavior.

Behavior analysis and modification technology has become recognized as one of the most effective approaches to reduction and, in some cases, elimination of the maladaptive behavior, as well as the behavioral deficits typical of children with such diagnoses. Once barriers integrated interventions can also facilitate inclusion or re-inclusion in the more normalized educational, social and residential environments noted above.

The development and implementation of effective behavior management procedures requires precise application of behavior-analytic principles during all facets of the intervention process from intake through maintenance and generalization.

Objectives - Instructors will provide insight and the working knowledge to precisely apply behavioral principles in the development of clinical interventions. Participants will receive process based instruction describing, (a) intake process, (b) baseline process, (c) functional assessment process, (d) program development process, (e) program implementation process, and (f) maintenance and generalization process. Real case examples of data analyses and actual behavior management programs will be provided. Participants will also receive numerous data collection and behavioral program templates that can be customized for application in individual cases. This workshop will provide not only the theoretical basis of behavior management but the actual practical skills required for successful intervention from initial meeting through life-span maintenance.

Activities - The workshop will present a systematic approach to designing behavior analytic interventions. The format of the workshop will include lecture-style instruction concerning each of the six phases of an intervention. Real case studies will be presented to provide examples of this systematic process. Participants will receive a package containing samples of intake tools, data collection templates, and

stemming from behavioral problems have been reduced or removed, program templates. The participants will engage in role-playing exercises to establish "hands-on" practice of the techniques emphasized during the lectures. Instructors will provide assistance during the role-playing activities as needed. Following these activities, a group discussion will occur using the information generated by the audience. Common problems associated with each process will be discussed.

Targeted Audience - This workshop is designed for professional practitioners and students who implement interventions for individuals who exhibit behavioral problems and/or skill deficits. It would be beneficial for the participant to have general knowledge of the concepts and principles of behavior analysis. The material covered in this workshop will have utility for those working in schools, clinics, institutions and/or home-based contexts.

Participants are encouraged to bring reallife case examples to facilitate the application of techniques during roleplaying exercises.

Fee - \$60

#### Workshop #10

5/22/98 6:00 PM - 9:00 PM Europe 9

#### The Treatment of Habit Disorders with Simplified Habit Reversal Procedures

RAYMOND MILTENBERGER (North Dakota State University) and Joel 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, trichotillomania, nervous habits,

rumination, and related disorders). Research has shown the multicomponent 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 methods for recording habit disorders, functional assessment of habit disorders. assessment of treatment outcome. compliance with treatment, treatment acceptability, and long-term maintenance.

Objectives - Participant will learn the habit reversal procedure and simplified habit reversal procedures. Participants will learn the research evaluating simplified habit reversal procedures. Participants will learn a functional approach to understanding habit disorders. Participants will learn how to apply simplified habit reversal procedures to habit disorders such as motor tics, 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.

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

Fee - \$50

#### Workshop #11

5/22/98 6:00 PM - 9:00 PM Europe 10

## Post-Traumatic Stress Disorder: Behavioral Treatment of Children with Developmental Disabilities

MICHAEL CAMERON and Robert Putnam (May Institute)

**Description** - Approximately 3.5 to 23.6% of all people exposed to trauma will exhibit the symptomology of posttraumatic stress disorder (PTSD). While the extant literature is replete with information regarding the diagnosis and treatment of non-disabled people, there is a dearth of literature concerning clinical approaches for people with developmental disabilities. This presents a particular problem since the disabled are more likely than their non-disabled peers to be abused physically, emotionally, and sexually (Ryan, 1990). In consequence, the purpose of this workshop is threefold: to review the behavioral manifestations associated with PTSD, to discuss the appropriateness of extending behaviorally-based clinical management strategies used for non-disabled persons to people with developmental disabilities, and to discuss "best behavior analytic practices" for the management of PTSD in persons with developmental disabilities. An interdisciplinary approach will be emphasized and case study material will be presented. Participants should leave with an understanding of: (1) the profile of a

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person dually diagnosed with PTSD and developmental disabilities, (2) the importance of an interdisciplinary approach to the treatment of PTSD, and (3) effective behavior analytic strategies for the successful treatment of PTSD.

Objectives - (1) Review the definition of posttraumatic stress disorder (PTSD) according to DSM-IV, (2) review the prevalence of PTSD among people with developmental disabilities, (3) review the implication of this diagnosis when a person is cognitively challenged, (4) provide an overview of circumstantial evidence of abuse, (5) describe the profile of a perpetrator, (6) review the behavioral manifestations of a person who has been physically, emotionally, or sexually traumatized, (7) discuss the concepts "diagnostic" and "behavioral" overshadowing, (8) describe behaviorally-based treatment interventions for non-disabled people, (9) describe behaviorally-based, and empirically validated, interventions for people dually diagnosed with PTSD and developmental disabilities, (10) communicate the importance of diagnostically-driven treatment interventions, and (11) raise the level of awareness regarding PTSD and proper treatment methodologies.

Activities - Workshop participants will be involved in the behavioral analysis of cases involving children with Posttraumatic Stress Disorder.

Moreover, workshop attendees will collaborate in the development of hypothetical treatment programs.

Targeted Audience - Behavior Analysts, direct service personnel serving people with developmental disabilities, program managers, parents, and applied researchers who are interested in filling a gap in the extant literature.

Fee - \$55

#### Workshop #12

5/22/98 6:00 PM - 9:00 PM Europe 11

## The Pyramid Approach to Education

ANDREW BONDY (Pyramid Education)

**Description** - The Pyramid Approach to Education reflects a systematic model for designing effective educational environments for children and adults with special needs. It combines a broadspectrum view of applied behavior analysis with an emphasis upon functional activities and functional communication within a "reinforcerfirst" paradigm. It emphasizes a variety of visually mediated communication strategies, including the Picture Exchange Communication System. The base of the Pyramid deals with certain Structural Elements, including functional activities and materials, the use of powerful reinforcers to set up all lessons, and the need to rapidly teach critical functional communication skills. The final element of the base concerns behavior management procedures. focusing on the development of functionally equivalent alternative responses and differential reinforcement strategies designed to help staff remember to "catch 'em being good." The body of the Pyramid involves Instructional Elements reflecting a broad array of lesson formats and prompting strategies; the use of error correction strategies matched to lesson format; and generalization strategies built into teaching plans from the initial lessons. All elements are combined to enhance other key educational issues, including visually-based reward systems, schedule following, requesting help, break and other key concerns, as well as learning to

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wait and deal with life's difficult moments.

Objectives - The objective of this workshop is for participants to identify the key elements of the Pyramid Approach and its sequence of analysis with regard to use with children and adults with special needs. Although the approach was initially developed for children with autism and related developmental disabilities, it has been used with a variety of populations and age groups. The model is also helpful in both school-based and in-home programs. Participants will be able to identify: (1) functional activities corresponding to critical lessons, (2) "Let's make a deal" prior to every lesson that reflects elements that all workers want from their bosses, (3) key functional communication skills that involve the learner as a "speaker" and a "listener", (4) the potential advantages of using PECS and other visual strategies, (5) potential functionally equivalent alternative responses, (6) a variety of lesson formats and prompt strategies,

(7) three major forms of error correction,
(8) strategies incorporating
generalization goals from the beginning,
(9) useful data collection strategies, and
(10) design strategies that link these
elements, including visually based
reward systems, schedule following,
teaching requesting 'breaks' or 'helb' and

learning to wait and deal with frustrating

Activities - (1) Lecture, (2) demonstration of procedures, (3) video tape of individuals at each level of training, and (4) role-playing and direct feedback.

Targeted Audience - Participants should have a core understanding of fundamental behavioral principles and a desire to learn how to combine elements of applied behavior analysis with functional activities and functional communication strategies to improve the educational environments for learners with special needs.

Fee - \$60

circumstances.

## Are you looking for a job in Behavior Analysis or searching for a qualified behavior analyst to hire?

Job Placement and Career Enhancement Services (JPS) can help!
JPS helps match potential employers with qualified applicants.
To learn how to register for JPS, see page 8

#### **Convention Sessions**

#1 Business Meeting 5/21/98 1:00 PM-5:00 PM

#### Special Two-Day Chapters Meeting on Certification and Public Policy

Chair: Gerald Shook (Shook & Associates) and Sigrid Glenn (University of North Texas)

Day One: Special Chapters' Meeting to continue discussion on issues relating to International Certification, public policy, professional standards and other topics relating to professional behavior analysis and chapter functioning.

#2 Special Event 5/22/98 7:00 AM-10:00 PM Southern Hemisphere I

## Society for Quantitative Analyses of Behavior (SQAB)

Chair: William L. Palya (Jacksonville State University)

See the schedule on pages 30 and 31 for details

#3
Business Meeting
5/22/98
8:00 AM- 12:00 PM
Europe 11

## Special Two-Day Chapters Meeting on Certification and Public Policy

Chair: Gerald Shook (Shook & Associates) and Sigrid Glenn (University of North Texas)

Day Two: Special Chapters' Meeting to continue discussion on issues relating to International Certification, public policy, professional standards and other topics relating to professional behavior analysis and chapter functioning.

#4 Reunion Dinner 5/22/98 7:00 PM-

## University of Massachusetts Reunion Dinner

Chair: Teresa Daly (The Browns Group)
Meet at the grand piano in the main
lobby, Friday, May 22 at 7:00 pm sharp
to depart en mass for reunion dinner.

Children may attend. Contact Terri Daly at (407) 366-7043 for further information.

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#### Society for the Quantitative Analyses of Behavior

#### Thursday Evening, May 21

The Pool Pavilion

5:00-10:00+ Cash Bar and Registration

	Friday, May 22 Southern Hemisphere I
7:00-8:30	Registration, Coffee and Pastries
7:30-8:20	Early Bird Breakfast Tutorial: Randolph C. Grace
8:35	John A. Nevin - President's Introduction
8:45	Michael Davison & William M. Baum - Does behavioral adjustmen
	depend on frequency of environmental change?
9:26	James S. MacDonall - A local analysis of concurrent choice
10:07	Armando Machado - A selectionist approach to choice behavior
10:48	Break
11:03	William K. Estes - On the search for parallels between animal learning
	and human cognition
11:44	Discussion - John A. Nevin
12:25	Lunch
1:45	Robert W. Allan - Behavior distributions in time: Orderly functions
2:26	Russell M. Church - A comparison of top-down and bottom-up theories
	of timing
3:07	John E. R. Staddon - Time and memory: Toward a pacemaker-free
	theory of interval timing
3:48	Break
4:03	Ralph R. Miller & Hernan Savastano - The use of temporal information
	in Pavlovian behavior
4:44	John H. Wearden - Modeling adjunctive behavior sequences for timing
	tasks
5:25	Break
5:30	Business Meeting
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Friday Evening, May 22

Southern Hemisphere I



#### Society for the Quantitative Analyses of Behavior

	Saturday Morning, May 23 Southern Hemisphere I
7:00-7:55	Registration, Coffee and Pastries
7:10-7:50	Early Bird Breakfast Tutorial: Randolph C. Grace
8:00	Peter Killeen & Lewis Bizo - The mechanics of reinforcement
8:41	Valentin Dragoi - The time scales of conditioning
9:22	Break
9:37	Richard S. Sutton - Computational reinforcement learning
10:18	William Hutchison - Complete behavioral models are necessary for the
	advancement of behavioral science

 $\int$ 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.

#### Saturday Afternoon, May 23 - Southern Hemisphere I

William M. Baum - Choice	(Chair: Philip N. Hineline) 1:00-1:50
John T. Wixted - Signal Detection	(Chair: Marc Branch) 2:00-2:50
John A. Nevin - Behavioral Momentum	(Chair: Richard L. Shull) 3:00-3:50
Steven R. Hursh - Behavioral Economics	(Chair: Edmund Fantino) 4:00-4:50

In addition, we have informal interactive **Breakfast Tutorials** (7:30 am Friday, and 7:10 am Saturday, in *Southern Hemisphere I*). These tutorials will provide extended answers to specific or even inchoate 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://www.jsu.edu/psychology/sqab.html)

For further information, videotapes, or registration, contact:

William L. Palya, **JQAB** Program Chair

Department of Psychology, Jacksonville State University, Jacksonville, AL 36265 palya@sebac.jsu.edu 205-782-5641 voice 205-782-5680 fax

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30 Friday, May 22

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Friday, May 22

Association For Behavior Analysis An International Organization **V**orkshops Special Events **Convention Sessions** ABA Expo Day Schedule Saturday, May 23

#### Workshops

#### Workshop #13

5/23/98 8:00 AM - 11:00 AM Europe 1

## Parent-Child Interaction Therapy for Preschoolers with Challenging Behaviors

CHERYL McNEIL and Alisa Bahl (West Virginia University)

**Description** - This workshop describes Parent-Child Interaction Therapy (PCIT), an intervention grounded in behavior theory that has empiricallydocumented effectiveness for teaching parents to manage disruptive behavior problems in young children (2 to 7 years). PCIT is unique in that it is a short-term parent training approach that involves direct coaching of parent-child interactions. Therapists give parents immediate feedback in such areas as praising, interacting appropriately at the child's developmental level, ignoring, selective attention, and using appropriate consequences such as timeout. In PCIT, behavioral techniques are used to assess and improve parent-child relationships, increase child compliance, and decrease disruptive behavior problems.

Objectives - The aim of this workshop is to provide a framework within which behavioral health professionals can conduct family intervention for young children with disruptive behavior problems. Specifically, upon attendance of this workshop, participants will develop skills for helping parents to learn the following: (1) Positive parenting behaviors to enhance parentchild relationships, (2) ways to make timeout an effective consequence for inappropriate behavior of aggressive and defiant preschoolers, (3) selective

attention and ignoring skills for decreasing negative attention-maintained behaviors, and (4) ways to use labeled praise as an antecedent intervention for behavior problems.

Activities - Videotape review, slides, handouts, and experiential exercises will be used to teach participants the basic skills and theoretical foundations of PCIT.

Targeted Audience - This workshop will appeal to behavioral health professionals who work with preschoolers from various cultural backgrounds who are overactive, defiant, and aggressive. Experienced clinicians will find this workshop appealing, as material will be presented at an intermediate to advanced level.

Fee - \$50

#### Workshop #14

5/23/98 8:00 AM - 11:00 AM Europe 2

#### Brief Therapy for Stuttering Using the Simplified Regulated Breathing Approach

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

Description - In this workshop, participants will learn how to use a simplified regulated breathing approach to the treatment of stuttering. Research has shown the multi-component regulated breathing treatment to be one of the most effective approaches for the treatment of stuttering. Researchers have also demonstrated that a simplified regulated breathing approach is an effective and acceptable treatment for stuttering in children and adults. A review of this literature will be

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presented. The remaining focus of the workshop will be on teaching the participants the simplified regulated breathing approach. Each treatment component will be described and demonstrated for the participants. Discussion will address such topics as methods for recording stuttering, functional assessment of stuttering, assessment of treatment outcome, compliance with treatment, treatment acceptability, and long term maintenance.

Objectives - Participants will learn the regulated breathing treatment and the simplified regulated breathing approach. Participants will learn the research evaluating simplified regulated breathing as a treatment for stuttering. Participants will learn procedures for the objective measurement of stuttering. Participants will also learn a functional approach to understanding stuttering.

Activities - Information on stuttering and the research on the regulated breathing treatment and simplified treatment for stuttering will be presented didactically. Participants will be encouraged to ask questions and relate their own experiences with behavioral treatment of stuttering. The simplified regulated breathing approach will be demonstrated for participants. Participants will have the opportunity to practice the procedure in role-plays.

Targeted Audience - Individuals who are interested in learning empirically validated behavioral treatments for stuttering in children and adults.

Fee - \$50

#### Workshop #15

5/23/98 8:00 AM - 11:00 AM Europe 3

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

JOHN (Jack) WILLIAMS (University of Waterloo)

Description - This workshop has been continually 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 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 that wishes 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 exercises to facilitate acquisition of this perspective (and takehome material to facilitate continued practice).

Objectives - (1) To show the relationships between behavior analysis and current counseling approaches, (2) to show how practices may be integrated, modified, and supplemented by a radical behavioral analysis, and (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.

Targeted 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.

Fee - \$52

#### Workshop #16

5/23/98 8:00 AM - 11:00 AM Europe 4

#### A Parent-Centered Approach to Behavior Change: Serving the Developmentally Disabled in Natural Environments

MARICEL CIGALES, Emily Branscum, Lisa Rubin-Horton, Rob Mills, Sara Richardson, and Horacio Roman (Liberty Healthcare Corp.)

**Description** - A parent-centered model for the delivery of home-and community-based behavioral services will be presented. The word "parent" is used broadly to represent any individual who regularly provides care or services to the client, such as teachers, caregivers, and residential or day training staff. The model emphasizes parental participation and empowerment in the enrichment of the clients' lives while taking a holistic approach to services that includes consideration of family dynamics and resources. It has been successfully implemented by the Liberty Healthcare Managed Behavior Analysis Program to meet the needs of a large developmentally disabled population residing in an urban community.

Objectives - The audience will receive instruction and information in (1) the importance of a parent-centered

approach to behavioral services in natural settings, (2) the service protocol used by the program, including: conducting the client intake and behavioral assessment, developing individualized treatment plans, parent training, data collection and graphing, behavior programming, maintenance and generalization of training with clients and parents, (3) strategies for obtaining parental participation toward achieving meaningful and lasting behavioral change for the client, (4) the challenges, and their possible solutions, when working in natural settings, (5) providing individual-tailored training in promoting generalization and maintenance of training with parents and clients, (6) strategies for efficient case-management when serving a large population, and (7) coordination of services with other providers.

Activities - The audience will participate in group discussions, role-playing and exercises designed to train participants in the use of the service protocol and to simulate realistic situations. There will also be a video presentation of a case study.

Targeted Audience - The information presented will be useful to applied behavior analysts, parents/caregivers, educators, administrators and others serving atypical populations in natural environments. The audience will benefit from reviewing the service protocol and strategies used to maximize the effectiveness of behavioral services in the home, school or day training setting and the community at large.

Fee - \$50

### Workshop #17

5/23/98 8:00 AM - 11:00 AM Europe 5

### Person Centered Planning and Behavior Analysis

KURT FREEMAN, Cynthia Anderson, and Donald 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 - Upon completion of the workshop, participants will: (a) be aware of the tenets of Positive Behavior Support and its relevance to managing challenging behaviors, (b) understand the five essential goals and common characteristics of Person Centered Planning, (c) be familiar with the role of behavior analysis in Person Centered Planning processes, (d) learn to implement one specific Person Centered Planning approach to providing services (Personal profile and Futures Plan), and (e) be familiar with several strategies (Personal Profile and futures Planning, PATH, MAPS) that are useful in blending Person Centered Planning with behavior-analytic technologies into a positive behavior support model.

Activities – Workshop activities include (1) a didactic lecture to establish tenets of Positive Behavior Support and Person Centered Planning; (2) interaction with sample data from person-centered planning techniques to gain experience

with the principles and processes involved, (3) opportunities to practice aspects of person-centered planning techniques and other positive behavior support technologies, and (4) opportunities for participants to explore the impact of the Positive Behavior Support technology with people they are currently supporting.

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

Fee - \$60

### Workshop #18

5/23/98 8:00 AM - 11:00 AM Europe 6

### Advanced PECS: Complex Lessons Within the Picture Exchange Communication System

LORI FROST (Pyramid Educational Consultants, Inc.) and Brenda Terzich (Applied Behavior Consultants)

Description - The Picture Exchange
Communication System (PECS) is a
functional communication program
designed to help children and adults with
severe communication difficulties
(including autism and related
disabilities). PECS begins by teaching
learners to initiate requests within a
social framework. Subsequent phases of
training develop discrimination of icons
and the development of simple sentence
structure. This workshop will address
issues associated with more complex use
of PECS for children and adults.

When simple sentence structure is developed, a variety of lesson formats

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become available, including lessons regarding the use of attributes (i.e., color, size, place, etc.). Such lessons have traditionally been taught within "receptive" formats (i.e., "touch red," "show me big," etc.) and typically are not highly motivating. The use of PECS also creates opportunities for other highly motivating lessons. Advanced phases within PECS addresses developing commenting, both in answer to questions and spontaneously. This workshop will also review creative ways to introduce commenting within PECS, as well as issues associated with the codevelopment of speech after the introduction of PECS along with various strategies that may enhance speech development. Finally, the workshop will review the relationship between the training sequence within PECS and Skinner's analysis of Verbal Behavior (1957).

Objectives - (1) To briefly review the key phases of PECS, (2) to discuss advanced discrimination strategies, (3) to review strategies associated with the use of attributes and complex or difficult to teach mands, (4) to review strategies associated with the development of commenting (both pure and impure tact's), (5) to review strategies associated with "listener" communicative functions, including schedule following, reward systems, learning to wait, etc., and (6) to review the relationship between the phases of PECS, training strategies, and the analysis of verbal operants.

Activities - (1) Lecture, (2) demonstration of procedures, (3) video tape of individuals at each level of training, and (4) role-playing and direct feedback.

Targeted Audience - Participants should be familiar with the training sequence within PECS and preferably have experience in the use of PECS. This is an advanced workshop and is not intended to teach participants about the fundamentals of PECS.

Fee - \$55

### Workshop #19

5/23/98 8:00 AM - 11:00 AM Europe 7

# Applying the Ecobehavioral Model in Developmental Disabilities

KIM HUYNEN (Behavior Change Associates) and John Lutzker (University of Judaism)

**Description** - The topic of this workshop is the application of the ecobehavioral model to developmental disabilities. The ecobehavioral model is multifaceted in its assessments and treatment services; it views people with developmental disabilities as having the same life needs as anyone else, but needing specially arranged social ecologies to help them maximize their lives. The model focuses on antecedent behavior management, with particular emphasis on functional assessment, planned activities training, behavioral momentum, behavioral relaxation training, and, in the case of children with autism, discrete trail training. This workshop will cover the ecobehavioral model applied to adults with developmental disabilities and dual diagnosis, families who have children with developmental disabilities, especially autism, and in applying the logic and principles of this model in staff training.

Objectives - Participants will: (1) Gain knowledge about the ecobehavioral model, (2) learn about functional assessment applied with adults in a day program and with children in their families, (3) learn the basic principles of planned activities training, behavioral

momentum, behavioral relaxation training and discrete trial training, and (4) learn how the ecobehavioral model applies to staff training and management.

Activities - Participants will fill out a trial functional assessment and will be asked to problem-solve examples of where they could apply these procedures in their own settings.

Targeted Audience - The target audience can be broad. Students, researchers interested in these applications, and especially practitioners in developmental disabilities will all find this workshop useful.

Fee - \$67

### Workshop #21

5/23/98 8:00 AM - 11:00 AM Europe 10

### Strategies for Managing Staff's Implementation of Programs for Severe Problem Behavior

DENNIS REID (Louisiana State University Medical Center) and Marsha Parsons (Carolina Behavior Analysis and Support Center)

**Description** - The workshop will describe strategies for assisting supervisors and clinicians in ensuring "hands-on" personnel successfully implement treatment plans to prevent and treat consumer problem behavior. Step-by-step procedures will be presented for quickly training staff to provide the prescribed behavioral support, monitoring staff's program implementation proficiency, and correcting inadequate program implementation. Working handouts will be provided to assist participants in diagnosing and remediating program implementation problems in their own setting, and to ensure environment and social supports are present to reduce the

likelihood that problem behavior will occur. Strategies for motivating staff will also be described.

Objectives - Following the workshop, participants will demonstrate the skills to: (1) identify the components of the treatment program essential for effective treatment of behavior problems, (2) organize program components into an observation form to facilitate direct observation, (3) conduct a direct observation of behavior treatment program implementation, (4) summarize information on program implementation for quick review, (5) train staff to correctly implement treatment programs and (6) provide performance-based supports to improve or maintain staff's program implementation skills.

Activities - The workshop will include instructor verbal presentation (supplemented with visual illustrations using overhead transparencies and slides), distribution of written handouts, and modeling. Participants will engage in simulated practice activities through written exercises and role-play.

Targeted Audience - Personnel who are either directly or indirectly responsible for overseeing or evaluating the implementation of behavioral treatment plans for consumers with severe disabilities including supervisors, QDDP's, psychologists, quality assurance personnel, protection and advocacy personnel.

Fee - \$50

### ABA EXPO

Saturday, May 23 9 AM to 4 PM

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

### Workshop #22

5/23/98 8:00 AM - 11:00 AM Europe 11

# Sequential/Interbehavioral 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 timebased 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 in time, and which are context dependent. Discussion includes introduction to (a) recommended procedures when collecting timebased data in the live setting and from videotape records, and (b) computer generated discrete and sequential descriptions, graphic and statistical analyses, and reliability comparisons of discrete and sequential data. Participants will be provided with a complimentary copy of the software post-workshop.

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

Activities - Activities include (a) review of traditional behavior analysis recording methods, (b) introduction to, and hands-

on application of, a computer-based package designed to enhance behavior analyses of complex interactive environments, and (c) detailed demonstration of data collection features, discrete and sequential analysis capabilities, and within and across datafile graphic representations.

Targeted Audience - Advanced graduate students and behavioral psychologists interested in research and development related to the interactive nature of behavior in situational context. Those working in highly interactive educational settings should find the workshop experience and complimentary software particularly appealing to a wide range of research and assessment applications.

Fee - \$175

### Workshop #23

5/23/98 8:00 AM - 11:00 AM Asia 1

### Intensive Early Intervention: Enhancements, Additional Skills, and Remedies for Children who Make Unsatisfactory Progress

ERIC LARSSON (REM Health)

Description - In order to have the optimal prognosis in intensive early intervention for young children with autism or pervasive developmental disorder, the children should show a high rate of skills acquisition in the first six months of training. Children who do not make rapid progress may be challenged by a variety of autistic behavior patterns. For example, one behavior pattern cited by Lovaas (1994) is that the children are "visual" rather than "auditory learners." The purpose of this workshop is to identify a variety of these challenging behavior patterns and present specific

training programs, which have been developed and validated to remediate these challenging behavior patterns. Where skills are not showing satisfactory progress, methods will be presented for teaching motor and vocal imitation skills, developing generalized as opposed to rote comprehension skills, developing auditory as opposed to visual discriminations, developing creative conversation, developing spontaneous speech, preventing skills loss, developing social interaction skills with peers, replacing stereotyped noncompliance, and for regaining attending skills.

Objectives - Participants will be presented with the detailed information necessary to problem solve slowly-moving programs; they will be able to state the rationale for specific skills program enhancements, implement program enhancements, assess whether skills program enhancements are having the desired effect, implement additional skills programs, and assess whether additional skills programs are having the desired effect.

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

Participants will obtain specific program sheets provided by the instructor.

Targeted Audience - The workshop is designed for parents, lead therapists, line therapists, consultants, and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least one month's experience with intensive early intervention is preferable.

Fee - \$52

### Workshop #24

5/23/98 8:00 AM - 11:00 AM Oceanic 2

### **Increasing Social and Play Skills in Children with Autism**

MARY McDONALD and Catherine Falleo (The Genesis School)

Description - This workshop will focus on specific strategies based in behavior analysis used to teach children with autism social and play skills. Children with autism generally do not develop social and play skills according to a developmental model, therefore these areas are typically a deficit. Unlike typically developing peers, children with autism usually do not acquire these skills without systematic task-analyzed teaching. Social and play skills are interrelated as each affects the progression of the other. For example, as play skills increase, it is more likely that a child with autism will have opportunities to interact with typical peers. As well, as social skills increase, there are often more opportunities to engage in interactive play. (A) Social Skills: The importance of teaching social skills to individuals with autism will be highlighted. Social skills will be discussed in terms of level (beginning, intermediate and advanced). Curriculum will be considered, and materials will be suggested for a variety of specific skills. Specific strategies for promoting social skills will be presented and shown on videotape. Motivation systems, prompting techniques, fading of prompts, materials, and group instructions are examples of some of the areas that will be covered. (B) Play Skills: The importance of play skills for children with autism will be discussed as well as the relation of play skills to inclusion in the mainstream. Specific

types of play will include isolated play, cooperative play, sequenced play, pretend and dramatic play. Specific methods for teaching play skills will be discussed and shown on video, such as: modeling schedules, observational learning, videomodeling, written instructions/scripts. Specific materials will be suggested for play activities and a curriculum for play skills will be reviewed. Lastly, ways to incorporate language into play will be proposed with regard to systematic teaching strategies.

Objectives - (1) To provide participants with a curriculum that can be used as a guideline for selection of specific social and play goals, (2) to provide a detailed description of the strategies used to teach these skills, (3) to teach participants the procedural details and instructional techniques related to implementing these strategies, and (4) to allow participants to observe (videotape) the techniques discussed during the workshop.

Activities - (1) Lecture, (2) videotape of sample teaching strategies, (3) sample curriculum of social and play skills, and (4) problem solving scenarios done ingroup format.

Targeted Audience - Individuals who work directly with children with autism (in the field of speech or special education) either in a classroom or home setting, as well as individuals who supervise educational programs for children with autism in either home or school settings. This workshop could also benefit parents who are conducting a home program for their child.

Fee - \$65

### Workshop #25

5/23/98 8:00 AM - 11:00 AM Oceanic 3

### Prevention of Problem Behaviors in Early Childhood Settings

MICHAEL MORRIER, Sharon Hynes, Edward Bovey, and Toni Thomas (Emory University School of Medicine)

Description - This workshop will describe research-based approaches to positive behavior management techniques in early childhood settings. Procedures designed to promote engagement with materials, adults, and peers, while eliminating problem behaviors in children with special needs, children at-risk due to economic disadvantage, and middle-class typical children will be described. Hands-on activities to design effective environmental arrangements, use of classroom materials, deployment of teachers, and program evaluation techniques will be utilized. Participants will gain the skills needed to promote positive behavior management techniques within inclusive groups of children age's 15 months to kindergarten entry.

Objectives - Participants will learn applicable skills in the use of positive behavior management techniques that promote increased child engagement with their environment. Means of conducting inclusive groups of children in early childhood settings will be immediately applicable to teachers, administrators, and parents. Participants will be equipped with familiarity knowledge of ways to use classroom materials and evaluation methods to promote peer-peer interactions, while reducing problem behaviors in their early childhood settings.

Activities - Participants will learn positive techniques through didactic presentations, role plays, and hands-on training.

Targeted Audience - Early childhood administrators, special educators, regular educators, and parents will benefit from attendance in this presentation. Early childhood personnel who work with children with autism, children at-risk due to economic disadvantage, and middleclass typical children are targeted.

Fee - \$80

### Workshop #26

5/23/98 8:00 AM - 11:00 AM Oceanic 4

How to Design a Site-Based Preschool Program for Preschool Age Children with Autism and/or Related Disorders Using an Applied Behavior Analysis Approach

BONNIE SEBASTIAN and Maria Agnew (Bancroft, Inc.)

Description - Based on the principles of applied behavioral analysis, this workshop will include 3 hours of intensive instruction in the organization and implementation of a site based preschool program for children with autism and pervasive developmental disorder. This workshop will provide a basis for developing classroom structure and design, developing classroom schedules and developing discrete trial programs. Additional information will be provided in the integration of related services into a site-based program, behavioral interventions, parent and staff training as well as instruction on how to organize and develop an inclusion component to a program.

Objectives - The participant will be able to: (1) design a classroom setting to meet the needs of children with autism and pervasive developmental disorder, (2) write a discrete trial program based on a child's individual program plan, (3) develop a behavior program based on a comprehensive functional analysis, (4) integrate related services (speech therapy, occupational therapy, physical therapy) into a specialized preschool program, (5) follow a model for a parent and staff training program, and (6) follow a model for an inclusion program with typical peers.

Activities - The participants will listen to a presentation on all the components of developing and implementing a sitebased preschool program for preschool age children with autism and pervasive development disorder. Following the presentation the participants will participate in a discussion of the materials presented. This component may include opportunities to role-play and/or write discrete trial programs. Targeted Audience - This workshop is designed for administrators, teachers, school psychologists, parents, social workers, case managers and all others who work with children with autism and pervasive developmental disorder in a school setting.

Fee - \$50

### FUTURE ABA CONVENTION SITES

1999 Chicago 2000 Washington D.C. 2001 New Orleans

### Workshop #27

5/23/98 8:00 AM - 11:00 AM Oceanic 5

### Preparing Children with Autism for Inclusive Early and Elementary Education: What Does It Take, and How Do We Get There?

SHEILA WAGNER, Carolyn Parsons, Catherine Rice, and Julia Whitney (Emory University School of Medicine)

**Description** - This workshop will focus on the identification of important goals for children with autism to increase success in inclusive educational settings. The education of children with autism has gone through dramatic changes in recent years. This workshop will emphasize the successful inclusion of students into general education settings. Topics discussed will include individual and environmental assessment of communication, social, academic, and behavioral goals; specific strategies and methods to enhance programming and increase peer involvement both in school and in the community. Collaboration between home, school, and community will be highlighted. Profiles of individuals with autism at varying functioning levels will be detailed across the early educational age span. Participants will be presented with profiles and assisted to develop realistic educational programs.

Objectives - Workshop participants will identify pertinent target goals, develop individual and class-wide inclusive teaching plans (including positive behavior strategies and academic modifications), learn strategies to enhance peer involvement, understand and utilize a team approach including teachers (regular and special education),

administrators, related therapists, and parents.

Activities - The format of this workshop will consist of a presentation, videoclips, and small group planning, discussion, and role-playing. All participants will work as part of an educational planning team to develop an appropriate educational plan for a young student with autism.

Targeted Audience - This workshop is intended for parents, teachers (both regular and special education), administrators, and speech therapists. This workshop is appropriate for people who either plan or implement educational programs for children with autism in preschool and elementary regular education settings.

Fee - \$80

### Workshop #28

5/23/98 8:00 AM - 11:00 AM Oceanic 6

### Generalizing Applied Behavior Analysis into Public School Settings for Children with Autism: Strategies for Success

MARY JANE WEISS, Nina Wilde, Matthew Bowman, Kendra Peacock, and Noel Nelson (Rutgers, The State University)

Description - This workshop will focus on extending the principles of applied behavior analysis into public education settings for children with autism. While many high-quality, private segregated settings exist for these children, public education options are limited. The intensive ratios and precise instructional techniques of applied behavior analysis require the allocation of considerable resources. Generalizing the methods of applied behavior analysis into a public education environment is an imperative

current challenge. This workshop will address related curricular and training issues. Curricular progression will be described, based on hierarchical skill development. In particular, strategies for increasing spontaneity through establishing operations and for generalizing skills will be explored. Behavioral criteria for small-group instruction and inclusive experiences will be reviewed. Methods of data collection and tracking will also be described. Methods for assessing the competencies of instructors will be highlighted, and special attention will be paid to the training model for staff, which includes ongoing assessment and instruction. The incorporation of incidental teaching procedures and parent training will be delineated. Optimal environmental set-up, materials selection, and staffing patterns will also be discussed.

Objectives - The workshop attendees will achieve knowledge of: (1) the staffing ratios and environment set-up needed for this type of program, (2) curricular skill progressions in several critical areas, including spontaneous requesting, (3) potential criteria to use from moving children from one-to-one discrete trial instruction to small group instruction and/or inclusive experiences, (4) how to evaluate staff competency in the implementation of discrete trial instruction, (5) strategies for generalizing skills from the one-to-one instructional format, and (6) data collection methods useful in these programs.

Activities - Participants will experience didactic instruction via a variety of venues. Videos will be used to demonstrate curricular progressions. Some active participation exercises will be used to demonstrate training in reinforcement and shaping. Role-plays

of differential reinforcement and extinction procedures will also be incorporated.

Targeted Audience - The target audience is teachers and instructional assistants working with children with autism. This will be especially informative for clinicians who are working in, or who plan to work in, a public school program.

Fee - \$50

### Workshop #29

5/23/98 8:00 AM - 11:00 AM Oceanic 7

### Answers, Responses, and Rebuttals: Behavior Analysts in Reply to Objections to Behavioral Interventions

ROGER MCINTIRE, Donald Pumroy (University of Maryland, Ret.), and Marcie Smith (Private Practice)

**Description** - Even experienced behavior analyst professionals can be surprised by the questions and objections to the behavioral approach by those who attend workshops and meetings. At invited talks and workshops, audiences can provide challenges where an adequate reply is difficult to make in the short periods of a public presentation. The instructors have collected and employed explanations and debate strategies drawn from numerous sources. Participants and instructors will build a summary of objections and effective professional reactions. While these responses can turn objections to a particular procedure into a useful discussion, a complete understanding of behavioral interventions requires a broader view. As an example, the instructors will present their brief overview of the process from setting events, to definitions of behavioral

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events and their consequences, to selections of incentives and delivery systems provides a basis for understanding behavioral programs. The client's understanding of the process of behavior analysis is fundamental to a consideration of strategy options and the validity of them. The workshop intends to update us all on the issues raised by the lay public and the most effective ways to alleviate client concerns and open the way for a productive intervention.

Objectives - Participants will discuss modifications and additions to a list of circumstances they have encountered where resistance and objections to the behavioral approach. The objective is for each participant to become familiar with common objections and possible replies. Audience participation and demos 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.

Activities - In subgroup participants will share their own encounters and suggested strategies for specific exchanges. The subgroups will prepare their entries for the summary list and report back to whole group. The instructors will make the modifications and arrange for copies to be distributed to each participant.

Targeted Audience - The workshop considers behavior analyst professionals and their discussions with clients or presentations to lay audiences. Participants with some experience and prospects for future invitations are most likely to benefit from the workshop activities. Participants would include college faculty, persons in private

practice, school psychologists, and teachers as well as counselors of students, parents and teachers.

Fee - \$55

### Workshop #30

5/23/98 8:00 AM - 11:00 AM Oceanic 8

### How To Develop, Produce, and Use SAFMEDS

STEPHEN GRAF (Youngstown State University)

Description - SAFMEDS, an acronym for "Say All Fast Minute Every Day Shuffled", represents a procedure to promote fluency in verbal behavior developed by Ogden Lindsley some 15 vears 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 has 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 that 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, and (5) discussion of how to incorporate SAFMEDS into larger patterns of learning.

Targeted 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.

Fee - \$70

### **ABA Convention Store**

Featuring virtually every book related to behavior anlaysis! This year we have added special features to the bookstore, come check it out!

The bookstore hours are as follows:

Friday, May 22: 8-5PM Saturday, May 23: 8-5PM Sunday, May 24: 8-5PM Monday, May 25: 8-5PM Tuesday, May 26: 8-1PM

### **ABA Student Breakfast Fair**



Sunday, 7:30 AM – 9:00 AM Northern Hemisphere A2, A3, A4

The ABA Student Committee invites all students and organizations hiring behavior analysts to participate in the 2<sup>nd</sup> Annual Student Breakfast Fair.

The Student Breakfast Fair will be held in an Expo setting with large round tables for students and representatives from behavioral organizations to interact in an informal atmosphere.

Do not miss this opportunity!

### SPECIAL EVENTS/BREAKFAST

- #5 Calisthenics Workout. Chair: Vanetta DeSanto.
- #6 International Development Committee Breakfast. Chair: Ned Carter.
- #7 Getting Your Foot in the Door: A Resume and Vita Writing Workshop. Chairs: Jacaline Smeltzer and Christina Versavage.
- #9 Newcomers' Session. An Introduction to the Association of Behavior Analysis. Chairs: Jack Michael and W. Scott Wood.

- #10 Opening Address and SABA Awards. Chair: Marc Branch.
- #69b Welcome to Florida! Chair: James F. McGimsey.
- ABA 9:00 PM 11:00 PM. Featuring
  EXPO displays from behavioral programs
  in graduate training, around the
  world, and ABA committees and
  special interest groups.

### **INVITED PRESENTATIONS**

- #15 Changing Perspectives on Behavior Change. Chair: David Greenway.
- #26 Research Funding for Behavior Analysts at the National Institutes of Health and the National Institute on Drug Abuse. Chair: Charles Salzberg.
- #30a Clinical Radical Behaviorism: Current Status and Future Direction. Chair: David Greenway.
- #31 The Interaction of Learning and Experience with Genotype in Mammalian Species. Chair: Slobodan Petrovich.
- #36 "Timing" as a Crucial Program Variable, Chair: Kent Johnson.
- #47 Conversing with the Unconverted:
  Tactics that Accurately and
  Convincingly Represent Behavior
  Analysis. Chair: Joseph Wyatt

### **Convention Session Audiotapes**

Tapes of Convention Sessions marked "audiotaped" in the Program Book may be purchased for \$10 a copy on-site in the ABA Registration Area from Convention Tapes International.

### **Convention Sessions**

#### #5

#### Calisthenics Workout

### Special Event

5/23/98

7:00 AM- 7:45 AM Southern Hemisphere III Chair: Vanetta DeSanto (PSCH)

Attendees will be led through a calisthenics workout. Attendees should wear comfortable, loose-fitting clothing and bring a towel or mat for floor-work. Exercises aimed at strengthening and toning the major muscle groups of the body will be demonstrated by the instructor and performed by attendees.

#6

### **International Development Committee Breakfast**

#### **Breakfast**

5/23/98

7:30 AM- 9:00 AM Northern Hemisphere A4 Chair: Ned Carter

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.

#7

### Getting Your Foot in the Door: A Resume and Vita Writing Workshop

5/23/98 8:00 AM- 8:50 AM Chairs: Jacalyn Smeltzer and Christina Versavage (Western Michigan University)

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JPS Workshop

- STEVEN HAYES (University of Nevada, Reno)
- LINDA HAYES (University of Nevada, Reno)

#8

### **Affiliated Chapters Annual Board Meeting** Chair: Gerald Shook (Shook & Associates)

**Business Meeting** 5/23/98 9:00 AM- 9:50 AM Northern Hemisphere A4

Annual meeting of the Affiliated Chapters' Board to review developments from the past year and establish goals and actions for the following year.

#9

### An Introduction to the Association for Behavior Analysis (Newcomers' Session)

Special Event

5/23/98

10:00 AM- 11:00 AM

Asia 2 Audiotaped Chairs: Jack Michael (Western Michigan University) and W. Scott Wood (Drake University)

An overview of ABA, its history, structures and functions as the international locus of the field of behavior analysis. Awards, special interest groups, and other features will also be dealt with. There will be slides of famous ABA contributor's. Professors Michael and Wood, two 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.

#### #10

### Opening Address

5/23/98 11:00 AM- 1:00 PM Southern Hemisphere III/IV/V Audiotaped

### Opening Event, SABA Awards

Chair: Marc Branch (University of Florida)

- Distinguished Service to Behavior Analysis, MONTROSE WOLF: "Adventures with Behavior Analysis"
- International Dissemination of Behavior Analysis,
   EMILIO RIBES-INESTA: "Behavior Analysis: Beyond Localisms and Fashions"
- Enduring Programmatic Contributions in Behavior Analysis, Department of Psychology, Western Michigan University, HOWARD FARRIS and JACK MICHAEL: "Behavior Analysis at Western Michigan University: History, People, and Eye on the Future"
- Effective Presentation of Behavior Analysis in the Mass Media, SCOTT GELLER: "The Applied of Behavior Analysis: Making Talk More People Will Walk"

#11

Panel Discussion 5/23/98 1:00 PM- 1:50 PM Oceanic 6 CSE

### **Shared Power: Behavior Analysis and Native American Thought**

Chair: Mark Mattaini (Columbia University)

- CHRISTINE LOWERY (University of Wisconsin-Milwaukee)
- MARK MATTAINI (Columbia University)
- EDNA BROWN (Fred S. Keller School)

#12

### Behavior Analysis and Gambling: Future Directions

Chair: W. Scott Wood (Drake University)

- W. SCOTT WOOD (Drake University)
- PATRICK GHEZZI (University of Nevada)
- CHARLES LYONS (Eastern Oregon State College)

5/23/98 1:00 PM- 1:50 PM

Europe 2 OTH

Panel Discussion

#### #13

Panel Discussion 5/23/98 1:00 PM- 1:50 PM Oceanic 4 EDC

### Transitioning Students to a Less Restrictive Environment

Chair: Christopher Torem (West Warwick Public Schools)

- TAMMY BROOMFIELD (West Warwick Public Schools)
- CHRISTOPHER TOREM (West Warwick Public Schools)
- ROBERT SHERMAN (West Warwick Public Schools)

#14
Panel Discussion
5/23/98
1:00 PM- 1:50 PM
Asia 5
DDA
Audiotaped

#### #15

### Invited Address

5/23/98 1:00 PM- 1:50 PM Oceanic 8 CBM Audiotaped #16

5/23/98 1:00 PM- 2:20 PM Asia 2 EAB

Symposium

### Self-Injurious Behavior: Perspectives on the Past, Prospects for the Future

Chair: Judith Favell (AdvoServ Programs)

- MICHAEL CATALDO (Kennedy-Krieger Institute)
- RICHARD FOXX (Pennsylvania State University-Harrisburg)
- ROB HORNER (University of Oregon)

### **Changing Perspectives on Behavior Change**

Chair: David Greenway (University of Southwestern Louisiana)

• MARK SOBELL (Nova Southeastern University)

### The Operant Importance of Sleep

Chair: Craig Kennedy (Vanderbilt University)

Discussant: Travis Thompson (Vanderbilt University)

- Applied Antecedents. CRAIG KENNEDY (Vanderbilt University) and Kim Meyer (East Carolina University)
- Sleep Deprivation Increases the Rate of Negatively Reinforced Responding. CRAIG KENNEDY (Vanderbilt University), Kim Meyer (East Carolina University), Margaret Werts (Allegheny University of the Health Science), and Lisa Cushing (University of Oregon)
- The Effects of Sleep Deprivation on Various
   Interval and Ratio Parameters of Avoidance
   Responding. KIM MEYER (East Carolina
   University), Craig Kennedy (Vanderbilt University),
   Lisa Cushing (University of Oregon), and Margaret
   Werts (Allegheny University of the Health Science)
- Multiple Schedule Performance and Sleep Deprivation. CRAIG KENNEDY and Emily Bradford (Vanderbilt University)

Saturday, May 23 51

#### #17

Panel Discussion 5/23/98 1:00 PM- 2:20 PM Northern Hemisphere A3 OBM Audiotaped

### Large-Scale Implementation of Behavioral Safety

Chair: John Austin (Western Michigan University)

- MARK ALAVOSIUS (Behavior Safety Advantage-The Abacus Group)
- AUBREY DANIELS (Aubrey Daniels & Associates)
- E. SCOTT GELLER (Safety Performance Solutions, Inc.)
- THOMAS KRAUSE (Behavioral Science Technologies, Inc.)

## Strategies for Doing and Publishing Research in Experimental and Quantitative Analysis of Behavior in the Present Job Market

Chair: Michael Commons (Harvard Medical School)

- MICHAEL COMMONS (Harvard Medical School)
- PATRICE MILLER (Salem State College)
- STEPHANIE STOLARZ-FANTINO (San Diego State University)
- EDMUND FANTINO (University of California, San Diego)

### Reconciling Performance Management and Systems Analysis

Chair: Linda Hayes (University of Nevada, Reno)

- JULIE SMITH (Continuous Learning Group, Inc.).
- WILLIAM REDMON (Continuous Learning Group, Inc.)
- JON BAILEY (Florida State University),
- WILLIAM ABERNATHY (William B. Abernathy & Associates)

### Positive Behavioral Support for Children with Autism and Their Families: Report on a Two-Year Statewide Training Project

Chair: Barbara Becker-Cottrill (West Virginia Autism Training Center)

Discussant: Don Kincaid (West Virginia Affiliated Center for Developmental Disabilities)

The Family Focus Project: Components and Implementation of a Positive Behavioral Support

#### #18

Panel Discussion 5/23/98 1:00 PM- 2:20 PM Asia 3 DEV

#19 Panel Discussion

5/23/98 1:00 PM- 2:20 PM Asia 1 OBM

#20 Symposium 5/23/98 1:00 PM- 2:20 PM Oceanic 7

AUT

52

- Model for Families of Young Children with Autism Spectrum. BARBARA BECKER-COTTRILL (West Virginia Autism Training Center)
- Evaluation of the Family Focus Project: Effects on Familial Stress, Child Behavior Change and Quality of Life Indicators. JENNIFER MCFARLAND (West Virginia Autism Training Center)
- Positive Behavioral Support for a Preschooler with Autism and His Family: Individualized Outcomes of the Family Focus Project. VICKI ANDERSON (West Virginia Autism Training Center)

### When Speaking of Behavior Analysis: Metaphor and the Tactics of Didactics

Chair: Richard Malott (Western Michigan University)
Discussant: Philip Hineline (Temple University)

- Metaphor and Behavior Analysis. STEVEN JAMES (University of Kansas)
- The Stream of Behavior. JENNIFER DRESSEL (University of Kansas)
- The Climate is to Weather as . . . EDWARD MORRIS (University of Kansas)
- The Field as Metaphor. BRYAN MIDGLEY (University of Kansas)

Home-Based Behavioral Intervention for Very Young Children with Autism: Developing a Comprehensive Support System within a Part H Agency

Chair: Jack Scott (Florida Atlantic University)

Discussant: Stephen Starin (Behavior Analysts, Inc.)

- THEODORE WASSERMAN (St. Mary's Hospital)
- CLAUDIA CLARK (St. Mary's Hospital)
- ANN LEVENE (St. Mary's Hospital)
- KELLEY CORNISKY (St. Mary's Hospital)
- PAMELA GORSKI (Reaching Potentials)
- DAVID LUBIN (Behavior Therapy Group)
- VINCENT CARBONE (Indian River County Schools)
- CAROLINE REDPATH (AHEAD)

#21 Symposium 5/23/98 1:00 PM- 2:20 PM Oceanic 5 TBA

#22 Panel Discussion 5/23/98 1:00 PM- 2:50 PM Asia 4 AUT

Saturday, May 23

#### #23

#### INTERNATIONAL

Paper Session 5/23/98 1:00 PM- 2:50 PM Oceanic 1 EAB

### Topics in the Experimental Analysis of Behavior I

Chair: Richard Keen (Indiana University)

- Behavioral Economics: Some Factors Influencing Demand Functions of Hens. THERESE MARY FOSTER (The University of Waikato, New Zealand)
- Rumination Syndrome in Captive Gorillas.
   KRISTEN LUKAS (Georgia Tech Lab-Zoo Atlanta)
   and Terry Maple (Zoo Atlanta)
- The Etiology of Performance Mistakes: Regression and Resurgence. FRANCIS MECHNER (The Humanities Foundation)
- To Hold, as 't were, the Mirror up to Nature": Are Pigeons Really "Self-Aware? CLAUDIA CARDINAL (Jacksonville State University), Robert Allan, David Barnes, and James DeLabar (Lafayette College)
- Relations between Response Patterns and Self-Descriptions in Rule Derivation. ALVARO TORRES (Universidad Nacional Autónoma de México)

#24 Symposium 5/23/98 1:00 PM- 2:50 PM Europe 1

### Promoting Language, Social, and Adaptive Behavior in Young Children with Developmental Disabilities

Chair: Diane Sainato (The Ohio State University)

Discussant: Howard Goldstein (Florida State University)

- Using Picture Scripts to Facilitate Play and Social Interaction. Bonnie McBride and ILENE SCHWARTZ (University of Washington)
- The Effects of Correspondence Training and Picture Schedules on the Choice Making and Individual Engagement of Developmentally Delayed Preschool Children During Playtime. JILL FRAZIER (Franklin County Board of Mental Retardation), Diane Sainato (The Ohio State University), and Karen Andrews (C. Ray Williams Preschool)
- Commenting During Joint Bookreading: Effects on Low SES Children with and without Developmental Disabilities. HOWARD GOLDSTEIN (Florida State University) and Elaine Hochenberger (Geneva College)

- Effects of a Milieu Teaching Strategy in a Storybook Context on the Acquisition, Maintenance, and Generalization of Expressive Language by Young Children with Developmental Disabilities.
   KRISTYN SHELDON (Central Ohio Regional Resource Center), Diane Sainato and Rebecca Morrison (The Ohio State University)
- The Use of a High Probability Request Sequence on the Initiation of Task in Young Children with Developmental Disabilities. CAROL DAVIS (The University of Minnesota)

### Training Staff in the Use of Behavioral Principles

Chair: Pamela Osnes (University of South Florida)

- Giving Teachers Breathing Room for Classroom Management Using "AIR". C. J. CONARD, Jud Cornish and Christine Cornish (Fairbanks Country Day)
- The Effects of Supervisor's Behavioral Instruction on Practicum Students' Performance in Their First Field Experience. CORRINE DONLEY and Thomas Fischer (University of Wisconsin, Oshkosh)
- Behavioral Interventions as Acts in Context.
   ALISON McCABE and Ronnie Detrich (Spectrum Center)
- Working Together with Teachers: School Based Behavioral Intervention. JING ZHOU (Orange County Public Schools) and Bob Ludlow (Brevard County Public Schools)

# Research Funding for Behavior Analysts at the National Institutes of Health and the National Institute on Drug Abuse

Chair: Charles Salzberg (Utah State University)

Discussant: Sebastian Striefel (Utah State University)

- Behavior Science Research Opportunities at the National Institute on Drug Abuse. CORA LEE WETHERINGTON (National Institute on Drug Abuse)
- Research Opportunities for Applied Behavior Analysis through the National Institutes of Health.
   MARIE BRISTOL-POWERS (National Institute of Child Health)

#25
Paper Session
5/23/98
1:00 PM- 2:50 PM
Oceanic 3
EDC

#26

### Invited Paper Session

5/23/98 2:00 PM- 2:50 PM Europe 2 OTH Audiotaped

Saturday, May 23

#### #27

#### INTERNATIONAL

Paper Session 5/23/98 2:00 PM- 2:50 PM Oceanic 6 CSE

#### #28

Paper Session 5/23/98 2:00 PM- 2:50 PM Oceanic 4 EDC

#### #30a

### **Invited Panel Discussion**

5/23/98 2:00 PM- 3:50 PM Oceanic 8 CBM Audiotaped

### Social and Ethical Issues in Behavior Analysis

Chair: Joseph Mora (Northwest Dade Center, Inc.)

- A Behavior Analytic View of Human Values.
   FERNANDO GUERRERO and Andres Osuna (Universidad El Bosque)
- How the Media can help and Hinder Progress in Race Relations: Using the Functional Contextualist Approach to Analyze Media Influence. MARCIA ROSSI (Tuskegee University)

### Developmental Disabilities, Education and Behavior Analysis

Chair: Max Brill (Oakland University)

- The Effects of Teacher-Delivered Instruction vs. Self-Instruction on Initiations, Responses, and Interaction Cycles of Inclusive Teams of Students with and without Disabilities. RICHARD HOWELL, Charles Wood and Morten Haugland (Special Education)
- The Effects of Direct Questions on Preschool Children with Disabilities: Responses to Indirect Requests. ROSA MILAGRO SANTOS (University of Illinois at Urbana, Champaign) and Benjamin Lignugaris/Kraft (Utah State University)

### Clinical Radical Behaviorism: Current Status and Future Direction

Chair: David Greenway (University of Southwestern Louisiana)

- ERIK AUGUSTSON (University of Alabama at Birmingham)
- ELIZABETH GIFFORD (University of Nevada, Reno)
- ROBERT KOHLENBERG (University of Washington)
- LEO REYNA (Nova University)
- EDELGARD WULFERT (State University of New York at Albany)

#30b Symposium 5/23/98 2:00 PM- 3:50 PM Europe 3 CBM

### Behavioral Innovations for the Treatment of Substance Abuse

Chair: Conrad Wong (University of Vermont)
Discussant: Howard Rachlin (State University of New York, Stony Brook)

- Outpatient Behavioral Treatment of Cocaine Dependence. CONRAD WONG, Stephen Higgins, Robert Dantona, Stacey Sigmon, Doris Haug Odgen (University of Vermont)
- Long-Term Exposure to Abstinence Reinforcement Contingencies. KENNETH SILVERMAN, Elias Robles, George Bigelow, and Maxine Stitzer (Behavioral Biology Research Center)
- Voucher-Based Reinforcement of Brief Cocaine Abstinence in Methadone Patients. ELIAS ROBLES, Kenneth Silverman (Behavioral Biology Research Center), Kenzie Preston (NIDA Intramural Research Program), George Bigelow, and Maxine Stitzer (Behavioral Biology Research Center)
- The Case for Using Percentile Schedules to Shape Abstinence. R. J. LAMB (MCP-Hahnemann School of Medicine), Andrew Morral (RAND), Gregory Galbicka (Army Institute of Research), Kimberly Kirby (Temple University), and Martin Iguchi (RAND)
- Contingency-Management of Schizophrenic Substance Abusers. JOHN ROLL (Wayne State University), Stephen Higgins (University of Vermont), and Charles Schuster (Wayne State University)

The Interaction of Learning and Experience with Genotype in Mammalian Species

Chair: Slobodan Petrovich (University of Maryland, Baltimore County)

J. P. SCOTT (Bowling Green State University)

#31

Invited Address
5/23/98
2:30 PM- 3:20 PM
Asia 3
DEV
Audiotaped

Saturday, May 23

#### #32

Panel Discussion 5/23/98 2:30 PM- 3:50 PM Oceanic 5 TBA

### Being There: Current Issues in Distance Education

Chair: Suzanne Letso (Connecticut Center for Child Development)

- DAVID FEENEY (OnLearn)
- DONALD HANTULA (Temple University)
- JOSEPH PLAUD (University of North Dakota)
- DEBORAH SHANLEY (Medgar Evers College-CUNY)

### #33

Symposium 5/23/98 2:30 PM- 3:50 PM Oceanic 7 AUT

### Assessment in Early Behavioral Intervention for Autism/PDD

Chair: Gina Green (New England Center for Children)
Discussant: Sidney Bijou (University of Nevada, Reno)

- Assessing Initial Responsiveness to Early Intensive Behavioral Intervention. Amy Geckeler, Gina Green, William Holcomb, REBECCA MACDONALD, Renee Mansfield, Susan Silvestri, and Jennifer Sutton (New England Center for Children)
- Behavior Measurement in Home-Based Early Intervention: More is Not Always Better. PATRICK GHEZZI and Thomas Higbee (University of Nevada, Reno)
- Training and Probe Measures of the Effectiveness of Early Intervention. PATRICIA J. KRANTZ, Joyce L. MacDuff, Kelly Kates, and Lynn E. McClannahan (Princeton Child Development Institute)

### #34 Symposium 5/23/98 2:30 PM- 3:50 PM Asia 2 EAB

### Evaluation and Refinement of the Assessment Process When Linking Assessment to Intervention

Chair: Ruth Ervin (Western Michigan University)

Discussant: George Sugai (University of Oregon)

- A Comparison of Multi-Element Functional Analysis and Extended Session Functional Analysis.
   LEE KERN, Laura Tierney, Alex Hilt, and Christina Vorndran (Children's Seashore House)
- Using Substitutable Stimuli for Behaviors
   Maintained by Automatic Reinforcement to Increase
   a Novel Response. MARK DERBY, Michelle
   Roberts, LeAnn Luiten, and Chau Vu (Gonzaga
   University)

- Comparison of Intervention Strategies Based on Reinforcer Assessment and Functional Analysis in Addressing Inappropriate Behavior in the Classroom. Iantha Fusilier and JOHN NORTHUP (Louisiana State University)
- A Comparison of Student Self-Reported Function, Teacher Reported Function, Descriptive Observations with Classroom Functional Analyses for Adolescents in School Settings. Megan Kwak and RUTH ERVIN (Western Michigan University)

#### #35

Paper Session 5/23/98 2:30 PM- 3:50 PM Asia 1 OBM

#### **OBM** in Work Team Environments

Chair: John Luby (MD Training Company)

- Integrated Healthcare Support Teams. CARRIE McHALE (Harris Methodist Health System)
- Employee Motivation in Work Teams:
   Reinforcement System Issues. CLOYD HYTEN and
   Dale Yeatts (University of North Texas)
- Using Performance Feedback to Improve Healthcare Team Efficiency. CARRIE McHALE (Harris Methodist Health System)

#### #36

### "Timing" As a Crucial Program Variable

Chair: Kent Johnson (Morningside Learning Systems)

PAUL THOMAS ANDRONIS (Northern Michigan University)

#### \_\_\_\_

5/23/98 3:00 PM- 3:50 PM Asia 5 DDA Audiotaped

#37

Panel Discussion 5/23/98 3:00 PM- 4:50 PM Oceanic 6 OTH

Audiotaped

### New Opportunities: Can Behavior Analysis Help with Traffic Safety?

Chair: Richard Malott (Western Michigan University)

Discussant: Leonard Evans (General Motors Corporation)

- JAMES FELL (National Highway Traffic Safety Administration)
- C. THOMAS TERRY (General Motors Corporation)
- E. SCOTT GELLER (Virginia Polytechnic Institute and State University)
- RON VAN HOUTEN (Mount Saint Vincent University)

#38 Symposium 5/23/98 3:00 PM- 4:50 PM Europe 1 DDA

### Treatment of Severe Behavior Disorders Based on Functional Analysis Outcomes

Chair: Timothy Vollmer (University of Pennsylvania School of Medicine)

Discussant: Brian Iwata (University of Florida)

- An Analysis of Variable Schedules for Programming DRO Contingencies. JANA LINDBERG, Brian Iwata, and Iser DeLeon (University of Florida)
- A Comparison of Procedures for Thinning NonContingent Reinforcement Schedules.
   SUNGWOO KAHNG, Brian Iwata, Iser DeLeon, Michele Wallace, and Eileen Roscoe (University of Florida)
- Positive Reinforcement as a Treatment for Escape-Maintained Behavior. JOSEPH LALLI, Timothy Vollmer, Patrick Progar, John Borrero, Dency Daniels, Chris Barthold, and Carrie Wright (University of Pennsylvania School of Medicine)
- Extinction-Related Increases in Aggression during Treatment of Self-Injury in Individuals with Developmental Disabilities. DOROTHEA LERMAN (Louisiana State University), Brian Iwata, and Michele Wallace (University of Florida)
- The Effectiveness of Functional Analysis
   Treatments in the Natural Environment.
   STEPHANIE CONTRUCCI, Wayne Fisher
   (Kennedy Krieger Institute), Iser DeLeon, Rachel
   Thompson (University of Florida), David Kuhn, and
   Charles Gulotta (Kennedy Krieger Institute)

#39 Symposium 5/23/98 3:00 PM- 4:50 PM Oceanic 3 EDC

### Maintaining "Life-Long" Behavior Analytic Activity After Graduate School

Chair: Mike Johnston (University of Nevada, Reno)

Discussant: Linda Hayes (University of Nevada, Reno)

- The Role of the Association for Behavior Analysis in the Continuation of Behavior Analytic Activity after Graduate School. MARK ADAMS, Linda Hayes (University of Nevada, Reno), and Maria E. Malott (Malott & Associates)
- The Role of Regional Associations and Conferences in the Continuation of Behavior Analytic Activity after Graduate School. MARK SUNDBERG (Behavior Analysts, Inc.)

- The Importance of Behavioral Internships in Continuing Behavior Analytic Activity as a Post-Graduate. KEITH ALLEN (University of Nebraska Medical Center)
- The Lone Ranger in Search of Tonto: Strategies for "The Lone Behavior Analyst" to Continue Behavior Analytic Activity after Graduate School. DAVID PYLES (Howe Developmental Center)
- The Role of Professional Certification in the Continuation of Behavior Analytic Activity after Graduate School. RANDY KEYWORTH (Spectrum Center)

#40 Symposium 5/23/98 3:00 PM- 4:50 PM Asia 4 AUT

### Empirical Evaluation of the Picture Exchange Communication System (PECS) for Young Children with Autism

Chair: Marjorie Charlop-Christy (Claremont McKenna College)

Discussant: Laura Schreibman (University of California, San Diego)

- Communicative Outcomes of Children Using PECS. ILENE SCHWARTZ, Ann Garfinkel, and Gretchen Shuman (University of Washington)
- An Evaluation of Spontaneous Speech and Verbal Imitation in Children with Autism after Learning the Picture Exchange Communication System. H. MICHAEL CARPENTER (Claremont Graduate University), Marjorie Charlop-Christy, and Linda LeBlanc (Claremont McKenna College)
- An Assessment of the Rate of Acquisition of PECS Skills of Children with Autism. SUSAN KELSO, Michael Carpenter (Claremont Graduate University), Marjorie Charlop-Christy, and Linda LeBlanc (Claremont McKenna College)
- Maladaptive Behavior during PECS Training. LINDA LeBLANC, Kristin Kellet (Claremont McKenna College), Michael Carpenter (Claremont Graduate University), Marjorie Charlop-Christy (Claremont McKenna College)
- Using Analogue Functional Analysis Plus
   Functional Communication Training with Pictures to
   Decrease Inappropriate Behaviors. CHRIS
   LABELLE (Claremont Graduate University),
   Marjorie Charlop-Christy, and Linda LeBlanc
   (Claremont McKenna College)

Saturday, May 23 61

#41 Symposium 5/23/98 3:00 PM- 4:50 PM Oceanic 4 EDC

### Takin' it to the Classroom: Applied Behavior Analysis and Education

Chair: Patricia Barbetta (Florida International University)

Discussant: Haydee Toro (Department of Children and Families)

- Behavior Analysis and Education: A Short History, Strong Foundation, Promising and Challenging Future. PATRICIA BARBETTA (Florida International University)
- Direct Instruction Overview. JANIE BRANSETTER (St Andrews School)
- Using Behavior Analysis to Make a Difference in University Classrooms. JENNIFER AUSTIN (Florida State University)
- Achieving Instructional Control. PATRICK MCGREEVY (Private Practice)
- Contributions of Positive Behavior Support in Education of Students with Severe Disabilities.
   SMITA SHUKLA (Florida International University)
- The Challenge of Offering Professional Behavior Analysis Services in Public Schools: Dimensions of ABA vs. the Realities of Public School Service Provisions. JACK SCOTT (Florida Atlantic University)

#42 Symposium 5/23/98 3:00 PM- 4:50 PM Oceanic 1 EAB Multiple Scales of Analysis: Experimental Studies of Sensitivity to Short-Term and Long-Term Environment-Behavior Relations

Chair: Michael Perone (West Virginia University)
Discussant: Michael Perone (West Virginia University)

- Testing the Limits of Reinforcement by Shock-Frequency Reduction: Two Systematic Replications of Hernstein and Hineline (1966). TODD MYERS and Michael Perone (West Virginia University)
- Conditioning Sessions as Unitary Events. PHILIP HINELINE, Matthew Andrzejewski and Leslie Cohen (Temple University)
- Positive Reinforcement as Food-Frequency Increase? TIMOTHY SHAHAN and Kennon Lattal (West Virginia University)

- Choice and Temporally Extended Response Units. CYNTHIA PIETRAS and Timothy Hackenberg (University of Florida)
- Molecular and Molar Analyses of Behavior Maintained by Timeout from Avoidance. MARK GALIZIO and Jennifer Johnson (University of North Carolina at Wilmington)

### The Analysis of Verbal Behavior

Chair: Leslie Burkett (University of North Texas)

- Skinner's Thinking Aid: Testing an Electronic Version. LESLIE BURKETT (University of North Texas)
- Transfer Through Classes of Responding. M. CARMEN LUCIANO SORIANO, Serafín Gómez Martin, and Antonio Molina (Universidad Almería, Spain)
- On Empty Labels and False Dichotomies. FRANCOIS TONNEAU (University of Guadalajara)
- Computer Interactive Self-Assessment With and Without Feedback. CHRIS NINNESS (Stephen F. Austin State University), Sharon Ninness, Sandra Sherman (Nacogdoches Independent School District), and Charles Schotta (Northwest Independent School District)

#### Reinforcers in Animals and Humans

Chair: Lewis Lipsitt (Brown University)

- JACOB GEWIRTZ (Florida International University)
- LEWIS LIPSITT (Brown University)
- J. P. SCOTT (Bowling Green State University)
- WILLIAM VERPLANCK (University of Tennessee)

### The Functional Utility of the Operant as a Concept in **Behavior Analysis**

Chair: Bryan Roche (National University of Ireland. Cork)

The Concept of an Operant: Basic Considerations. DERMOT BARNES and Olive Healy (National University of Ireland, Cork)

### #43 **INTERNATIONAL**

Paper Session 5/23/98 3:00 PM- 4:50 PM Europe 2 **VRB** 

#44

Panel Discussion 5/23/98 3:30 PM- 4:50 PM Asia 3 DEV

### #45 **INTERNATIONAL**

Symposium 5/23/98 3:30 PM- 4:50 PM Oceanic 2 TPC

- Generalized Operant Behavior: An Important Concept for Understanding Complex Human Behavior. OLIVE HEALY and Dermot Barnes (National University of Ireland, Cork)
- Behavioral Units and Units of Analysis. SIGRID GLENN and Fredy Reyes (University of North Texas)
- The Operant: Where and When do we Find it? BRYAN ROCHE (National University of Ireland, Cork)

### Conversing with the Unconverted: Tactics that Accurately and Convincingly Represent Behavior Analysis

Chair: Joseph Wyatt (Marshall University)

- JACK MICHAEL (Western Michigan University)
- HAYNE REESE (West Virginia University)

### Treatment Alternatives for Aggressive, Destructive and Stereotypic Behavior on Children with Autism

Chair: Tor Jenssen (Bleiker Treatment Center)

- The Treatment of Behavior Problems through Contingent Effort and DRI, and Frequent Reminder-Probes of Rule-Governed Incompatible Behavior in Three Children with Autism/Developmental Disabilities. TOR JENSSEN and Tor Juliumstro (Bleiker Treatment Center)
- Decreasing Stereotypic Behavior using a Self-Management Treatment Package: A Component Analysis. ELIZABETH BENEDICT, Cammarie Johnson, and Kimberly Keough (New England Center for Children)

#### Behavioral Interventions in the Clinical Area I

Chair: Kim Killu (The University of Michigan-Dearborn)

- High-Probability Request Research: Moving Beyond Compliance. KIM KILLU (The University of Michigan-Dearborn)
- Behavioral Parent Training in an Incarcerated Population: Effects upon Parenting Skills and Child Behavior. MAURA MCCOOL and Lisa Johnson-Sharpe (Resource Development Institute)

#47

### Invited Address 5/23/98 4:00 PM- 4:50 PM Oceanic 5 TBA

Audiotaped

#48

INTERNATIONAL
Paper Session
5/23/98

5/23/98 4:00 PM- 4:50 PM Oceanic 7 AUT

#49
Paper Session
5/23/98
4:00 PM- 4:50 PM
Oceanic 8
CBM

### #50 INTERNATIONAL

Paper Session 5/23/98 4:00 PM- 4:50 PM Asia 2 EAB

#### #51

Poster Session
5/23/98
5:00 PM- 6:30 PM
Northern Hemisphere
B, C, D
AUT

### Variables Affecting Pausing, Responding and Induced Water-Drinking

Chair: Lisa Harris (Jacksonville State University)

- Pausing, Responding, and Induced Water-Drinking Increased in the Initial-Link. CARLOS APARICIO (Universidad de Guadalajara), Laura Parker, and William Hooper (University of Mississippi)
- Assessing the Effects of Haloperidol in Pausing, Lever-Pressing, and Induced Water-Drinking in a Chain FI-RR Schedule that Increased the Random Ratios in the Terminal-Link. CARLOS APARACIO (Universidad de Guadalajara), Laura Parker, and William Hooper (University of Mississippi)

#### Autism

- The Effects of Multiple Interventions for Severe Tantrum Behavior. ANNAMARIE NERI and Helen Bloomer (Bridges at Newmeadow Preschool).
- The Effects of Multiple Reinforcers on a Fixed Schedule for Severe Spitting Behavior. JOAN NAPIORSKI and Helen Bloomer (Bridges at Newmeadow School)
- 3. The Reduction of Hair Pulling Behavior in a Preschool Student with Autism Using Extinction Designs Tailored to Function. FRANK CICERO (Eden II Programs)
- A Comprehensive Behavior Analysis-Based Middle School Classroom for Students with Autism and Severe Aggression. ALMA H. SUTER, Marilyn D. Cataldo, Keith J. Slifer, Michael M. Dorsey, Richard M. Dudeck, Christopher W. Hlubb, and Robert C. Weber (Kennedy Krieger Institute and Johns Hopkins University School of Medicine)
- A Procedure for Reducing the Stereotypic Behaviors of a Child with Autism. JAYNE EATON-BOVE, Howard Schneider, and Nancy Shamow (NSSA: The Martin C. Barrell School)
- A Procedure for Teaching an Independent Wiping Response for Toileting. MICHELLE DILAURA, Howard Schneider, and Nancy Shamow (NSSA: The Martin C. Barrell School)
- Effects of a Home- and Center-Based Behavioral Program on the Functional Skill Development of a Three-Year Old Child with Pervasive Developmental Disorder: "Equal and Distinct". ANTHONY FOTI (Private Practice)

- 8. Intensive Early Intervention: Interrupting
  Perseverative Error Patterns and Developing
  Generalized Auditory Discriminations by Altering
  the Treatment Context. KARA RIEDESEL and Eric
  Larsson (REM Health)
- The Effects of Varying Levels of Treatment Hours in Intensive Early Intervention. Jeffrey Pionkowski, Darin Ackre, John Miller, and ERIC LARSSON (REM Health)
- A Comparison of Incidental vs. Traditional
   Teaching Formats for Children with Autism in an Intensive Behavior Intervention Program. LINDA
   K. HAYMES and Ronnie Detrich (Spectrum Center)
- A Comparison of Prompting Procedures Applied During Intensive Early Intervention. JOHN F. MILLER, Kimberly Shulze, Eric Rudrud, and Eric V. Larsson (St. Cloud State University)
- 12. The Impact of Social Systems: Rapport as a Setting Event for Severe Problem Behavior. DARLENE MAGITO McLAUGHLIN and Edward Carr (State University of New York at Stony Brook and Developmental Disabilities Institute)
- Techniques used to Decrease High Frequency Aggressive Behavior to a Near Zero Level across Home and Inclusion Settings. MARY E. McDONALD, Joy Tramuta, and Michelle Kahn (The Genesis School)
- 14. The Effects of Medication and Medical Factors on Self-Injurious Behavior. JENNIFER M. CALDARELLA (The Genesis School)
- 15. Establishing Food Acceptance by a Food Refuser with Autism. BRITTA WEHMANN and William Ahearn (The New England Center for Children)
- 16. Easing Transitional Difficulties of Children with Autism using Video Priming Techniques. CHRISTINA WHALEN and Laura Schreibman (University of California, San Diego)
- 17. Behavioral Acquisition: Enhanced Positive Reinforcement vs. Contingent Access to Stereotypic Behavior. MEETA R. PATEL, James E. Carr, and Claudia L. Dozier (University of Nevada)
- The Effects of the Density of Reinforcement on the Maladaptive Behavior of a Child with Autism.
   KRISTINA HENSLEY and Jesus Rosales-Ruiz (University of North Texas)

- 19. Clinic Supervisor Certification in the Multisite Young Autism Project. BILLIE JO DAVIS, Sarah Mortenson, and Tristam Smith (Washington State University)
- 20. Conditional Discrimination and Generalization of Facial Cues as a Function of Training Multiple Exemplars with Autistic Preschoolers. SEBASTIEN BOSCH and R. Wayne Fuqua (Western Michigan University)

### Clinical; Family; Behavioral Medicine

- The Relationship between Maternal Psychopathology and Childhood Attention Deficit Hyperactivity Disorder. GINA M. PALLOTTA and Trent Tilby (California State University, Stanislaus)
- The Effect of Treatment Frequency on Food Refusal Behavior in an Outpatient Setting. STACIE ISENBERG, Colleen Taylor, and Peggy Eicher (Children's Seashore House)
- Transitioning Feeding Tube Dependent Children to Oral Feeding. Linda Williams-Brown, John Agwunobi, Benny Kerzner, and RICHARD WOLFF (Hospital for Sick Children)
- 24. Behavior Analysis Treatment for a Boy with Microcephaly. CHRISTINE M. GAGNON, MARIA A. BERGMAN, Charles Merbitz (Illinois Institute of Technology), and Walter Rucker (Illinois Masonic Medical Center)
- 25. Behavior Selection by Consequences as a Model for Behavior Therapy: A Case Study. HELIO JOSE GUILHARDI (Instituto de Analise de Comportamento)
- 26. Teaching Families of Asthmatic Children to Control Indoor Allergens with a Structured Learning Package. PERLA A. VARGAS, Peyton Eggleston, and Cynthia S. Rand (John Hopkins University School of Medicine)
- 27. Using Differential Reinforcement to Treat Selective Mutism in a Pediatric Rehabilitation Patient. ADRIANNA AMARI, Eliza Schenck, Arlene Gerson, Kieth Slifer, Elizabeth Keenen, and Alana Kane (Kennedy Krieger Institute)
- 28. Increasing Compliance with Infusion Therapy for a Child with Hemophilia and Behavior Problems. TONY MEYER, Arlene Gerson, Keith Slifer, and Alana Kane (Kennedy Krieger Institute)

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Poster Session
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5:00 PM- 6:30 PM
Northern Hemisphere
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CBM

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- Using Stimulus Fading, Functional Reinforcers, and Extinction to Treat Food Selectivity. DEIDRE KNAPP, Laurie Breen, Audrey Blakely-Smith, Lisa Davis, Vanessa Ross, Tia Overby, and Cathleen Piazza (Kennedy Krieger Institute)
- 30. A Descriptive Analysis of Outcomes by Categories of Medical and Behavioral Diagnoses of Children Receiving Intensive Behavioral Treatment for Feeding Disorders. CHARLES HAMMEL, Bridget Shore, and Dawn Thompson (Kennedy Krieger Institute)
- 31. Outcome Data from the Pediatric Center for Dysphagia and Feeding Management at Children's Seashore House: September 1989 July 1997. Kellie Hilker (Louisiana State University), COLLEEN TAYLOR (Children's Seashore House), Andrea Doney (Rowan University), Peggy Eicher (Children's Seashore House), and Mary Louise Kerwin (Rowan University)
- 32. Use of a Token Economy and Skills Training to Increase Sportsmanlike Behaviors Among Children Diagnosed with Attention Deficit Hyperactivity Disorder. STEPHEN D. ANTHONY HUPP, David Reitman, Paula Rhode, and Christian Harris (Louisiana State University, Baton Rouge)
- Modification of Disruptive Behavior in School Settings. ALICIA A. CHAPARRO (National University of Mexico)
- 34. Training Group Entry Skills with Aggressive Rejected Children. AYME Y. PACHECO and Hector E. Ayala (National University of Mexico)
- 35. Training Negotiation Skills with Parents and Aggressive Adolescents. MONICA FULGENCIO and Hector E. Ayala (National University of Mexico)
- 36. Brief Functional Analysis and Treatment of Thumb Sucking in Fraternal Twin Brothers. TAMI L. GALENSKY, John T. Rapp, Raymond G. Miltenberger, Jennifer Roberts and Sherry A. Ellingson (North Dakota State University)
- 37. Treatments that Work for Feeding Problems: A Review of the Literature. MARYLOUISE E. KERWIN (Rowan University)
- Function-Based Interventions for the Treatment of Pediatric Feeding Disorders. LAURA RIZOL, Bridget Shore, Cathleen Piazza, and Deidre Knapp (Kennedy Krieger Institute)

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- 39. A Large-Scale Analysis of the Long-Term Effects of Behavioral Treatment for Pediatric Feeding Disorders. DAWN THOMPSON, Bridget Shore, Donna LeBlanc, and Charles Hammel (Kennedy Krieger Institute)
- NeuroRehabilitation vs. Psychiatric Treatment for Children with Acquired Brain Injuries. MICHAEL MOZZONI, Jack Robertson, Jan Roberts, and Roger Carrillo (Timber Ridge Group, Inc.)
- 41. Identification of Positive Reinforcers for Use in the Treatment of Feeding Problems. JENNIFER A. SELLERS, Linda J. Cooper, Barbara Rankin, Kimberly Brown, and David P. Wacker (University of Iowa)
- The Differential Effect of Command Training on Child Compliance during Parent Training. MARK D. SHRIVER and Patricia Logan (University of Nebraska Medical Center)
- 43. Enuresis, Cruelty to Animals, and Fire Setting: Putting to Rest an Old Controversy with New Data. WILLIAM J. WARZAK, Brett R. Kuhn, and Sherri B. Zucker (University of Nebraska Medical Center)
- 44. Extending the Use of Noncontingent Reinforcement into the Classroom Routine. RICHARD ARNDORFER (Western Michigan University) and Keith Allen (Munroe-Meyer Institute)

### Community Interventions; Social and Ethical Issues

- 45. The Effect of Video Training on Parent-Infant Interactions among Families At-Risk or Reported for Child Abuse or Neglect. NEALDENEA DE JESUS (California State University, Los Angeles), John R. Lutzker (University of Judaism), and Kathryn M. Bigelow (University of Kansas)
- 46. Evaluation of Social Behavior Using Tests: An Alternative Proposal to Work with Large Groups. AMANDA REY and Blanca Patricia de Valderrama (Fundacion Universitaria Konrad Lorenz)
- 47. The Effects of a Modeling Procedure to Increase Staff Signing. JAMES BELANICH and Robert N. Lanson (Queens College)
- 48. Intervention of Cleaning and Hygiene Habits in Young Prisoners through a Natural and Non-Intrusive Procedure. ADOLFO J. CANGAS, F. Zaldivar, and M. Carmen Luciano (Universidad de Almeria, Spain)

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Poster Session
5/23/98
5:00 PM- 6:30 PM
Northern Hemisphere
B, C, D
CSE

Saturday, May 23

49. A Formative Evaluation of a Behavioral Intervention to Help Latino Dropout Youths with Disabilities Attain Personal Goals. FABRICIO E. BALCAZAR, Christopher B. Keys, Holly Barnes, George Ortiz, Teresa Garate-Sarafini, and Julie Weitlauf (University of Illinois at Chicago)

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Poster Session 5/23/98 5:00 PM- 6:30 PM Northern Hemisphere B,C,D DDA

### **Developmental Disabilities**

- Variables that Influence the Identification of Reinforcers in Applied Settings. CHRISTIE ENZINNA (Behavior Treatment and Training Center) and Don Williams (Richmond State School)
- 51. A Systematic Evaluation of Environmental Enrichment Components. CAROLE VAN CAMP, Dency Daniel (Children's Seashore House), Timothy Vollmer (University of Pennsylvania)
- 52. A Methodology to Conduct a Functional Analysis in a Two and a Half Day Period. JIN HO YOON, Joel Ringdhal, Barbara Sierp, Patrick R. Progar, Timothy Vollmer, and F. Charles Mace (Children's Seashore House)
- 53. Functional Assessment and Intervention for Transition Difficulties. CHRISTINA M. VORNDRAN, Lee Kern (Children's Seashore House)
- 54. Identifying Contingencies in Descriptive Analyses of Severe Aberrant Behavior. CARRIE WRIGHT (Children's Seashore House), Timothy Vollmer (University of Pennsylvania), Carole Van Camp, Julia Nastasi, Dency Daniel, Alexandra Hilt and John Borrero (Children's Seashore House)
- 55. Evaluating Contingencies in Functional Analyses of Aggression. CARRIE WRIGHT (Children's Seashore House), Timothy Vollmer (University of Pennsylvania), Carole Van Camp, Dency Daniel, and Julia Nastasi (Children's Seashore House)
- 56. Functional Analysis and Progressive Treatment Interventions for Chronic Hand Mouthing Behavior. JAY COLE, Steve Eversole, Jerry Goff (Columbus Medical Services), and Brian A. Iwata (University of Florida)
- 57. Comprehensive Functional Analysis of Severe Vomiting and Rumination. Doug Baker, JERRY GOFF (Columbus Medical Services), and Brian A. Iwata (University of Florida)

- 58. Structural Analysis of Reading Cues. TANIA JOHNSON, Michelle Roberts, Tiffany Abrams, K.M. Derby, Stephanie Peck (Gonzaga University), and Janet Drew (University of Iowa)
- 59. A Case Example of the Effects of the Presence and Absence of Seizures on Functional Analysis Outcomes. MATT BABB, Casey Hanks, K.M. Derby, Chau Vu, and Jenny Jacobs (Gonzaga University)
- 60. A Functional Analysis and Treatment in the Natural Setting. RENA J. SORENSEN (Kennedy Krieger Institute), Julia T. O'Connor (Johns Hopkins University School of Medicine), Angela Fahs, and Mark Bongiovanni (Kennedy Krieger Institute)
- Using Procedurally Similar Interventions to Treat Multiple Functions of Problem Behavior. PAMELA L. NEIDERT, Wayne W. Fisher, and Iser G. DeLeon (Kennedy Krieger Institute)
- 62. Within-Session Patterns of Responding during Functional Analysis: The Role of Establishing Operations in Clarifying Behavioral Function. HENRY S. ROANE, Dorothea C. Lerman, Michael E. Kelley, and Carol Van Camp (Louisiana State University)
- 63. An Extended Analysis of Self-Injurious Behavior. JOHN J. HEALEY, William H. Ahearn, and Myrna E. Libby (New England Center for Children)
- Peer Interactions in Students with and without Developmental Disabilities. ANNA ZALESKA, Laura L. Dudley, and D. Daniel Gould (New England Center for Children)
- 65. A Survey of Functional Assessment Procedures used by Agencies Serving Individuals with Developmental Disabilities. SHERRY A. ELLINGSON, Raymond G. Miltenberger, and Ethan S. Long (North Dakota State University)
- 66. Comparison of Expert Reports on Behavioral Function and Outcomes of Brief Functional Analysis Instruments. SATWANT K. SINGH and Sarah McCracken (Northern Virginia Training Center)
- 67. Descriptive and Experimental Analyses of Variables Maintaining Low-Frequency Self-Injury. MAIJA MAENPAA (Richmond State School)
- 68. Lifestyle Satisfaction of People with Developmental Disabilities: Client and Proxy Interviews. JENNIFER C. GARINGER, Shayla M. Harapiak, D. Yu, and Jodie Gray (St. Amant Centre)

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- Quality of Attention in the Evaluation of Attention Maintained Behavior. AUDREY BLAKELY-SMITH, Stephanie Contrucci, Lynn Bowman, and Cathleen Piazza (Kennedy Krieger Institute)
- 70. An Evaluation of the Relationship between Therapist Gender and Aberrant Behavior during Analogue Functional Analysis. JANE BARBIN, Louis Hagopian, David Richman, and Jennifer Cercone (Kennedy Krieger Institute)
- 71. The Effects of Peer Modeling in the Behavioral
  Assessment and Treatment of Developmentally
  Delayed Siblings. MARY AUGUSTIN (Kennedy
  Krieger Institute), Debra Farrell (Haslett Public School
  System), Julia O'Connor, Patricia Kurtz, and Wayne
  Fisher (Johns Hopkins University School of Medicine)
- 72. Use of Descriptive Analyses to Identify Consequences for Food Refusal. KIMBERLY BROWN, Cathleen Piazza, C. Dynell Trusty, and Deidre Knapp (Kennedy Krieger Institute)
- 73. Using Pre-Recorded Audio Prompts to Improve Work Performance by Individuals in an Enclave Supported Employment Setting. MARISA BARFELS, Mohammad Al-Attrash, and William Heward (The Ohio State University)
- 74. The Effects of Prior Classroom Conditions on Analoque Analysis. YVONNE A. CAREY (University of Illinois, Urbana-Champaign) and Mark F. O'Reilly (University College of Dublin)
- 75. Idiosyncratic Effects of Noncontingent Attention on Bizarre Speech. LISA N. BRITTON and James E. Carr (University of Nevada)
- 76. The Inclusion of and Extended Observation Period when Conducting a Functional Assessment Using Direct Observation. CHRISTOPHER A. EMPHEY and W. Larry Williams (University of Nevada)
- 77. The Classification and Reporting of Functional Assessment Methods in the Behavioral and Developmental Disability Literature. CHRISTOPHER A. EMPHEY and Jennifer Lolli (University of Nevada)
- 78. Using Functional Analysis of Automatic
  Reinforcement sources to Enhance the Effects of
  Environmental Enrichment Interventions. DAVID A.
  WILDER, Kate Kellum, James E. Carr, and Meghan
  Moschetti (University of Nevada, Reno)

Order Effect during Experimental Analysis of Problem Behaviors. LORI A. ROBERTSON, Richard G. Smith. Duy D. Le, Robert Churchill, Angela Gonzalez and Wendy Jacobs (University of North Texas)

# #55 Poster Session

5/23/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D **DEV** 

### **Human Development; Gerontology**

- 80. Similarities between Monkeys and Children in Performance of a Delayed Matching-to-Sample. MERLE G. PAULE (Behavioral Toxicology Laboratory), John J. Chelonis, and Donna J. Blake (University of Arkansas for Medical Sciences)
- 81. Exercise for the Elderly: Measuring Exercise Adherence and Evaluating the Use of Behavioral Contracts. CHRISTIE ZUNKER and Carl Johnson (Central Michigan University)
- 82. Assisting Infant Sleep with Continuous White Noise. MARGARET M. BORKOWSKI and Carl Johnson (Central Michigan University)
- 83. Self-Concept Clarity and Social Knowledge: A Two-Dimensional Model. Timothy Kelly and VALERI A. FARMER-DOUGAN (Illinois State University)
- 84. The Effects of the Concurrent Training of Two Relations on Human Performance in a Conditional Discrimination Task. HECTOR MARTINEZ, Adriana Gonzalez, Gerardo Ortiz, and Katia Carrillo (Universidad de Guadalajara)
- 85. DRL and Self-Control in Infants. RIVIERE VINCA. Darcheville Jean Claude, Cuvelier Gwenaelle (Universite de Lille III, France)
- 86. Effects of Gender and IQ on Performance of a Delayed Matching-to-Sample Task in Children Ages 4 to 12 years Old. JENNIFER L. DANIELS (University of Arkansas at Little Rock), John J. Chelonis, Donna J. Blake (University of Arkansas for Medical Sciences), and Merle G. Paule (National Center for Toxicology)
- 87. Performance of Inattentive and Hyperactive Children on an Operant Test Battery. JAMIE C. MAY (University of Arkansas at Little Rock), John J. Chelonis, Donna J. Blake (University of Arkansas for Medical Sciences), and Merle G. Paule (National Center for Toxicology)
- 88. Time Perception in Children ages 4 to 12 years Old. JOHN J. CHELONIS, Donna Blake (University of Arkansas for Medical Sciences), and Merle G. Paule (National Center for Toxicological Research)

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- 89. Performance of Hyperactive Children on a Delayed Matching-to-Sample Task. DONNA J. BLAKE, John J. Chelonis, Ron Baldwin (University of Arkansas for Medical Sciences), and Merle G. Paule (National Center for Toxicology)
- Transferring Control from Experimenter to Individuals with Developmental Disabilities. JAY BUZHARDT, Irene Grote, and Donald Baer (University of Kansas)
- Nonverbal Self-Instruction: Two cases of Evoking Motor Mediators of Problem Solutions. AMANDA JAY, Irene Grote, and Donald Baer (University of Kansas)
- Patterns in Childhood Choice Making under Non-Compliant Conditions. NATHAN A. CALL and Gretchen A. Gimpel (Utah State University)

Poster Session 5/23/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D

### **Experimental Analysis of Behavior**

- 93. Handbiting as Self-Injurious Behavior in Lemur Macaco Flavifrons (Two Black Lemurs). MEREDITH L. JONES (Auburn University), Stephanie Forbes, Kriten E. Lukas, Wendy Poole, and Mollie Bloomsmith (Zoo Atlanta)
- Revisiting the Operant-Pavlovian Distinction.
   JONATHAN BALL (Haverford College), Karyn Myers
   (Bryn Mawr College), and Paul Neuman (Bryn Mawr College)
- Pigeons' Observing Responses Maintained by S-Presentation. GERSON Y. TOMANARI (E.K. Shriver Center) and Ligia M. Machado (Universidade de Sao Paulo)
- 96. Feature-Positive Effect in Temporal Discrimination Learning of Rats. TAKASHIGE IWAMOTO (Health Science University of Hokkaido) and Hiromi Wada (Hokkaido University)
- 97. The Effects of Circadian Rhythms on Operant Responding in Hamsters and Rats. JOSHUA E. OSTERBERG, Scott C. Pluff, and James D. Dougan (Illinois Wesleyan University)
- 98. Human-Animal Social Interactions in the Operant Experiment: A Systematic Analysis. AMANDA R. SEBOLT, Jennifer A. Rohn, Korey R. Neilbarger, and James D. Dougan (Illinois Wesleyan University)
- 99. Habituation in Spontaneously Hypertensive Rats as a Laboratory Model of Attention Deficit and Hyperactivity Disorder. SHERRY L. SERDIKOFF and Teri L. Mathews (James Madison University)

- 100. Effects of Histories on Responses in Sequential Conditional Discrimination Task. RIEKO HOJO and Koichi Ono (Komazawa University)
- 101.Nodal Distance Effects Measured by Magnitude of Skin Conductance Responses. TORU AOTSUKA and Koichi Ono (Komazawa University)
- 102.A Classroom Analysis of the Effects of Methylphenidate and Placebo on Classroom Contingencies. VICTORIA SWANSON, Iantha Fusillier, Stephanie Edwards, John Northup, Veronica Gulley, Treasure Bruce, John Huete, and Jennifer Freeland (Louisiana State University)
- 103. The Failure of Experience with, or Predictiveness of, Rate of Reinforcement to Alter Within-Session Patterns of Responding. JEFFREY WEATHERLY, Frances McSweeney, and Samantha Swindell (McNeese State University)
- 104. Induction Instead of Contrast when Cocaine is the Reinforcer. JOE BOWMAN, Hanna Rue, and Cam Melville (McNeese State University)
- 105. Within-Session Patterns of Wheel Running: Effect of Differing Levels of Food Deprivation. ASHLEY McMURRY, Cam Melville, and Jeffery Weatherly (McNeese State University)
- 106.Response-Independent Schedules of Reinforcement With Rats: Non-Induction of Attack Behavior and Adventitious Reinforcement of Other Behaviors. DANIELA FAZZIO (Pontificia Universidade Católica de São Paulo, Brazil)
- 107. Equivalence Class Formation and Transfer of Discriminative Functions with a Multinodal Training Design: Effects of Response Topography and Stimulus Set. JULIO C. DE ROSE, Olivia M. Kato, Pedro B. Faleiros, Luis Ricardo A. Barros, and Ricardo A. Botta (Universidade Federal de Sao Carlos, Brazil)
- 108. Optimal and Suboptimal Aspects of Choice in Humans and Pigeons: The Effects of Window Size. MICHEL B. SOKOLOWSKI (Universite de Picardie Jules Vernes, France)
- 109. Patterns of Responding by Siamese Fighting Fish (Betta Splendens) on Fixed-Ratio Schedules Using Mirror Presentation as a Reinforcer. DOROTHY J. CHITTY and Joseph J. Pear (University of Manitoba)
- 110.Effects of Interlocking Fixed Ratio and Fixed Interval Schedules on Hopper Responding. DANIEL B. CRUSE (University of Miami)

- 111.Gambling for Illusionary Control during Roulette Play. RALPH E. EBBS, Mark R. Dixon, and Linda J. Hayes (University of Nevada)
- 112. The High-P Procedure with Pigeons. MELISSA A. BEDELL, Randolph C. Grace, and John A. Nevin (University of New Hampshire)
- 113. The Effects of Differential Feedback on Learning and Physiological Responding. JESUS ROSALES-RUIZ, Michael Flyger, Kristina Hensley, Earl Armstrong, and Joel Greenspoon (University of North Texas)
- 114. The Effects of Varying Reinforcement Densities and a Point Loss Contingency on Equivalence Class Formation. AMY CRYE, Carla C. Ward, and Andrea Peuster (University of North Texas)
- 115. The Effects of a Punishment Contingency on Equivalence Class Membership in Restricted and Unrestricted Testing Formats. ANTHONY P. CAMMILLERI and Jesus Rosales-Ruiz (University of North Texas)
- 116. The Effects of Orientation on the Accuracy and Response Latency Performance of Pigeons Using a Go/No-Go Procedure. NATASHA BANKERS and Brent Alsop (University of Otago)
- 117.An Investigation of Hens Behavior under Multiple Concurrent Schedules. JACQUI A. WALKER, T. Mary Foster and William Temple (University of Waikato)
- 118. Demand for Food in Domestic Hens. KAREN JANICE SMITH, T. M. Foster, and W. Temple (University of Waikato, Hamilton, New Zealand)
- 119. Discrimination of Concurrent Variable-Interval and Variable-Time Schedules in Pigeons. JOSUE P. KEELY and Kennon A. Lattal (West Virginia University)
- 120.Response Acquisition Using a Two-Lever Procedure: Effects of Postponement Duration. JOSUE P. KEELY, Kennon A. Lattal, and Tyler Feola (West Virginia University)
- 121.Response Topography and Chained Schedule Performance. COLLEEN M. KENNEDY and Kennon A. Lattal (West Virginia University)
- 122.Preference for Grain in the Pigeon: Can it be Influenced by Work? KAREN MAHON and Julie Vargas (West Virginia University)
- 123.Reinforcing Properties of a Visual Stimulus on Operant Behavior of Siamese Fighting Fish. OLIVER WIRTH and Kennon A. Lattal (West Virginia University)

#### **#57** ]

Poster Session 5/23/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D EDC

#### Education

- 124. Undergraduate Students' Knowledge about Radical Behaviorism and their conceptions about Psychology. MAÍRA NAKAMURA (Catholic University of São Paulo)
- 125. The Effects of Brief Academic Sessions on Academic Productivity. HEATHER STERLING-TURNER, Lee Kern and Deborah Bailin (Children's Seashore House)
- 126.Functional Analysis and Treatment of Insect Phobia. KEVIN JONES and Katherine Wickstrom (Eastern Illinois University)
- 127. Using ToolBook II to Program Conjugate Schedules of Reinforcement for Application. JOHN W. ESHLEMAN (EasyLearn Systems, Inc.)
- 128. The Effectiveness of Peer Helpers in a Lecture Hall Setting. KERSTEN K. ETHRIDGE, Matthew Orndorff, Heather L. Wester, and Eros DeSouza (Illinois State University)
- 129.Peer-Mediated Social Skills in Head Start Classrooms: Peer Support for the Children and the Teachers. WOLFGANG VIECHTBAUER, Tricia French and Valeri Farmer-Dougan (Illinois State University)
- 130.Use of Descriptive Analysis in the Development of Treatments for Problematic Behaviors in a General Education Setting. GARY DUHON, Joseph Witt, Lynn LaFleur, and Bruce Mortenson (Louisiana State University)
- 131.Getting Students to Choose to do More Math: An Investigation of the Interpersonal Technique. MERILEE MCCURDY, Gary L. Cates, Carrie E. Watkins, and Christopher H. Skinner (Mississippi State University)
- 132. The Effects of Conspicuous Timing on Reading Fluency. TAWNY N. EVANS, Christopher H. Skinner, and SanPier M. Sims (Mississippi State University)
- 133.Improving Students' Perception of the "Dreaded Mathematics" Word Problem by Giving them more Word Problems. MARK E. WILDMON, Christopher H. Skinner, Merilee McCurdy, and SanPier M. Sims (Mississippi State University)
- 134. Testing Limits of the Interspersal Technique: Getting Students to Choose to do more Drill Practice. GARY L. CATES, Christopher H. Skinner, Merilee McCurdy, and Stephanie Miles (Mississippi State University)

- 135. The Effect Homework Stations on the Completion of Math Homework for Students with ADHD. ARLENE M. HALL (Murray State University) and Sydney S. Zentall (Purdue University)
- 136.An Exploratory Study on Teaching the Reading of Musical Notes through the Use of Conditional Discrimination. ROBERTO OROPEZA and Hector E. Ayala (National University of Mexico)
- 137. Differential Effects of Sequential Behavior Practice as a Mediating Variable on Organizational and Instructional Tasks. TOM SHARPE (Purdue University) and Monica Lounsbery (Utah State University)
- 138. Comparing Teacher vs. Peer-Mediated Feedback
  Protocols in a Teacher Training-Practice Teaching
  Setting. MICHAEL SAVAGE and Tom Sharpe (Purdue University)
- 139.Up all Night: BAT Students at Southern Illinois University. NIAMH O'KANE, Heidi Garmann, Kyle Ferguson, Dawn Bailey, and Roger Poppen (Southern Illinois University)
- 140. Using Performance Feedback to Influence the Ratio of Instruction and the Effect on Student Engagement. PAMELA RAYMOND, Austin Lambe, Martha Schultz, Ronnie Detrich, Jill Whitman, and Mal Connett (Spectrum Center)
- 141. The Effects of Individual Feedback to Classroom Staff on Behavior Intervention Plans to Increase Engagement Levels of Students with Severe Developmental Disabilities. JILL WHITMAN, Jeanne Newstrom, Pat Carter (Spectrum Center for Educational and Behavioral Development)
- 142. The Effects of Simulation and Feedback on Preservice Teachers and their Acquisition of Specific Direct Instruction Teaching Skills. WILLIAM PECK (Spokane School District), Betty Williams (Gonzaga University), Anjali Barretto (University of Iowa), and Janet Lane Smith (Bridgeport School District)
- 143. The Efficacy of Immediate Feedback vs. Delayed Feedback in Teacher Training Observations. KENYA CLAY (Teachers College, Columbia University)
- 144. Using Guided Notes and Response Cards to Improve Quiz and Exam Scores in an English Grade American History Class. JENNIFER RINDFUSS, Mohammad Al-Attrash (The Ohio State University), Hope Morrison (Worthington City Schools), and William Heward (The Ohio State University)

- 145. Comparative Analysis of Two Homework Study
  Methods on Middle School Students' Acquisition and
  Maintenance of Social Studies Content. BROOKE
  HIPPLER (The Ohio State University), Sheila Alber
  (University of Southern Mississippi), and William
  Heward (The Ohio State University)
- 146. Reading Comprehension in Children with Low and High Academic Achievement. HUGO ROMANO and Patricia Plancarte (Universidad Nacional Autonoma)
- 147. Arithmetic Problems and the Effects of the Position of the Unknown Set: A Contribution to the Teaching of Mathematics. VERONICA B. HAYDU, Luciana Siqueira, Marcia P. Andrade, Naiene Pimentel, Rosimary Guilherme, and Fernando Capovilla (Universidade Estadaul de Sao Paulo)
- 148. Hearing-Impaired Childrens Stories: A Proposal of Analyses Based on Mary Clay's Instrument (1985). CARLA M. PADOVANI and Maria da Piedade R. da Costa (Universidade Federal de Sao Carlos)
- 149. Using Behavior Analysis to Meet Performance-Based Demands for School Psychology Practicum Training. EDWARD DALY, III, David Barnett, Ellen Hampshire, Jennifer Ostrom, Kelly Maples, Nancy Rovak Hine, and Amy Van Buren (University of Cincinnati)
- 150. The Effects of Positive Rehearsal on the Delivery of Instructional Skills by Preservice Physical Education Teachers. MELISSA K. JOHNSON, Elisabeth Baker, Phillip Ward, and Viola Bahls (University of Nebraska-Lincoln
- 151.Differential Effects of Peer-Mediated Accountability on Correct Skill Performance by Elementary Physical Education Students. PHILLIP WARD, Kemal Makasci, Shannon Smith (University of Nebraska-Lincoln)
- 152.A Functional Assessment of Reflection in Preservice Teachers' Planning and Implementation. TIMOTHY BARRETT and Melissa K. Johnson (University of Nebraska-Lincoln)
- 153.Student Evaluation of Teaching Higher Education. Mark A. Adams, Bradley Jackson, Deirdre Lee, JENNIFER KING, Yonata Shpak, and Linda J. Hayes (University of Nevada)
- 154. Improving College Instruction through Syllabus Review: Part II. SEAN M. CORIATY, Neal Morrow III, and Linda J. Hayes (University of Nevada)

- 155. Critical Thinking Assessment in Higher Education.

  MARK A. ADAMS, Deidre Lee Fitzgerald Gonzales,
  and Yonata Shpak (University of Nevada)
- 156. Accuracy vs. Fluency: A Study on Discrimination Learning. JESUS ROSALES-RUIZ and Kristina Hensley (University of North Texas)
- 157. The Effects of a Teacher and Parent Partnership in the Decrease of Antisocial Behavior in young Elementary School Children. KELLY Y. BEARD and Shanna Hagan (University of Oregon)
- 158.Implementing a Programmed Instruction Text for Teaching Mathematics Concepts in University Students. MARCO WILFREDO SALAS MARTINEZ, Daniel Gomez Fuentes, Maura Hernandez Mortera (University of Veracruz)
- 159. Using Constant Time Delay to Teach Preventive Safety Skills to Preschoolers with Disabilities. MARION E. TSO and Sarah Rule (Utah State University)
- 160.Imposed Delays in a Computerized PSI Course. JANET L. EMMENDORF and John Crosbie (West Virginia University)
- 161. Using a Money Back Incentive to Raise Scores in a GRE Workshop. JANE KESTNER and JoAnn Byrdy (Youngstown State University)

### Organizational Behavior Management

- 162.An Examination of Team Member Interactions and Work Performance. TINA L. MASON and Bill L. Hopkins (Auburn University)
- 163. Effects of Varying Limited-Hold Duration and Reporting Frequency on Self-Report Bias and Accuracy. SCOTT A. BEAL and James L. Eubanks (Central Washington University)
- 164.Reported Self-Efficacy and Performance: Effects of Feedback Contingencies. JOHN T. BOLLA and James L. Eubanks (Central Washington University)
- 165. The Effects of Variability in Reinforcement Schedules on Investment Choice Behavior. THOMAS E. SCHOENFELDER and Donald Hantula (Temple University)
- 166. Strategies for Recruitment and Retention of Undergraduate Students in Field Experience Classes in Behavior Analysis. JILL PELLICCIARINI, and Amanda Nicolson (University of Nevada)

#58

Poster Session 5/23/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D OBM

- 167. Effectiveness Assessment of an Academic Program. SEAN M. CORIATY, Linda J. Hayes, and Ramona Houmanfar (University of Nevada, Reno)
- 168.Effectiveness Assessment of a University
  Assessment Office. MIKE R. JOHNSTON, Mark A.
  Adams, and Linda J. Hayes (University of Nevada,
  Reno)
- 169.A Comparison of Individual and TeamWork. SARA SARTAIN, Kristin DiFonzo, Phillip Duncan, Michael Ditty, and Holly Shertzer (West Chester University)
- 170. The Effects of Group Feedback, Group and Individual Social Reinforcement, and Training on Improving Customer Service in a Large Department Store. NELSON R. EIKENHOUT (Western Michigan University)
- 171. The Effects of Task Structure and Group Target Monetary Incentives on Social Loafing. NELSON R. EIKENHOUT (Western Michigan University)
- 172.Differential Effects of Individual and Group Pay Contingencies on Individual Performance. JUDITH A. HONEYWELL and Alyce M. Dickinson (Western Michigan University)
- 173. The Effects of Fluency vs. Accuracy-Only on Application and Retention. BARBARA R. BUCKLIN and Alyce M. Dickinson (Western Michigan University

### Behavioral Pharmacology and Toxicology

- 174.Unmasking the Behavior Toxicity of Methylmercury with Drug Challenges: Effects on DRH Performance. ERIN R. MILLER (Auburn University)
- 175.Use of a Fading Procedure to Establish Stimulus
  Control by Interceptive Stimuli: Effects of Prenatal
  Methyl Mercury Exposure. JEFFREY L.
  LANGSTON and M. Christopher Newland (Auburn
  University)
- 176. Tolerance and the Economic Context of Reinforcement Loss. JESSE DALLERY (Emory University), Juliana S. Lancaster (Morris Brown College), and Tara S. Guest (Morris Brown College)

Poster Session 5/23/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D TOX

#59

- 177.A Brief Classroom-Based Medication Evaluation. STEPHANIE L. EDWARDS, Veronica Gulley, Victoria Swanson, and Iantha Fusilier (Louisiana State University)
- 178.A Time-Response Analysis of the Dosage Effects of Methylphenidate (MPH) on the Academic and Behavioral Performance of Students with Attention Deficit Hyperactivity Disorder. VERONICA GULLEY, Stephanie Edwards, Iantha Fusilier, Vicki Swanson, and John Northup (Louisiana State University)
- 179.Behavioral Mechanisms of Opiate-Induced Response Rate Decrements. TARA S. GUEST (Morris Brown College), Jesse Dallery (Emory University), and Juliana S. Lancaster (Morris Brown College)
- 180. Effects of Oral Drugs on Concurrent Behavior with Delayed Consequences. D.J. SPEAR, C. Hamano, and T. Kartek (South Dakota State University)
- 181. Tolerance to Ethanol in Large Fixed-Ratio Performance. BRADY J. PHELPS, Robyn A. Buchele, Jessica L. Larsen, Heidi J. Martius, and Dustin J. Stairs (South Dakota State University)
- 182. Impulsivity in the T-Maze as a Predictor of Ethanol Consumption. BRADY J. PHELPS, Robyn A. Buchele, Jessica L. Larsen, Heidi J. Martius, and Dustin J. Stairs (South Dakota State University)
- 183.Sex Differences of Alcohol Maintained Responding in Long-Evans Rats. SHONNIE M. TURNER and Frans van Haaren (University of Florida)
- 184.Assessing the Effects of Fenfluramine, Quipazine and D-Amphetamine on Self-Control in Pigeons. MARK P. REILLY, James H. Woods (University of Michigan), Chris-Ellyn Johanson, and Charles R. Schuster (Wayne State University)
- 185.Behavior-Economic Analyses of Reinforcement Efficacy: Different Procedures Measure Different Elements of the Demand Curve. ERIC A. JACOBS and Warren K. Bickel (University of Vermont)
- 186.Reducing Marijuana Use in Schizophrenics. STACEY C. SIGMON, Stephen T. Higgins, Sandy Steingard, Conrad J. Wong, and Jennifer W. Tidey (University of Vermont)

- 187. Past and Upcoming Reinforcer Magnitude and the Rate-Dependent Effects of Cocaine and Morphine. GREGORY A. LIEVING, Leo Carlin, and David W. Schaal (West Virginia University)
- 188. Cocaine's Effects on Behavior Maintained by Fixed Ratio Schedules of Timeout from Avoidance.

  JENNIFER L. JOHNSON (West Virginia University), J.M. Galizio, and Melinda D. Rupard (University of North Carolina at Wilmington)
- 189. Acute and Chronic Effects of LSD in Pigeons Responding Under a Progressive-Ratio Schedule of Food Delivery. TOM BYRNE, Kimberly Jarema, Amy Jackson, Amy Bajema, and Alan Poling (Western Michigan University)
- 190. Acute and Chronic Effects of Cocaine in Pigeons Responding Under a Progressive-Ratio Schedule of Food Delivery. SUSAN M. SNYCERSKI, Susan Bagge, Kimberly Jarema, and Alan D. Poling (Western Michigan University)
- 191.Pre- and Post-Chronic Effects of Morphine under a Progressive-Ratio Schedule. Kimberly Jarema, Conn Macomber, Mark LeSage, and ALAN POLING (Western Michigan University)

#### Verbal Behavior

- 192. Verbal Behavior, Relational Frames and Behaviorism. JOHN SANABRIA, Claudia González (ALAMOC), and Wilson López López (Fundación Universitaria Konrad Lorenz)
- 193.A Functional Analysis of Behaviors within the Couple's Relationship. JOHN SANABRIA (ALAMOC)
- 194. The Functional Independence of Tacting an Object and Selecting the Object on Command. GLADYS WILLIAMS (Applied Behavioral Consultant Services, Inc.) and Luis A. Perez-Gonzalez (University of Oviedo, Spain)
- 195. Training Sign Language to Toddlers Diagnosed with Autism and Neither Gestural nor Vocal Language.

  NYLA LAMM (Babies Prep School, Inc.) and Farasha Williams (Columbia University Teachers College)
- 196.Skinner's Work on Verbal Behavior Until 1957. TEREZA MARIA SÉRIO, Maria Amalia Andery, and Nilza Miccheletto (Catholic University of São Paulo - PUCSP)

#60

Poster Session 5/23/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D

- 197. Crossmodel Transformation of Preference Function through Inclusion in an Equivalence Category.

  JAVIER BIANCHI, Carlos Garavito, and Omar Herrere (Catolica of Colombia University)
- 198. Training Intraverbal Vocal Responses to a Preschooler. CHRISTINE KELLY (Columbia University Teachers College)
- 199. Increased Functional Communication through Verbal Emersion. KIM KWASNIK and Jack DeWitt (David Gregory School)
- 200. Preliminary Results: Training Verbal Behavior with Bottlenosed Dolphins (Tursiops Truncatus):
  Expressive and Receptive Tacts (Object Labels)
  Utilizing Dolphin Emitted Sounds as Discriminative Stimuli and Responses. BILL ROTH (Institute for Marine Mammal Studies) and Jim Sherman (The University of Kansas)
- 201.Self-Transformation under Specific-Contextual Clues. RENE QUINONES (Konrad Lorenz University)
- 202. Acquisition of Verbal Behavior by Computer-Based Teaching Programs in Students with Developmental Disabilities. JUN'ICHI YAMAMOTO and Hirofumi Shimizu (Meisei University, Japan)
- 203. Clinical Relevance of the Resurgence Phenomenon.
  ALDO HERNANDEZ (Universidad Catolica de Colombia)
- 204. The Age of the Listener as a Stimulus Variable in Preschooler's Linguistic Behavior. ROSA LACASELLA (Universidad Central de Venezuela)
- 205. Evaluating Behavioral Tendencies. INMACULADA GOMEZ BECERRA, M. Carmen Luciano Soriano, Flor. Zaldivar Basurto (Universidad de Almeria)
- 206. Shaped Verbal Behavior in Correspondence
  Training with Old People. INMACULADA
  GOMEZ BECERRA, M. Carmen Plaza Sanchez,
  Jose Luisq Ybarra Sagarduy, and M. Carmen
  Luciano Soriano (Universidad de Almeria)
- 207. Functional Equivalence in the Written and Spoken Verbal Behavior of Children and Adults. HORTENSIA HICKMAN, Olivia Tena (Universidad Nacional Autonoma), Daniel T. Cerutti (Davidson College), and Rosa M. Larios (Universidad Nacional Autonoma)

- 208. Effects of Minimal Verbal Supports on Matching of Children who do not Spontaneously Employ Rules. PATRICIA A. PLANCARTE, Diana L. Moreno, Maria Luisa C. Islas, Rosa Maria M. Larios, and Edith C. Juarez (Universidad Nacional Autonoma)
- 209. Is Reading Reinforcing for Children? Josineide A. Santos and JULIO C. DE ROSE (Universidade Federal de Sao Carlos, Brazil)
- 210.Discriminated Operants: The Effects of Different Social Partners on the Generalized Manding of a Young Child with Autism. ERIK DRASGOW (University of South Carolina) and James Halle (University of Illinois)

Business Meeting 5/23/98 6:30 PM- 7:20 PM Oceanic 5

### #62

Business Meeting 5/23/98 6:30 PM- 7:20 PM Oceanic 8

### #63

Business Meeting 5/23/98 6:30 PM- 7:20 PM Oceanic 6

# **Experimental Analysis of Human Behavior Special Interest Group**

Chair: John Crosbie (West Virginia University)
Discuss SIG finances, future plans, and elect officers.

# Northern California Association for Behavior Analysis/CAL-ABA

Chair: Cathy Watkins (California State University, Stanislaus)

To discuss recent developments in the certification of behavior analysis in California, legislation establishing behavior analysis as a recognized profession in California, and the 1999 NCABA/CAL-ABA conference. In addition, we will discuss how ABA and its local affiliate chapters can continue to work together to advance the field of behavior analysis.

### Chicago Association for Behavior Analysis

Chair: Charles Merbitz (Illinois Institute of Technology)
Discuss issues with CABA members and plan for 199899 Standard Celeration SIG

Business Meeting 5/23/98 6:30 PM- 7:20 PM Oceanic 3 Annual Meeting of the ABA Education Board and Teaching of Behavior Analysis Special Interest Group

Chair: Linda Hayes (University of Nevada, Reno)

The activities and outcomes of the Board and Special Interest Group will be discussed along with plans for the upcoming year.

#65

Lesbigay Social Gathering

Business Meeting 5/23/98 6:30 PM- 7:20 PM Europe 1

Chair: Kent Johnson (Morningside Learning Systems)

Hear about lesbigay social life in Orlando, and behavioral research affecting lesbigays; propose future ABA events; meet and greet for a drink at the ABA Expo and dance; and lots more!

#66

**Autism Special Interest Group** 

Business Meeting 5/23/98 6:30 PM- 8:00 PM Oceanic 4

Chair: David Celiberti (Rutgers University)

To cover administrative matters relevant to the SIG. A round table discussion of issues associated with the recent increase in consumer interest in ABA will follow. Topics will include dissemination of our technology, adequate training of service providers, and methods to enhance the acceptability of ABA. All interested persons are invited to attend.

#67

International Association for the Right to Effective Treatment

Business Meeting 5/23/98 6:30 PM- 7:20 PM Asia 4

Chair: Wayne Robb (International Association for the Right to Effective Treatment)

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.

#68

Society for the Experimental Analysis of Behavior (SEAB)

Business Meeting 5/23/98 6:30 PM- 8:30 PM Oceanic 7

Chair: Daniel Bernstein (University of Nebraska) Annual meeting of the Board of Directors.

#69a

Developmental Special Interest Group (DEV)

SIG Dinner 5/23/98 6:30 PM- 9:00 PM

Chair: Jacob Gewirtz (Florida International University)

Social/Dinner - The restaurant is to be announced in the Development SIG newsletter.

#### #69b

Special Event

5/23/98 7:30 PM- 9:00 PM Northern Hemisphere A3 & A4

### ABA EXPO

5/23/98

9:00 PM- 11:00 PM Northern Hemisphere B, C, D

#### Welcome to Florida!

Chair: James F. McGimsey (AdvoServ)

Cash bar, Hors d'oeuvres, and prizes provided by the Florida Association for Behavior Analysis, and the Central Florida Chapter. Posters will illustrate the comprehensive breadth of behavior analysis in Florida. An informal gathering to meet and talk to ABA members.

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

### A. Graduate Training Programs

- Graduate Programs in Special Education at The Ohio State University. Gwendolyn Cartledge, John Cooper, Donna Ford-Harris, Ralph Gardner III, Timothy Heron, William Heward, Richard Howell, and Mark O'Reilly (The Ohio State University)
- Louisiana State University: An Applied Behavior Analysis Program. JOSEPH C. WITT, John Northup, George Noell, Dorothea Lerman, Henry S. Roane, and Bruce P. Mortenson (Louisiana State University)
- 3. Behavior Analysis Program at University of Nevada. LINDA J. HAYES, Ramona Houmanfar, and Monica M. Garlock (University of Nevada)
- 4. Graduate Program in the Department of Human Development and Family Life at the University of Kansas. DAVID G. BORN and Edward K. Morris (University of Kansas)
- Behavior Analysis at Auburn University. CHRISTOPHER NEWLAND (Auburn University)
- 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)
- 7. Graduate Training Opportunities at the New England Center for Children. D. DANIEL GOULD (New England Center for Children)
- 8. The Behavior Analysis Program at WVU. JOHN CROSBIE and Kennon A. Lattal (West Virginia University)

- Internship and Practicum Training in Applied Behavior Analysis: The May Institute, Inc. ANNE S. KUPFER, Robert F. Putnam, and Dennis C. Russo (The May Institute)
- Queens College of the City University of New York. MARCIA J. GRANICK and Jennifer J. McComas (Queens College of the City University of New York)
- NSSA: The Martin C. Barrell School. HOWARD C. SCHNEIDER and Nancy Shamrow (NSSA: The Martin C. Barrell School)
- 12. Clinical Behavioral Psychology Program at Eastern Michigan University. MARILYN K. BONEM and Dennis J. Delprato (Eastern Michigan University)
- The Connecticut Center for Child Development: Graduate Training, Internships and Employment. SUZANNE LETSO, Victoria L. Ford, and Douglas P. Field (Connecticut Center for Child Development)
- 14. Graduate Training at East Carolina University. KIM A. MEYER and Jeannie Golden (East Carolina University)

### B. Chapters, SIGs, and other Organizations

- The B. F. Skinner Foundation. ERIC MESSICK (West Virginia University) and Julie Vargas (West Virginia University)
- Developmental Special Interest Group (DEV). JACOB L. GEWIRTZ (Florida International University)
- 17. Bridges at Newmeadow Preschool. HELEN BLOOMER, Maria LeClaire, and Kelly Young (Bridges at Newmeadow Preschool)
- 18. Organizational Behavior Management Network. LINDA J. HAYES (University of Nevada)
- 19. ABA Student Committee. Peter C. Dams, Judy Honeywell (Western Michigan University), and Mark R. Dixon (University of Nevada)
- 20. ABA Education Board. Linda J. Hayes and Mark A. Adams (University of Nevada)
- 21. The Behavior Programmer Newsletter. BOBBY NEWMAN (Room to Grow)
- Cambridge Center for Behavioral Studies. BETSY
  J. CONSTANTINE (Cambridge Center for
  Behavioral Studies)

- 23. AdvoServ Programs. JAMES E. MCGIMSEY and Gretchen T. Jacobs (AdvoServ)
- 24. The BALANCE SIG: Working to Ensure the Accurate Representation of Behavior Analysis. ROGER F. BASS (Carthage College)
- 25. BALANCE SIG. Stephen R. Flora (Youngstown State University)
- 26. The May Centers for Professional Development: Future Directions of the May Institute, Inc. ANNE S. KUPFER, Karen E. Gould, James K. Luiselli, Robert F. Putnam, and Michael J. Cameron (The May Institute)

### C. Around the World

- 27. Mexican Journal of Behavior Analysis. LAURA ACUNA, Carlos Bruner, and Patricia Lacroix (National Autonoma University of Mexico)
- 28. The Latin American Association for Analysis and Modification of Behavior ALAMOC-COLOMBIA AND ABA-COLOMBIA: Twenty-Four Years in Service of Colombian Behavioral Psychology. WILSON L. LOPEZ (Fundacion Universitaria Konrad Lorenz), Ruben Ardila (National University of Colombia), Olga Valencia, Constanza Aguilar, Monica Alzate, Adriana Gomez, and Fredy Reyes (Latin American Association for Analysis and Modification of Behavior)
- A Conceptual Model of Community Participation in a Child Survival Program in Honduras.
   YOLANDA SUAREZ-BALCAZAR (Loyola University of Chicago) and Fabricio Balcazar (University of Illinois at Chicago)

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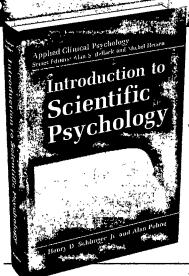
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## SABA Awards

# Southern Hemisphere III, IV, & V 11:00 AM – 1:00 PM

## Award for Distinguished Service to Behavior Analysis Montrose Wolf

Dr. Montrose Wolf has been a major contributor to Applied Behavior Analysis for over 30 years. He was co-founder and first editor of the Journal of Applied Behavior Analysis and the originator of the Teaching-Family model of service delivery, which has seen hundreds of applications around the world. Dr. Wolf has also been instrumental in the development of the Achievement Place Model, which has been adopted in many states in the U.S.

### Award for International Dissemination of Behavior Analysis Emilio Ribes Inesta

Dr. Emilio Ribes Inesta has developed three graduate behavior analysis programs throughout Mexico, organized numerous international meetings and conventions, and produced five texts for teaching behavior analysis to graduate and undergraduate students. His commitment to the international development of behavior analysis extends to Mexico, Brazil, Colombia, Venezuela, Spain, Italy, and Japan.

# Award for Enduring Programmatic Contributions in Behavior Analysis Department of Psychology, Western Michigan University

The Psychology Department from Western Michigan University is notable for their tremendous accomplishments, publication and research records, and the breadth and depth of knowledge in all aspects of behavior anlaysis of its students and faculty. In addition, the Behavioral Programs of Western Michigan University have reached an outstanding reputation as confirmed by the quality of the faculty and its alumni. The Psychology Department from WMU is the first ever to receive this award.

### Award for Effective Presentation of Behavior Analysis in the Mass Media Scott Geller

Dr. Scott Geller has worked for over 20 years on the problem of alcohol impaired driving. He is currently working on a three year research grant from the National Institute of Alcohol Abuse and Alcoholism. Dr. Geller consults with businesses and has trained over 200 companies on safety. He currently has two safety-related grants from the National Institute of Occupational Health and Safety. Dr. Geller provides a real life example of positive reinforcement for drilling safety and buckling safety belts.

=SPECIAL EVENTS	7:00 AM	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM
Oceanic 1		#7 JPS Workshop					#23 EAB Topics I
Oceanic 2		Workshop #24	y(McDONA	ID et al.)			Topics 1
Oceanic 3		Workshop #25					#25 EDC Training
Oceanic 4		Workshop #26					#13 EDC Transitioning
Oceanic 5		Workshop #27	7				#21 TBA When Speak.
Oceanic 6		Workshop #28					#11 CSE
Oceanic 7		Workshop #29					Shared #20 AUT
Oceanic 8		Workshop #30		IIRE, et al.)			Positive #15 CBM
Asia 1		SAFMEDS (C Workshop #23	3				#19 OBM
Asia 2		Intensive Early		#9Newcomer			Reconciling #16 EAB
Asia 3			l	(MICHAEL)			The Operant #18 DEV
Asia 4							Strategies for #22 AUT
Asia 5							Home Based #14 DDA
		Workshop #13	3				Self-Injuriou #24 DDA
Europe 1		Parent-Child I Workshop #14	nteraction(M	cNEIL, et al.)			Promoting
Europe 2			<b>MILTENBER</b>	GER, et al.)			Behavior
Europe 3			ocess(WILL	IAMS)			
Europe 4		Parent-Centere	ed(CIGALES	S, et al.)			
Europe 5			ed(FREEMA	AN, et al.)			
Europe 6		Workshop #18 Advanced PE	Cs(FROST, e	et al.)			
Europe 7		Workshop #19 Ecobehavioral	)   Model(HU)	(NEN, et al.)			
Europe 8							
Europe 9							
Europe 10		Workshop #21 Managing Sta	ffs'(REID, et	al.)			
Europe 11		Workshop #22 Sequential/Inte	erbehavioral	(SHARPE)			
Southern Hemisphere I	SQAB Events						
Southern Hemisphere II							
Southern Hemisphere III	#5 Calisthenics					ng Address	] [
Southern Hemisphere IV/V		,			Opening Ev Awards (E	RANCH)	
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Northern Hemisphere A3							#17 OBM Safety (Aut)
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Modern   M	SPECIAL EVENTS	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM
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Material	Oceanic 2		#45 TI	SC				
Oceanic 4	Oceanic 3	#25 (cont.)	#39 EDC					
12   132 TBA	Oceanic 4		#41 EDC	U		#66		]
Oceanic 6   Sp21 CSE   #37 OTH   #68 AIT   ABA	Oceanic 5	#21 #32 TI	BA	#47 TBA		#61		J
Decanic 7	Oceanic 6	#27 CSE	#37 OTH			#63 C		
Cocanic 8	Oceanic 7	#20 #33 A	ÚT	#48 AUT		#68		I
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Asia 2 #16 #18 #31 EAB (cont.) Evaluation and   #30 EAB (cont.) Evaluation and   Wariables   Asia 3 #18 #31 EV   #44 DEV (cont.) (SCOTT)   Reinforcers in   Asia 4 #22 (cont.) (SCOTT)   Reinforcers in   Asia 5   #22 (cont.)   #36 DDA   #46 DDA   ANDRONIS Designing   Europe 1 #24 (cont.)   #38 DDA   #46 DDA   ANDRONIS Designing   Europe 2 #36 OTH   #43 VRB   SALZBERG   The Analysis of Verbal   Europe 3   #30b CBM   Behavioral Innovations for    Europe 4   Europe 5   Europe 6   Europe 7   Europe 8   Europe 9   Europe 10   Europe 10   Europe 10   Europe 11   Southern Hemisphere II   Southern Hemisphere II   Southern Hemisphere Al   Northern Hemisphere Al   Nor	_	#19 #35 O	ВМ	Behavioral		Cal/A	BA	
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Association For Behavior Analysis
An International Organization

Special Events

Invited Presentations

Reunions/Receptions

Convention Sessions

Presidential Scholar's Address

Day Schedule

Sunday, May 24

#### SPECIAL EVENTS/BREAKFAST

- #70 Martial Arts Workout. Chair: Bobby Newman.
- #71 ABA Student Breakfast. Chair: Peter-Cornelius Dams.
- #79 JPS Workshop. Christina Versavage and Jacalyn Smeltzer.

### INVITED PRESENTATIONS

- #81 Tactics for Increasing the Number of well Trained Behavioral Educators. Chair: Roger Bass.
- #82 Applying Behavioral Principles in Academic Organizations:
  Opportunities for Improving Institutional Effectiveness in Higher Education. Chair: Linda Hayes.
- #92 Conceptual and Methodological Issues in the Analysis of Verval Behavior. Chair: Sam Leigland.
- #100 Twenty-Five Years in
  Developmental Disabilities:
  Leaps, Lumps and Lessons.
  Chair: Michael Fabrizio.

#### REUNIONS/RECEPTIONS

- #167 OBM Network Hospitality Suite. Chair: Linda Hayes.
- #168 B. F. Skinner Foundation Hospitality Suite. Chair: Julie Vargas.
- #169 Temple University: Friends and Relations. Chair: Philip Hineline.

- #151 Presidential Scholar's Address. Chair: James Johnston. Traffic safety and road-User Behavior, Leonard Evans, General Motors.
- #173 Behavioral Follies. Chair: Linda and Steven Hayes.
- #101 Accounting for Equivalence Classes and Natural Categories from Simpler Behavioral Processes. Chair: Carol Pilgrim.
- #114 Prediction, Control and Understanding. Chair: Michael R. Markham.
- #125 Shaping the Future of Behavior Analysis. Chair: John Platt.
- #139 Feminist Practice and Behavior Analysis: Is This a Bridge Worth Building? Chair: Maria Ruiz.

- #170 Western Michigan University Reunion. Co-Chairs: Alyce Dickinson, Howard Farris, and R. Wayne Fuqua.
- #171 Standard Celeration Chart Data Sharing. Chair: James Pollard.
- #172 Cambridge Center for Behavioral Studies. Chair: Betsy Constantine.

## **Convention Sessions**

#70

Special Event

5/24/98

7:00 AM- 7:45 AM Southern Hemisphere III

#71

Breakfast

5/24/98

7:30 AM- 9:00 AM Northern Hemisphere A2, A3, A4

#### Martial Arts Workout

Chair: Bobby Newman (Orca Dragon Kenpo)

Attendees will be instructed in the execution of techniques from the Dragon Kenpo Karate Academy. These techniques will be synthesized into an aerobics workout. Attendees should wear loose-fitting clothing and may wear sneakers or be bare-foot.

#### **ABA Student Breakfast**

Chair: Peter-Cornelius Dams (Western Michigan University)

#### SPONSORS:

- The Abacus Group
- Aubrey Daniels & Associates
- Behavior Management Consultants, Inc.
- The Continuous Learning Group, Inc.
- Meijer, Inc.
- Morningside Learning Systems
- The New England Center for Children
- NSSA: The Martin C. Barrell School
- Performance Technology, Liberty Mutual Group
- Spectrum Center for Educational Behavioral Development

#72

Business Meeting 5/24/98 8:00 AM- 8:50 AM Oceanic 7

### **Behavior and Fitness Special Interest Group**

Chair: Bobby Newman (Orca Dragon Kenpo)

To discuss group activities over the past year and to plan next year's agenda.

Business Meeting 5/24/98 8:00 AM- 8:50 AM Oceanic 2

### **Program Committee**

Program Coordinators: Edelgard Wulfert (State University of New York at Albany) and Frances McSweeney (Washington State University)

- AUT: Jack Scott (Florida Atlantic University)
- CBM: David Greenway (University of Southwestern Louisiana)
- CSE: Mark Mattaini (Columbia University) and Richard Rakos (Cleveland State University)
- DDA: Kent Johnson (Morningside Learning Systems)
- DEV: Jacob Gewirtz (Florida International University)
- EAB: William Palya (Jacksonville State University)
- EDC: Laura Fredrick (Georgia State University)
- OBM: Linda Hayes (University of Nevada, Reno)
- SQAB: William Palya (Jacksonville State University)
- TBA: Roger Bass (Carthage College)
- TOX: Steven Dworkin (University of North Carolina at Wilmington)
- TPC: Michael Markham (Florida International University)
- VRB: Mark Sundberg (Behavior Analysts, Inc.)

# #74

Business Meeting 5/24/98 8:00 AM- 8:50 AM Oceanic 4

# Journal of Precision Teaching and Celeration Editorial Board Meeting

Chair: Claudia McDade (Center for Individualized Instruction, Jacksonville State University)

To review editorial guidelines and procedures of the Journal, including electing vacancies on the editorial board.

#### #75

Business Meeting 5/24/98 8:00 AM- 8:50 AM Oceanic 8

### Verbal Behavior Special Interest Group

Chair: Sam Leigland (Gonzaga University)

To inform the members of the VB/SIG and other interested ABA members regarding developments in the journal, "The Analysis of Verbal Behavior", and other business relevant to research, teaching, application, and development in the functional analysis of verbal behavior.

Business Meeting 5/24/98 8:00 AM- 8:50 AM Europe 2

#77

Business Meeting 5/24/98 8:00 AM- 8:50 AM Oceanic 6

#78

Business Meeting 5/24/98 8:00 AM- 8:50 AM Oceanic 5

#79

JPS Workshop 5/24/98 8:00 AM- 8:50 AM Oceanic 1

#80

Panel Discussion 5/24/98 9:00 AM- 9:50 AM Oceanic 3 EDC

### Journal of Applied Behavior Analysis

Chair: David Wacker (The University of Iowa)

To discuss JABA policies and summarize outcomes of previous year.

### The Behavior Analyst Editorial Board

Chair: Daniel Bernstein (University of Nebraska)
Annual meeting of the Board of Editors

# Third Annual: Open Meeting for Undergrads Wanting To Go to Grad School

Chair: Kelly Hobbins (Western Michigan University)

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.

# Succeeding in Graduate School: How to Get in and Excel once You're in

Chair: Christina Versavage and Jacalyn Smeltzer (Western Michigan University)

- HOWARD FARRIS (Western Michigan University)
- SIGRID GLENN (University of North Texas)
- JON BAILEY (Florida State University)

# **Data-Based Instructional Strategies for College Classrooms**

Chair: Susan Friedlander (New York City Board of Education)

- MARY BOYLE (State University of New York at New Palz)
- LAURA DOROW (Utica College of Syracuse University)
- DEBORAH SHANLEY (Medgar Evers College)

Sunday, May 24 99

# Invited Address

5/24/98

9:00 AM- 9:50 AM Oceanic 5 **TBA** Audiotaped

### Tactics for Increasing the Number of Well Trained **Behavioral Educators**

Chair: Roger Bass (Carthage College)

BONNIE GROSSEN (University of Oregon)

### #82

## Invited Address

5/24/98

9:00 AM- 9:50 AM Asia 1 OBM Audiotaped

#### #83

Paper Session 5/24/98 9:00 AM- 9:50 AM Oceanic 2 TPC

# Applying Behavioral Principles in Academic Organizations: Opportunities for Improving Institutional Effectiveness in Higher Education

Chair: Linda Hayes (University of Nevada, Reno)

**REID JOHNSON (Institutional Effectiveness** Assessment Consulting)

### Theoretical and Philosophical Considerations: Watson and Donald Davidson

Chair: James Todd (Eastern Michigan University)

- Donald Davidson: A Philosophical Alternative to Cognitive Psychology. STEVEN JAMES and Edward Morris (University of Kansas)
- The Evolution of John B. Watson's Views on Instincts. JAMES TODD (Eastern Michigan University)

### #84 Panel Discussion 5/24/98 9:00 AM- 10:20 AM Oceanic 6 **CSE**

### Behavioral Analysis in the Correctional Setting: Why are There so Few of us?

Chair: Dudley Terrell (Federal Correctional Institution)

- **DUDLEY TERRELL (Federal Correctional** Institution)
- RAYMOND WILSON (John Hopkins Hospital)
- JOHN PINDELSKI (Metropolitan Correctional Center)
- SHERMAN YEN (Alcohol and Drug Treatment, Inc.)

### #85 Panel Discussion 5/24/98 9:00 AM- 10:20 AM Asia 3 **DEV**

# can Inflect Subsequent Learning Chair: Wendy Roth (Florida International University)

Behavioral History: Earlier Experiences (Learning)

- BABARA WANCHISEN (Baldwin Wallace College)
- THOMAS TATHAM (USUHS)
- SHARON ALEXANDER (Florida International University)
- HIROTO OKUCHI (West Virginia University)

### #86 Panel Discussion 5/24/98 9:00 AM- 10:20 AM Asia 5 DDA

### Comparison of Behavior Program Formats and Behavior Management Policies & Guidelines across States

Chair: Anthony Cuvo (Southern Illinois University)

- DAVID PYLES (WA Howe Developmental Center)
- MELISSA SHIRLEY (State of Tennessee)
- MICHAEL HEMINGWAY (Department of Children & Families)

#87 Symposium 5/24/98 9:00 AM- 10:20 AM Europe 1 **DDA** 

# Recent Developments in Reinforcer Identification Chair: Patrick Ghezzi (University of Nevada, Reno)

Discussant: Martin Ivancic (Western Carolina Center)

- The Use of a Compound Preference Index to Predict Reinforcer Effectiveness. BENJAMIN MAURO. Mohammad Shahbazi, and Theodore Hoch (Northern Virginia Training Center)
- The Effects of Pictorial vs. Tangible Stimuli in Preference Assessments. THOMAS HIGBEE, James Carr, and Cristin Harrison (University of Nevada)
- The Predictive Validity of a Preference Assessment in the Treatment of Nonsocial Mediated Problem Behavior, CHRISTINA VORNDRAN and Joseph Lalli (Children's Seashore House)
- A Brief Reinforcer Identification Package for Early Childhood Autism Programs. JAMES CARR and Amanda Nicolson (University of Nevada)

Sunday, May 24 101

## #88 Symposium 5/24/98 9:00 AM- 10:20 AM Oceanic 7 AUT

# Interbehavioral and Radical Behavioral Perspectives on Behavioral Intervention with Autistic Children

Chair: Bryan Midgley (University of Kansas)

Discussant: Paul Mountjoy (Western Michigan University)

- Free Operant Approaches to Training Young Autistic Children. ZALIMOON FARIDI and Elliott Bonem (Eastern Michigan University)
- Transition Continuity and Behavioral Intervention with Young Autistic Children. DENNIS DELPRATO and Jennifer Thomas (Eastern Michigan University)
- Procedures for Transition Continuity in Behavioral Intervention with Young Autistic Children, JENNIFER THOMAS and Dennis Delprato (Eastern Michigan University)

#89 Symposium 5/24/98 9:00 AM- 10:20 AM Oceanic 4 EDC

# **Applying Recent Innovations in School Behavioral Research**

Chair: T. Steuart Watson (Mississippi State University)
Discussant: Keith Allen (Munroe-Meyer Institute)

- Analyzing the Relationship between Temporally Distant Events and School Behavior. KIMBERLY RAY and T. Steuart Watson (Mississippi State University)
- The Effects of Momentum and Compliance Training on Targeted and Untargeted Behaviors of a Child with Autism. KIMBERLY RAY, T. Steuart Watson, and Christopher Skinner (Mississippi State University)
- Sensitivity of Children with Behavior Disorders to Discrepancies between Rules and Contingencies.
   JILL SARTOR PIERCE and T. Steuart Watson (Mississippi State University)
- The Effects of Timing on Mathematics Completion in Elementary School Students. KATRINA RHYMER, Christopher Skinner, Carlen Henington, and Sanpier Sims (Mississippi State University)

#90 Symposium 5/24/98 9:00 AM- 10:20 AM Asia 4 AUT

### Children with Autism in Integrated Settings: Programming Across the Early Intervention Continuum

Chair: Stacey Shook (University of Washington)

Discussant: Ilene Schwartz (University of Washington)

- Belonging in Kindergarten: Assessing the Membership of Children with Autism in an Integrated Kindergarten Program. ANN GARFINKLE and Ilene Schwartz (University of Washington)
- Intensive Incidental Teaching of Toddlers with Autism. GAIL McGEE, Michael Morrier, Edward Bovey (Emory University School of Medicine)
- Using Activity Schedules and Progressive Time
  Delay to Promote Independent Engagement and
  Transitions during Free Choice for Children with
  Autism. STACEY SHOOK, Felix Billingsley, Ilene
  Schwartz, Lesley Oslwang, Bradley Portin
  (University of Washington)
- A Descriptive Analysis of Integrated Practices: The Relationship Between Engagement and Teacher Prompts in an Early Childhood Setting. JENNIE VALK and Ilene Schwartz (University of Washington)

#91 Symposium 5/24/98 9:00 AM- 10:50 AM Oceanic 8 CBM

# Home-Based Interventions for Family Preservation and Reunification: Strategies and Findings

Chair: Hewitt (Rusty) Clark (University of South Florida)

Discussant: Brandon Greene (Southern Illinois University)

- The Use of Video in Treating Families Reported for, or At-Risk for, Child Maltreatment. JOHN LUTZKER (University of Judaism), Nealdenea de Jesus (Behavior Change Associates), Kathryn Bigelow (University of Kansas)
- Seeding the Child Welfare System: A Pilot Positive Parenting Project. MICHAEL STOUTIMORE (Florida Department of Children & Families)
- An Individualized Wraparound Process for Foster Children with Emotional/Behavioral Difficulties: Research Outcome Findings. HEWITT (Rusty) CLARK (University of South Florida)

Sunday, May 24 103

 The Short Outcome Prediction Survey: Predicting Success in a Community Mental Health Home-Based Treatment Program, CYDNEY YERUSHALMI (Yerushalmi Associates) and Sharon Older (Intervention Services, Inc.)

### #92 INTERNATIONAL

Invited Symposium
5/24/98
9:00 AM- 10:50 AM
Europe 2
VRB
Audiotaped

# Conceptual and Methodological Issues in the Analysis of Verbal Behavior

Chair: Sam Leigland (Gonzaga University)

Discussant: Jack Michael (Western Michigan University)

- Causality, Concomitant Variation, and Lagged Contingencies in Verbal Behavior. ERNST MOERK (California State University, Fresno)
- Additional Comments on Skinner's Grammar and Yours and Mine. JOHN MABRY (University of North Carolina at Chapel Hill)
- Behavior Analysis and Psycholinguistics. JAY MOORE (University of Wisconsin-Milwaukee)
- Analyzing Verbal Phenomena as Relational Operants. DERMOT BARNES (National University of Ireland, Cork)
- Issues of Steady-State Methodology and the Analysis of Verbal Behavior. SAM LEIGLAND (Gonzaga University)

#93

Symposium 5/24/98 9:00 AM- 10:50 AM Oceanic 1 EAB

### **Studies of Canine Olfactory Detection**

Chair: James Johnston (Auburn University)

Discussant: James Petrousky (Office of Special Technology)

- What do Dogs Smell when Detecting Illicit Drugs? JAN JACKSON, Paul Waggoner, Marc Williams, Meredith Jones, Teresa Boussom, Matthew Cicoria, and James Johnston (Auburn University)
- The Effect of an Extraneous Odor on Canine Detection of an Illicit Drug. MEREDITH JONES, Marc Williams, Jan Jackson, Teresa Boussom, Matthew Cicoria, Paul Waggoner, and James Johnston (Auburn University)
- What do Dogs Smell when Detecting Explosives?
   Part One. TERESA BOUSSOM, Marc Williams,
   Matthew Cicoria, Jan Jackson, Meredith Jones,

Sunday, May 24

- Barbara Beck, James Johnston, and Paul Waggoner (Auburn University)
- What do Dogs Smell when Detecting Explosives?
   Part Two, Land Mine Detection. MATTHEW
   CICORIA, Paul Waggoner, Teresa Boussom,
   Meredith Jones, Jan Jackson, Marc Williams,
   Andrew Nolen, and James Johnston (Auburn
   University)
- How Many Odors can a Dog be Taught to Accurately Detect and how often must Refresher Training Occur to Maintain Accurate Detection. Marc Williams, Leslie Busbee, Mark Williams, PAUL WAGGONER, and James Johnston (Auburn University)

# #94 Topics in the Experimental Analysis of Behavior II

Chair: Munire Cevik (Program in Animal Learning and Behavior)

- Biofeedback: Is it Still of Interest to Behavior Analysts? STEVEN COHEN, John Schreffler, Kristin Haase, Kay Ennis, and Lori Buck (Bloomsburg University)
- Self-Control and Impulsiveness in Higher Education Administrators. A. W LOGUE and Yenny Anderson (Baruch College, CUNY)
- Reviving the Experimental Analysis of Anxiety and using Carbon Dioxide-Enriched Air. CARL LEJUEZ, Michael Zvolensky, Oliver Wirth, and Jennifer O'Donnell (West Virginia University)
- Application of Behavior-Analytic Principles in the Design of Robotic and Automated Training Systems. DAVID LUBIN (Behavior Therapy Group)

### Toward a Strategic Alliance--ABA & ISPI

Chair: Dale Brethower (Western Michigan University)

- RICHARD BATTAGLIA (International Society for Performance Improvement)
- MARIA E. MALOTT (Malott & Associates)
- DONALD TOSTI (Vanguard Consulting)

Paper Session 5/24/98 9:00 AM- 10:50 AM Asia 2 EAB

#95
Panel Discussion
5/24/98
10:00 AM- 10:50 AM
Asia 1
OBM

Sunday, May 24 105

Panel Discussion 5/24/98 10:00 AM- 11:50 AM Oceanic 3 EDC Audiotaped

### **Effective Educational Strategies in America's Schools**

Chair: Corrine Donley (University of Wisconsin Oshkosh)

Discussant: G. Roy Mayer (California State University, Los Angeles)

- R. DOUGLAS GREER (Columbia University Teachers College)
- KENT JOHNSON (Morningside Learning Systems)
- T.V. JOE LAYNG (New School for the Learning Sciences)
- GEORGE SUGAI (University of Oregon)
- CATHY WATKINS (California State University, Stanislaus)

#97

Symposium 5/24/98 10:00 AM- 11:50 AM Oceanic 5 TBA

# Behaviorism: Philosophical, Personal and Applied Dimensions

Chair: Roger Bass (Cathage College)

Discussant: Jerry Mertens (St. Cloud State University)

- Behaviorism as a Worldview. WILLIAM BAUM (University of New Hampshire)
- Behavior Analysis: All in the Family. MARILYN GILBERT
- Working with Public Schools to Establish and Monitor School-Wide Systems that Support the Social-Behavioral Needs of all Students. TERI LEWIS-PALMER and George Sugai (University of Oregon) Helping Families Improve Typical and Valued Family Routines: Teaching Competing Behavior Analysis to Families of Children with Autism and Problem Behaviors. JOSEPH LUCYSHYN and Ann Kayser (Western Oregon University)
- Teaching Behavior Analysis to Engineering and Construction Management Majors--Infiltrating a College of Applied Science. MARLA HALL (University of Cincinnati)

#### #98a

Symposium 5/24/98 10:00 AM- 11:50 AM Northern Hemisphere A3 OBM

# Critical Success Factors for Behavior-Based Safety: Industrial Applications

Chair: Scott Geller (Center for Applied Behavior Systems)

Discussant: Thomas Krause (Behavioral Science Technology, Inc.)

- Improving the Driving of Power Company Employees: A Single-Subject Time Series Analysis of Feedback Interventions. PAUL MICHAEL, T. J. McKinney, and Michael Rowe (Center for Applied Behavior Systems)
- Critical Success Factors for Behavior-Based Safety:
   Does Employee Involvement make a Difference?
   CHARLES PETTINGER, Paul Michael, and
   Nicholas Buscemi (Center for Applied Behavior
   Systems)
- Increasing Safe Behaviors in an Industrial Setting: Global vs. Specific Feedback. DOUGLAS WEIGAND, Joshua Williams, Diana Lee, and Benjamin Breland (Center for Applied Behavior Systems)
- In Search of Safety Excellence: A Comparative Analysis of Current Behavior-Based Safety Efforts. JASON DEPASQUALE, Joshua Williams, Charles Pettinger, Deborah Ford, and Kent Glindemann (Center for Applied Behavior Systems)
- Occupational Safety and Applied Behavior Analysis: The Challenge of Response Maintenance. THOMAS BOYCE and Scott Geller (Center for Applied Behavior Systems)

# The Current Status and Future Directions of Functional Analysis

Chair: Cathleen Piazza (Johns Hopkins University School of Medicine

- Functional Analyses as "Bridge Studies": Further Consideration of the Social Validity of Analogue Assessments. DAVID P. WACKER (The University of Iowa)
- On the Notion of "Contingency": Implications for Assessment and Treatment. TIMOTHY R.
   VOLLMER (University of Pennsylvania School of Medicine)
- Assessing, Categorizing, and Treating Aberrant Behavior Maintained by Multiple Operant Contingencies. WAYNE W. FISHER (Johns Hopkins University School of Medicine)
- Experimental Validity in Functional Analysis. F. CHARLES MACE (University of Pennsylvania School of Medicine)

#98b Symposium 5/24/98 10:00 AM- 11:50 AM Northern Hemisphere A2 DDA Audiotaped

Sunday, May 24 107

 Some Suggestions for Revision in Functional Analysis. BRIAN A. IWATA (University of Florida)

### #99 INTERNATIONAL

Paper Session 5/24/98 10:00 AM- 11:50 AM Oceanic 2 TPC

# Stimuli, Responses and the Three-Term Contingency in Behavior Analysis

Chair: Brian Cowley (Northeastern State University)

- Response Classes, Response Generalization, and Response Covariation: Which is it? BRIAN COWLEY (Northeastern State University) and Richard Harrison (University of Kansas)
- Stimuli Exist Independently of Responding. FRANCOIS TONNEAU (University of Guadalajara)
- The Organism as Context for Behavior. JULIE MCENTEE and Edward Morris (University of Kansas)
- Elaborating Skinner's Three-Term Contingency. JON BAILEY (Florida State University)
- Functional Analysis Technologies and Behavioral Deficits: Critical Evaluation and Proposed Extensions of Current Models. SARA SYTSMA and Marilyn Bonem (Eastern Michigan University)

#100

### ....

Invited Address
5/24/98
10:30 AM- 11:20 AM
Asia 5
DDA
Audiotaped

### Twenty-Five Years in Developmental Disabilities: Leaps, Lumps and Lessons

Chair: Michael Fabrizio (Morningside Learning Systems)

• JUDY FAVELL (Advoserve)

#### #101

Audiotaped

# 5/24/98 10:30 AM- 11:20 AM Asia 3 DEV

Accounting for Equivalence Classes and Natural Categories from Simpler Behavioral Processes
Chair: Carol Pilgrim (University at North Carolina at

Chair: Carol Pilgrim (University at North Carolina at Wilmington)

Discussant: Carol Pilgrim (University at North Carolina at Wilmington)

• LANNY FIELDS (Queens College)

#102
Panel Discussion
5/24/98
10:30 AM- 11:50 AM
Asia 4
AUT

# #103 INTERNATIONAL

Paper Session 5/24/98 10:30 AM- 11:50 AM Oceanic 7 AUT

# What Can the Behavior Analysts Offer Siblings of Children with Autism?

Chair: Lyre Caruz (California State University, Los Angeles)

- DAVID CELIBERTI (Douglass Developmental Disabilities Center)
- LARA DELMOLINO (Douglass Developmental Disabilities Center)
- KENDRA PEACOCK (Rutgers Autism Program)
- BETH GLASBERG (COSAC)

# **Evaluation of Treatment Alternatives on Children** with Autism

Chair: William McIlvane (E.K. Shriver Center)

Discussant: Raymond Romancyzk (State University of NY at Binghamton)

- Rates of Acquisition, Developmental Skills, and Autistic Symptomatology: The Predictive Utility of Initial Skill Mastery. MARY JANE WEISS (Rutgers Autism Program), Shari Golden, and Lara Delmolino (Douglass Developmental Disabilities Center)
- A Comparison of the Performance of Young Children with Autism when using Telegraphic vs. Normalized Discriminative Stimuli in Discrete Trial Instruction. JACK SCOTT (Florida Atlantic University) and Claudia Clark (St. Mary's Hospital)
- A "Reading" and "Writing" Program to Teach Communication Skills to Developmentally Delayed Children. SVEIN EIKESETH (Glenne Center, Norway) and Erik Jahr (Akershus Habilitation Team, Norway)
- Fluent Responding in Young Children with Autism: A Comparison of Instructional Formats and Consideration of Data Challenges. JACK SCOTT (Florida Atlantic University), Claudia Clark (St. Mary's Hospital)

Sunday, May 24 109

#104 Symposium 5/24/98 10:30 AM- 12:20 PM Europe 1 **DDA** 

#### Relationships, Engagement, and Other Meaningful Outcomes for Children and Adults with **Developmental Disabilities**

Chair: Diane Bannerman Juracek (Community Living Opportunities, Inc.)

Discussant: Alan Harchik (The May Institute)

- Positive Relationships between Teachers and People with Developmental Disabilities, JAMES SHERMAN and Jan Sheldon (University of Kansas)
- Activity Schedules to Increase the Engagement of Persons with Developmental Disabilities. DAVID MCADAM, James Sherman, and Jan Sheldon (University of Kansas)
- The Function of Attending in Children with Autism in a Behavioral Preschool Program, VICKI MADAUS KNAPP, Jennifer Schreiber, K. Renee Norman, Diane Bannerman Juracek, James Sherman, and Jan Sheldon (University of Kansas)
- Outcome Evaluation: Looking Beyond Behavior Reduction as a Means to Access Quality of Life for Four Challenging Individuals. Frank Bird, Helena Carreiro, and HEIDI MEIKRANTZ (May Institute)

## **INTERNATIONAL** Symposium

#105

5/24/98 10:30 AM- 12:20 PM Oceanic 4 **EDC** 

#### Computer-Based Effective Education: Questions and Answers

Chair: David Feeney (Onlearn: Online Education Research & Technology)

Discussant: Ogden Lindsley (The New School for the Learning Sciences)

- Retention and Application of Computerized Fluency Building. CLAUDIA MCDADE (Center for Individualized Instruction)
- Online Knowledge Management for Sales Performance. CARL BINDER (Independent Consultant)
- Online Standard Celeration Charting. STEPHEN GRAF (Youngstown State University)
- Online Education for Self-Management. DAVID FEENEY (Onlearn: Online Education Research & Technology)

- Computer-Aided Personalized System of Instruction. JOSEPH PEAR and Darlene Crone-Todd (University of Manitoba)
- Using Computer-Aided PSI to Teach Higher-Order Thinking. DARLENE CRONE-TODD and Joseph Pear (University of Manitoba)
- SIDD: Simulations in Developmental Disabilities: A Preliminary Evaluation. MARCIE DESROCHERS (College of Charleston)
- Item-by-Item Feedback vs. End-of-Test Feedback in a Computer-Based Testing Lab. JAY BUZHARDT and George Semb (University of Kansas)

#### **Behavioral Interventions for Community Settings**

Chair: Neal Fleisig (Professional Crisis Management Association)

- Crisis Management Friend or Foe: Issues in Crisis Management. NEAL FLEISIG (Professional Crisis Management Association)
- Providing Effective Consultation in Community Settings. KIM KILLU (The University of Michigan-Dearborn) and Jeanie Zsambok (Center for Cognitive & Behavior Therapy)
- A Comprehensive Program Evaluation of Project SafeCare: Health, Safety and Bonding for Families Reported for, and At-Risk for Child Maltreatment. RONIT GESHATER-MOLKO (University of Kansas), John Lutzker (University of Judaism), and Kathryn Bigelow (University of Kansas)
- Where Have All the Time-Outs Gone: The Effects of a Token Economy Applied in a Juvenile Justice Residential Program. JOSEPH MORA, Lisa Clayton, and Barton Jones (Northwest Dade Center, Inc.)

# Preventing Sexually Transmitted Infections: The Contributions of Behavior Analysis Research and Theory

Chair: R. Wayne Fuqua (Western Michigan University)
Discussant: Brandon Greene (Rehabilitation Institute)

 Understanding and Modifying Risky Sexual Behavior: The Relevance of Behavior Analysis Theory and Research. R. WAYNE FUQUA (Western Michigan University)

#106
Paper Session
5/24/98
10:30 AM- 12:20 PM
Oceanic 6
CSE

#107 Symposium 5/24/98 11:00 AM- 12:50 AM Oceanic 8 CBM

- Evaluating the Sources, Types, and Effectiveness of Safe Sex Education. DOUGLAS WOODS, Mary Short, and R. Wayne Fuqua (Western Michigan University)
- Comparing the Effects of Video Modeling vs.
   Written Instructions on Condom Application Skills.
   RYAN OUTMAN, R. Wayne Fuqua, and Douglas
   Woods (Western Michigan University)
- An Interactive Computer Program to Assess HIV Risk: The Impact on Knowledge, Attitudes and Behavior of College Students. AMY ELLIOTT, R. Wayne Fuqua, and Christine Zimmer (Western Michigan University)
- Social Diffusion of Safe Sex Behaviors in College Women. SHERRY PAGOTO and R. Wayne Fuqua (Western Michigan University)

#108 Symposium 5/24/98 11:00 AM- 12:20 PM Europe 2 OTH

## Recent Advances in Computerized Analysis and Control of Behavior

Chair: Art Campbell (The May Institute)

Discussant: Paul Touchette (University of California, Irvine)

- Macintosh Computer Software for Stimulus Control Research. WILLIAM DUBE and Eric Hiris (E. K. Shriver Center for Mental Retardation)
- The Establishment of a Computerized Patient Database in a Mental Health Treatment Setting. SEAN HITE and Jeff Withstandley (The May Institute)
- Transfer of Behavior and Computer Technology from Basic Research to Applied Problems in Epileptology. JOHN NEILL and Norberto Alvarez (Harvard Medical School)
- Utilizing Computer Technology to Assess Visual Attention in Children and Adolescents with Severe Mental Retardation. NANCY HUGUENIN (Behavior Analysis and Technology, Inc.)

#### #109 Symposium 5/24/98 11:00 AM- 12:50 PM Asia 1 OBM Audiotaped

#### Teaching OBM at Western Michigan University

Chair: Howard Farris (Western Michigan University)

- Undergraduate and Graduate Training Opportunities in OBM at Western Michigan University. ALYCE DICKINSON (Western Michigan University)
- Conducting Small-Scale PM Projects at the Undergraduate Level: Data from the Rapport and Pinpointing Phases. JOHN AUSTIN and Ryan Olson (Western Michigan University)
- Training Graduate Students to Conduct Behavioral Systems Analyses. DALE BRETHOWER (Western Michigan University)
- The Behavior Analysis Training System. RICHARD MALOTT, Jacalyn Smeltzer, Elizabeth Trojan, Felicia Taylor-Crawford, Jessica Korneder, and Donald Rohn (Western Michigan University)
- The Development of the ABA Convention Store.
   WENDY JAEHNIG, Dan Sikora (Western Michigan University), Maria E. Malott (Malott & Associates), and Alyce Dickinson (Western Michigan University)

#### #110 INTERNATIONAL

Symposium 5/24/98 11:00 AM- 12:50 PM Oceanic 1 EAB

## **Developing Methodologies for Studying Derived Stimulus Relations**

Chair: Dermot Barnes (National University of Ireland, Cork)

- Respondent-Type Training and Equivalence Class Formation. GERALDINE LEADER and Dermot Barnes (National University of Ireland, Cork)
- Respondent-Type Training and Assessing Equivalence Class Formation Using a Scaling Procedure. MIKE CLAYTON (University of Nevada, Reno)
- A Precursor to the Relational Evaluation Procedure.
   VERONICA CULLINAN and Dermot Barnes
   (National University of Ireland, Cork)
- Studying Derived Relational Responding as Operant Behavior. OLIVE HEALY and Dermot Barnes (National University of Ireland, Cork)
- Contextual Control over Arbitrarily Applicable Sexual Stimulus Relations. BRYAN ROCHE (National University of Ireland, Cork)

#### #111 INTERNATIONAL

Panel Discussion 5/24/98 11:00 AM- 12:50 PM Asia 2 EAB

#### #112 Symposium 5/24/98 11:30 AM- 12:50 AM Asia 5 DDA

## Statistical Inference in Behavior Analysis: Friend or Foe?

Chair: Alan Baron (University of Wisconsin-Milwaukee)

- NANCY ATOR (Johns Hopkins University School of Medicine)
- MARC BRANCH (University of Florida)
- JOHN CROSBIE (West Virginia University)
- MICHAEL DAVISON (University of Auckland, New Zealand)
- MICHAEL PERONE (West Virginia University)

#### Issues in Community and Transitional Placements: Data Collection, Reinforcement Assessment, and Choice

Chair: Sheila Williamson (North Mississippi Regional Center)

Discussant: K. Mark Derby (Gonzaga University)

- Effects of Choice Presentation Format on the Completion of Vocational tasks. KATHLEEN DYER (Temple University), Zbigniew Golonka (Children's Seashore House), Fred Jackson (Children's Seashore House), Jane Calhoun (Children's Seashore House), Kathleen Bailey (Children's Seashore House)
- Assessment of Preferred Delayed Reinforcers in Community Settings. SHEILA WILLIAMSONN, Beth Gillespie, Allison Demoran, Gwendolyn Cook, Allen Morgan (North Mississippi Regional Center)
- Identifying Representative Samples of Behavior Problem Frequency. ZBIGNIEW GOLONKA, Timothy Vollmer, Karen Ciasca, Tracy Holden (Children's Seashore House),
- The Accuracy of Incident Reports for Low Frequency Behavior Problems in Community Settings. Sheila Williamson, BETH GILLESPIE, Allen Morgan, Allison Demoran, Gwendolyn Cook (North Mississippi Regional Center)

#113 Symposium 5/24/98 11:30 AM- 1:20 PM Asia 3 DEV

## Advances in Behavioral Gerontology: Interventions in Community and Residential Settings

Chair: Mark Mathews (University of Kansas)

Discussant: Michelle Bouregeois (Florida State University)

- Increasing Engagement of Persons with Dementia in an Alzheimer's Special Care Unit. KIMBERLY ENGELMAN, Deborah Altus, and Mark Mathews (University of Kansas)
- Attracting New Membership to Senior Center Recreation Programs. PAMELA XAVERIUS and Mark Mathews (University of Kansas)
- Improving Communicative Interactions between Nursing Aides and Residents with Dementia.
   KATINKA DIJKSTRA and Michelle Bourgeois (Florida State University)
- Setting Events That Promote Participation in Discussions of News by Adult Day Care Clients. DAVID BORN and Campbell Thompson (University of Kansas)
- RSVP: Increasing Personal Correspondence Received by Widowed Persons. NANCY GNOTTA BRECHT, Deborah Altus, and Mark Mathews (University of Kansas)

#114

#### Invited Address 5/24/98 :00 PM- 12:50 PM

12:00 PM- 12:50 PM Oceanic 2 TPC Audiotaped

#115

Panel Discussion 5/24/98 12:00 PM- 12:50 PM Asia 4 AUT

#### Prediction, Control and Understanding

Chair: Michael R. Markham (Florida International University)

EDWARD K. MORRIS (University of Kansas

## A Biobehavioral Approach to the Assessment and Treatment of Problematic Behavior

Chair: David Holmes (Eden Family of Services)

- ANNE HOLMES (Eden Family of Services)
- CHERYL BOMBA (Eden Family of Services)
- JERRI KROLL (Eden Family of Services)

#### INTERNATIONAL

#116

Paper Session 5/24/98 12:00 PM- 12:50 PM Oceanic 7 AUT

#117
Panel Discussion
5/24/98
12:00 PM- 1:20 PM
Northern Hemisphere A3
OBM

#118 Symposium 5/24/98 12:00 PM- 1:50 PM Oceanic 3 EDC

#### Early Interventions for Children with Autism

Chair: David Donnelly (S.U.N.Y. at Geneseo)

- Extending the Ecobehavioral Model in Autism.
  JOHN LUTZKER (University of Judaism), Ronit
  Gershater (University of Kansas), and Nealdenea de
  Jesus (Behavior Change Associates)
- Intensive and Long Term Behavioral Treatment for Four to Seven Year Old Children with Autism: A One-Year Follow-Up. SVEIN EIKESETH (Glenne Center, Norway), Erik Jahr, and Sigmund Eldevik (Akershus Habilitation Team, Norway)

#### Behavioral Safety: The Marriage of the Breadth of Health and Safety with the Depth of the Science of Behavior Analysis

Chair: Phillip Duncan (West Chester University)

- TERRY MCSWEEN (Quality Safety Edge)
- JIM HOULIHAN (Liberty Mutual Insurance Group)
- JOHN FEENEY (Avery Dennison)
- AMY RAJALA (Liberty Mutual Insurance Group)

Behavioral Assessment and Technology Support Systems (BATSS): Functional Analysis for Children Aged 3-10: Challenges, Opportunities, and Long-Term Outcomes

Chair: Janet Ellis (University of North Texas)

Discussant: Richard Smith (University of North Texas)

- From Noncompliant 5 Year Old to Cooperative First Grader: The Role of Functional Analysis and Its Follow-Up. JANET ELLIS (University of North Texas)
- The Terrible 3's: How Functional Analysis Enabled Taming and Training. DONALD MCCARY (University of North Texas)
- Extension of Functional Analysis to Reduce Inappropriate Behavior in a 10 Year Old in Elementary School. BILLY EDWARDS (University of North Texas)
- Things No One Ever Told Us: Contingencies and Metacontingencies Accounting for Behavior of Public School Educators. SANDY MAGEE (University of North Texas)

Sunday, May 24

 Parent Training: A Closer Look at Training Approaches and Professionalism. CARLA WARD (University of North Texas)

#119 Symposium 5/24/98 12:30 PM- 1:50 PM Oceanic 6 CSE

Audiotaped

## Behavior Analysis and Traffic Safety: Behavioral and Traffic Engineering Interventions

Chair: Ron Van Houten (Mount Saint Vincent University)

Discussant: Don Andrus (Signals Engineer)

- Use of Animation in LED Pedestrian Signals to Improve Pedestrian Safety. JOY VAN HOUTEN (Centre for Education and Research in Safety)
- Field Evaluation of a Leading Pedestrian. RON VAN HOUTEN (Mount Saint Vincent University)
- The Use of Feedback Signs to Increase Seat Belt
   Use in Three North Carolina Cities. J.E. LOUIS
   MALENFANT (Centre for Education and Research
   in Safety)
- The Use of a Multi-Faceted Program to Increase Yielding to Pedestrians on a City Wide Basis in Three Canadian Cities. J.E. LOUIS MALENFANT (Centre for Education and Research in Safety)

#120 Symposium 5/24/98 12:30 PM- 1:50 PM Europe 2 VRB

## Current Issues in the Analysis of Rule-Governed Behavior with Children: Research and Application

Chair: David Reitman (Louisiana State University)

Discussant: William Verplanck (University of Tennessee, Knoxville)

- Methodological and Conceptual Issues in the Analysis of Rule-Governed Behavior with Children. DAVID REITMAN, Stephan D. Anthony Hupp (Louisiana State University)
- The Relation of Correspondence Training to Existing Theory on Rule-Governed Behavior. ALAN RALPH (James Cook University)
- Behavioral Development and Attentional Difficulty in Children: A Comparison of Theoretically Driven Treatment vs. Technological Application in a Community Based Program. BETH ROSENWASSER, Joseph Cautilli, and Leslie Skinner (Temple University)

#### #121

Symposium 5/24/98 12:30 PM- 2:20 PM Oceanic 4 EDC Audiotaped

#122 Symposium 5/24/98 12:30 PM- 2:20 PM

> Europe 1 DDA

#### **Instructional Design**

Chair: Guy Bruce (Aubrey Daniels & Associates)

Discussant: Julie Vargas (University of West Virginia)

- Performance Design. CARL BINDER (Precision Teaching & Management Systems, Inc.)
- Three Issues to Consider when Developing a Behavioral System of Instruction. JOHN ESHLEMAN (EasyLearn Systems, Inc.)
- TAPS: Not Just All Talk. JOANNE ROBBINS (Morningside Learning Systems)
- Evaluation of Direct Instruction Programs. TIM SLOCUM (Utah State University)
- DataBased Instructional Design. GUY BRUCE (Aubrey Daniels & Associates)

## Issues Related to Functional Communication Training and Treatment of Challenging Behavior

Chair: David Richman (Kennedy Krieger Institute)

Discussant: David Wacker (The University of Iowa)

- Treatment of Severe Behavior Problems Using a Functional Communication Training Package in an Inclusive Setting. STEPHANIE PECK and Barbara Nicolai (Gonzaga University)
- Considerations for Assessment of Mand Selection in Functional Communication Training Treatment Packages. DAVID RICHMAN (Kennedy Krieger Institute), David Wacker, Lisa Windborn, and Jennifer Asmus (The University of Iowa)
- On the Effects of Discriminative Stimuli during Functional Communication Training. DAVID KUHN, Wayne Fisher, and Rachel Thompson (Kennedy Krieger Institute)
- Escape Behavior during Academic Tasks: A
   Preliminary Analysis of Establishing Operations.
   JENNIFER MCCOMAS, Carol Goddard, and Parsla
   Vintere (Queens College/CUNY)
- Analysis of Mand Extinction during Functional Communication Training. JAY HARDING, David Wacker, and Wendy Berg (The University of Iowa

118 Sunday, May 24

#123 Symposium 5/24/98 1:00 PM- 1:50 PM Oceanic 8 CBM

## Innovative Procedures for the Treatment of Rumination and Food Refusal

Chair: R. W. Maguire (Evergreen Center)

Discussant: R. W. Maguire (Evergreen Center)

- Stimulus Shaping to Increase Food Acceptance. R. W. MAGUIRE (Evergreen Center)
- The Management of Rumination through the Regulation of Liquid and Food Intake. LEONARD O'NEIL and R. W. Maguire (Evergreen Center)
- Stimulus Based Procedures to Increase Food Acceptance in Children Under Five. ROBERT ROSS (Evergreen Center)

## Building Play Behaviors in Young Children with Autism: Imitation, Spontaneity and Reciprocity

Chair: John Barnard (Rutgers, The State University)

- NOEL NELSON (Rutgers, The State University)
- GWEN DWIGGINS (Rutgers, The State University)
- MATTHEW BOWMAN (Rutgers, The State University)

#125

#124

5/24/98

Asia 4

#### Invited Address

Panel Discussion

1:00 PM- 1:50 PM

5/24/98 1:00 PM- 1:50 PM Asia 2 EAB Audiotaped

#126

Paper Session 5/24/98 1:00 PM- 1:50 PM Oceanic 7 AUT

#### **Shaping the Future of Behavior Analysis**

Chair: John Platt (McMaster University)

 GREGORY GALBICKA (Walter Reed Army Institute of Research)

## Treatment Acceptability among Teachers and Parents of Children with Autism and Developmental Disabilities

Chair: Stephen Anderson (Language Development Program)

- Treatment Familiarity and Acceptability among Parents of Individuals with Autism Spectrum Disorders. DAVID DONNELLY (S.U.N.Y. at Geneseo)
- Changing Organizational Systems to Support the Use of Applied Behavior Analysis. STEPHEN ANDERSON (Language Development Program) and Helen Bloomer (Bridges at Newmeadow Preschool)

Sunday, May 24

#### #127

#### INTERNATIONAL

Paper Session 5/24/98 1:00 PM- 1:50 PM Oceanic 5 TBA

#### Issues in Teaching Behavior Analysis I

Chair: Kelly Hobbins (Western Michigan University)

- Proposal and Empirical Evaluation of an Inexpensive Procedure for Demonstrating the Principles of Elicited, Classical and Operant Behavior. MARCO PULIDO (National Autonomous University of Mexico)
- How to Teach the Respondent-Operant Distinction.
  JOHN CONNORS (Canadian University College)
- Updating Coverage of "Operant Conditioning" in Introductory Psychology: A Survey of the JEAB Editorial Board. WILLIAM BUSKIST (Auburn University)

#### #128

Symposium 5/24/98 1:00 PM- 2:20 PM Asia 1 OBM Audiotaped

## Six Years of Performance Management at the Orange County Register

Chair: Judy Agnew (Aubrey Daniels & Associates)
Discussant: Aubrey Daniels (Aubrey Daniels &
Associates)

- The Shaping of an Executive: A Case Study. JIM STOUT (The Orange County Register)
- It's Time to Play Ball: Team Building and PM.
  MARJORIE DUFFIS (The Orange County Register)
- From Assessment to Intervention: An Update from the Pressroom. JUDY AGNEW (Aubrey Daniels & Associates)
- Moving PM from Departmental Initiative to Organizational Practice. JAMIE DANIELS (Aubrey Daniels & Associates)

#### #129

DDA

Symposium 5/24/98 1:00 PM- 2:20 PM Asia 5

## Assessment, Treatment, Maintenance, and Generalization Issues for Chronic Handmouthing

Chair: Theodore Hoch (Northern Virginia Training Center)

Discussant: Han Leong Goh (Kennedy Krieger Institute)

- A Review of Assessment and Treatment of Handmouthing. MARK DIORIO and Theodore Hoch (Northern Virginia Training Center)
- Using a Mand Training Protocol and a Response Interruption Device with Individuals Who Have No Echoic or Mimetic Repertoires and Who Exhibit Chronic, Non-Injurious Handmouthing. PATRICK MCGREEVY (Private Practice)

- Generalization, Maintenance, and Withdrawal of Intrusive Treatment of Handmouthing. KIRK LOCKWOOD, Maija Maenpaa, and Don Williams (Richmond State School)
- Behavioral Treatment of Handmouthing: Limiting Conditions, and Practical and Ethical Considerations. DAVID PYLES, Matthew Miller, Yan Jin, and Mumtaz Farooqui (W.A. Howe Developmental Center)

## Behavioral and Economic Analyses of Drug Use and Abuse

Chair: Warren Bickel (University of Vermont)

Discussant: Steven Hursh (Johns Hopkins University Medical School)

- Addictive Behavior: An Economic Consumer Choice Approach. JEFFREY SARBAUM (Willamette University), Solomon Polachek, and Norman Spear (State University of New York at Binghamton)
- Nicotine Nasal Spray and Gum Function as Inferior Goods: Behavioral-Economic Analyses. GREGORY MADDEN, Warren Bickel, and John Hughes (University of Vermont)
- Substitutability of Social Support for Addictive Behaviors. LEONARD GREEN and Edwin Fisher (Washington University)
- Human Methadone and Ethanol Self-Administration: An Economic Analysis. RALPH SPIGA (University of Texas Health Science Center)

Variables and Processes That Influence the Emergence of Perceptual Classes and Equivalence Classes

Chair: Lanny Fields (Queens College)

Discussant: Joseph Spradlin (University of Kansas)

- The Behavioral Kernel: A Unit for Measuring Momentary Stimulus Control Topographies in Matching-to-Sample Procedures. LANNY FIELDS (Queens College)
- Variables that Influence the Emergence of Equivalence Classes Under the Simultaneous Protocol. ANTONIOS VARELAS, Lanny Fields, Priya Wadhwa, Kenneth Reeve, and James Belanich (Queens College)

#130a Symposium 5/24/98 1:00 PM- 2:20 PM Oceanic 1 EAB

#130b Symposium 5/24/98 1:00 PM- 2:20 PM Europe 3 EAB

Sunday, May 24

- Measuring Sample and Comparison Observations during Equivalence Class Formation, JAMES BELANICH and Lanny Fields (Queens College)
- Effect of Number of Forced-Choice Primary Generalization Test Trials on the Establishment of Perceptual Classes. KENNETH REEVE and Lanny Fields (Queens College)

#### Theoretical Issues in Behavior Analysis

Chair: Gary Hughes (St. Thomas University)

- Private vs. Social Stimulus Control of Experiencing Self: Measuring an Important Clinical Phenomenon. CHAUNCEY PARKER, Robert Kohlenberg, and Kendra Beitz (University of Washington)
- Behavioral Contagion in the United States: Child Abuse and Neglect. V. THOMAS MAWHINNEY (Indiana University South Bend)
- Do Textbook Authors Follow Through with Commitments to Revise Inaccurate Presentations of Radical Behaviorism? GARY HUGHES (St. Thomas University)

#### Explanation vs. Description in Science and Behavior Analysis

Chair: Wendy Roth (Florida International University)

Discussant: Joel Greenspoon (University of North Texas)

- The Use and Meaning of "Explanation" and "Description" in Science. JACK MARR (Georgia Tech)
- Explanation in Behavior Analysis. STEVEN HAYES (University of Nevada, Reno)
- Explanation is Not Description. HAYNE REESE (West Virginia University)

#### **Behavioral Safety Interventions in Fortune 500** Companies: Managing Processes to Manage Data **Based Outcomes and More**

Chair: Phillip Duncan (West Chester University)

Discussant: E. Scott Geller (Safety Performance Solutions)

Three Years into a Behavioral Safety Process at Avery Dennison: A Retrospective Look. DEAN VEREMAKIS (Liberty Mutual Insurance Group)

#### #131

Paper Session 5/24/98 1:00 PM- 2:50 PM Oceanic 2 TPC.

#### #132

#133

OBM

Symposium 5/24/98 1:30 PM- 2:20 PM Asia 3 **DEV** 

Symposium 5/24/98 1:30 PM- 3:20 PM Northern Hemisphere A3

- Behavioral Safety In Renewable Workplaces: The Wellman Case Study. G. DONALD TOLBERT (Liberty Mutual Insurance Group)
- Systematic Installations at Multiple Sites:
   Behavioral Safety at Northwest Airlines. DEE
   TINLEY SMOOT (Liberty Mutual Insurance
   Group)
- Behavioral Safety One Component of a Total Safety Program: Incorporating a Measurement of Control System. JIM HOULIHAN (Liberty Mutual Insurance Group)
- Capturing the Effects of Behavioral Safety: Increasing Safe Performance that Decreases the Cost of Risk. AMY RAJALA (Liberty Mutual Insurance Group)

#### Social Skills Training for Children with Autism

Chair: David Donnelly (S.U.N.Y. at Geneseo)

- Generalization of Peer Related Social Skills to Typical Preschool Settings for Young Children with Autism. CLAUDIA CLARK and Kathleen Kelly (St. Mary's Preschool Program for Children)
- A Follow-Up Analysis of the Social Validity of Peer Interactions Using Social Scripts with Preschool Children with Autism. KATHLEEN KELLY and Claudia Clark (St. Mary's Preschool Program for Children)

#### Behavioral Interventions in the Clinical Area II

Chair: Jennifer A. Rennie (Eastern Michigan University)

- ABA Oral Feeding as a Critical and Effective Component to the Surgical and Medical Treatments of Seven Young Pediatric Patients with Severe Congenital Disorders. NYLA LAMM (Columbia University College of Physicians and Surgeons)
- How To Get Symptom-Reduction through Exclusive Attention to Stimuli Controlling Successful Behavior: A Challenging Paradigm. BEATA BAKKER-DE PREE (CGA - Business The Hague)

#134

Paper Session 5/24/98 2:00 PM- 2:50 PM Oceanic 7 AUT

#135

Paper Session 5/24/98 2:00 PM- 2:50 PM Oceanic 8 CBM

123

#### #136

Paper Session 5/24/98 2:00 PM- 2:50 PM Oceanic 5 TBA

#### Issues in Teaching Behavior Analysis II

Chair: Belinda Lazarus (University of Michigan-Dearborn)

- Behavioral Safety 101: Proposal for Graduate Level Course on Behavioral Safety. GRAINNE MATTHEWS (Quality Safety Edge)
- Can Single Subject Researchers Get Tenure? We'll Let you Know. BELINDA LAZARUS, Kim Killu (University of Michigan-Dearborn)
- Converting Textual Material into Computer Interactive Tutorials. SEAN HARRIGAN and Darrel Bostow (University of South Florida)

#### #137

Panel Discussion 5/24/98 2:00 PM- 3:50 PM Europe 2 OTH Audiotaped

## Women Behaving Boldly: Strategies and Stories of Behavior Analysts Meeting Life Challenges

Chair: Judith Favell (AdvoServ Programs) and Maria E. Malott (Malott & Associates)

- BETH SULZER-AZAROFF (The Browns Group)
- SUSAN FOWLER (University of Illinois)
- SIGRID GLENN (University of North Texas)
- JAN SHELDON (University of Kansas)
- CYDNEY YERUSHALMI (Yerushalmi & Associates)
- BARBARA ETZEL (University of Kansas)

#### #138

Panel Discussion 5/24/98 2:00 PM- 3:50 PM Asia 4 AUT Audiotaped

## Services for Children with Autism: What is "Intensive"?

Chair: Barbara O'Malley Cannon (May Center for Early Childhood Education)

- CARRYL NAVALTA (The May Institute)
- STEPHEN ANDERSON (Language Development Program)
- GINA GREEN (The New England Center for Children)
- RAYMOND ROMANCZYK (Binghamton University)
- DIANE BANNEMAN JURACEK (Community Living Opportunities)

#139

#### Invited Panel Discussion

5/24/98 2:00 PM- 3:50 PM Oceanic 6 CSE Audiotaped

#140 Symposium 5/24/98 2:00 PM- 3:50 PM Oceanic 3 EDC

## Feminist Practice and Behavior Analysis: Is This a Bridge Worth Building?

Chair: Maria Ruiz (Rollins College)

- PHILIP HINELINE (Temple University)
- MARTHA PELAEZ-NOGUERAS (Florida International University)
- RICHARD RAKOS (Cleveland State University)
- EVALYN SEGAL (San Diego State University, Professor Emerita)
- EDWARD MORRIS (University of Kansas)

#### Morningside Update: What's New?

Chair: Kent Johnson (Morningside Learning Systems)
Discussant: Odgen Lindsley (Behavior Research
Company)

- Morningside and it's Data. KENT JOHNSON (Morningside Learning Systems)
- Diagnostic Prescriptive Teaching. KAREN MARINKO, Bill Boettcher (Morningside Learning Systems)
- Coaching and consulting at a School Site.
   DARLENE ARNOLD and Lori Meeks
   (Morningside Learning Systems)
- Instructional Design. ELAINE FRANCES (Morningside Learning Systems)
- Talk Aloud Problem Solving. MICHAEL FABRIZIO, Brad Frieswick, and Rodney Napper (Morningside Learning Systems)
- Evaluating Student Progress at Morningside Academy. SUSAN MALMQUIST (Morningside Learning Systems)

# #141 Paper Session 5/24/98 2:00 PM- 3:50 PM Asia 2 EAB

#### Topics in the Experimental Analysis of Behavior III

Chair: Scott Hall (Arizona State University)

- The Sign-Tracking Phenomenon in Humans: Further Investigations. KAREN MAHON (West Virginia University)
- The Establishment of Type R and Type S Stimulus Control Using Simultaneous and Sequential Conditional Discrimination Procedures: Applied, Basic, and Theoretical Implications. Stephanie Daniel (Wake Forest University Baptist Medical Center), P. SCOTT LAWRENCE, and Richard Shull (University of North Carolina at Greensboro)
- Making Human Data Look Like Animal Data: Sensitivity to Reinforcement with Human and Non-Human Participants. MICHAEL EHLERT (Brigham Young University)
- Human Observing of Discriminative Stimuli
  Providing Useless Information: Will the Reinforcing
  Value of S+ Differ from S-? Michael Perone, LEO
  CARLIN, and Wendy Donlin (West Virginia
  University)

#### #142 INTERNATIONAL

Panel Discussion 5/24/98 2:30 PM- 3:50 PM Oceanic 1 EAB

## What Do I Do with This Stuff? Data Management in a Research Setting

Chair: Matthew Andrzejewski (Temple University)

- THOMAS TATHAM (Uniformed Services University of the Health Science)
- MICHAEL DAVISON (University of Auckland, New Zealand)
- ROBERT ALLAN (LaFayette College)
- DONALD HANTULA (Temple University)

#### #143a

Symposium 5/24/98 2:30 PM- 3:50 PM Europe I DDA

126

#### **Participant Preference in Choice Situations**

Chair: William Ahearn (The New England Center for Children)

Discussant: James Mazur (Southern Connecticut State University)

 Pre-Session vs. Within-Session Choice of Reinforcer: Effects on Free Operant Responding. RICHARD GRAFF and Myrna Libby (The New England Center for Children)

- Measuring Preference for Participant-Selected vs.
   Experimenter-Varied Stimuli Using a Concurrent-Chains Procedure. AMY GECKELER, Myrna Libby, William Ahearn, and Richard Graff (The New England Center for Children)
- The Effects of Increased Schedule Requirements on Reinforcer Preferences in Single- and Concurrent-Operants Arrangements. BART SEVIN, Wayne Fisher (Johns Hopkins University School of Medicine), James McCoy, and Karla Doepke (Auburn University)
- Preferences for Similar and Dissimilar Stimuli
  Under Increasingly Disparate Schedule
  Requirements. ISER DELEON, Brian Iwata, Han
  Goh, and SungWoo Kahng (University of Florida)

## The Ideal Free Distribution: From Behavioral Ecology Comes a Model for Group Choice

Chair: John Kraft (University of New Hampshire) Discussant: William Baum (University of New

Hampshire)

- Ideal Free Distribution: The Effects of Continuous Input and Standing Crop on Group Choice. JOHN KRAFT (The University of New Hampshire)
- Adjustment to Changes of Food Distribution in Foraging Groups Depends Little on Past Experience. KENNETH BELL (The University of New Hampshire)
- Group Foraging in Humans: A Test of the Ideal Free Distribution with Unequal Competitors. MICHEL SOKOLOWSKI (Universite' de Picardie Jules Vernes)

#### PSI: Some Thirty Years Later

Chair: Kenneth Lloyd (Central Washington University)
Discussant: Henry Pennypacker (University of Florida)

- "Good-Bye Teacher . . . " 30 Years Later: Whatever Happened to PSI? PETER LAMAL (University of North Carolina)
- Instructional Labor, Instructional Contingencies, Computer Technology and PSI. DARREL BOSTOW (University of South Florida)

#143b Symposium 5/24/98 2:30 PM- 3:50 PM Europe 3

#144

**EAB** 

Symposium 5/24/98 2:30 PM- 3:50 PM Oceanic 4 EDC

- Some Historical Perspectives on PSI as They Apply to the Present. JOEL GREENSPOON (University of Texas)
- Logistical and Procedural Issues in Organizing a Class with a PSI Format. LEWIS LEWIN (Clark College)

#### #145 Symposium 5/24/98 2:30 PM- 3:50 PM Asia 1 OBM

#### Maintaining the Integrity of Performance Management as a Research-Based Application

Chair: Grainne Mathews (Quality Service Edge)
Discussant: Aubrey Daniels (Aubrey Daniels &
Associates)

- Practical Applications of Scientific Principles in Work Settings: What Happens to Research when the Client Doesn't Care? JOSEPH LAIPPLE (Continuous Lerning Group, Inc.)
- A Jaundiced View From Academia. BILL HOPKINS (Auburn University)
- Charting New Frontiers in Performance Management Research. ANDREW SHAMRAO (Aubrey Daniels & Associates, Inc.)
- Lessons from the Lab: Extending Performance Management Research to Applied Practice. LAURA METHOT (Saint Mary's University)

#### #146 Symposium 5/24/98 2:30 PM- 3:50 PM Asia 5 DDA

# Integration of Applied Behavior Analysis and Psychotropic Medication: Monitoring and Efficacy Issues

Chair: Sheila Williamson (North Mississippi Regional Center)

Discussant: Jennifer Zarcone (University of Kansas)

- The Psychotropic Effect Monitoring System: A
  Method for Determining and Monitoring
  Appropriate Drug Interventions. SAMUEL ALLEN
  (North Mississippi Regional Center)
- Treatment of Psychiatric Disorders in Special Population: An Evaluation of Anti-Depressant Usage with Individuals with Prader-Willi Syndrome. BETH GILLESPIE and Shannon Hill (North Mississippi Regional Center)

- Clinical Decision-Making and Psychotropic Drug Usage: An Evaluation of Cases in Which Medication Exacerbated Behavior Problems.
   KERRY NICOLS and Sam Allen (North Mississippi Regional Center)
- The Tardive Dyskinesia, Akathisia, and Parkinson's Examination (TAPE). SAMUEL ALLEN (North Mississippi Regional Center)

## The Role of Contingency-Contact Density during Skill Acquisition

Chair: Noel Crooks (Florida International University)
Discussant: Jack Scott (Florida Atlantic University)

- Contingency-Contact Density and Acquisition of Complex Response Sequences. DAVID LUBIN (Behavior Therapy Group)
- Increasing Contingency-Contact Density through Rate-Based Discrete-Trial Programs to Facilitate Learning in Young Children with Autism. SHARON ALEXANDER (Florida International University)
- Differential Reinforcement of High and Low Rate Schedules during Repeated Acquisition of Complex Response Sequences: A Method for Analyzing the Role of Contingency-Contact Density during Learning. LORI COONS (Florida International University)
- Stimulus Density: The Effects of Differential Stimulus Density Across Situations. WENDY ROTH (Florida International University)

## Early Intervention for Children with Autism: One Size Does Not Fit All

Chair: Laura Schreibman (University of California, San Diego)

Discussant: Gail McGee (Emory University School of Medicine)

- Deciphering Variables Related to Positive Treatment Outcome: Reports of Intensive Pivotal Response Training Therapy for Young Children with Autism. MICHELLE SHERER and Laura Schreibman (University of California, San Diego)
- The Influence of Parents on Parent Training.
   AUBYN STAHMER (Children's Hospital, San Diego)

#147a Symposium 5/24/98 2:30 PM- 3:50 PM Asia 3 DEV

#147b Symposium 5/24/98 2:30 PM- 3:50 PM Northern Hemisphere A2 AUT

- Developing Social Skills in Young Children with Autism: Beyond the Mainstreaming Model. KAREN PIERCE, Aimee Anderson, and Laura Schreibman (University of California, San Diego)
- Individualizing Social Interventions for Children with Autism. MICHAEL MORRIER (Emory University School of Medicine)

## Old Issues and New Strategies in Behavioral Medicine and Community Intervention

Chair: Sherman Yen (Alcohol and Drug Treatment, Inc.)
Discussant: Mohammed Bendebba (Johns Hopkins
University)

- From Coercion to Collaboration: Fostering Goal-Directed Behavior in Male Homeless Substance Abusers in a Long-Term Residential Setting. LIN ROMANO (Govans Ecumenical Development Corp.)
- Effectiveness of Ambulatory Opiate Detoxification in an Intensive Cognitive-Behavioral Outpatient Setting: Difficulties in Outcome Evaluation. RAYMOND WILSON (Johns Hopkins Hospital)
- Transcranial Electrical Neuro-Stimulation Revisited: Early Lessons, Future Trends in Addictions Treatment. SHERMAN YEN (Alcohol and Drug Treatment, Inc.)

#### Using Animal Labs to Teach Behavior Analysis

Chair: Roger Bass (Carthage College)

Discussant: Roger Bass (Carthage College)

- Using Animal Laboratory Experiences to Teach Behavior Analysis. JAMES KOPP (University of Texas at Arlington)
- Teaching Behavior Analysis in an Undergraduate Program in a Brazilian College. SÉRGIO CIRINO (Univale/USP)
- Using Animal Labs to Teach Middle School Children. LARRY MORSE, Son Nguyen, Scott Ritter, Andrea Heezen, Carolyn Heezen, Mindy Knierem, and Eric Schultz (University of Wisconsin-Eau Claire)

#148 Symposium 5/24/98 3:00 PM- 3:50 PM Oceanic 7 CBM

#149

Symposium 5/24/98 3:00 PM- 3:50 PM Oceanic 5 TBA

#### Presidential Scholar Address

5/24/98 4:00 PM- 5:00 PM Southern Hemisphere III/IV/V Audiotaped

#152

Poster Session 5/24/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D AUT

#### Traffic Safety and Road-User Behavior

Chair: James Johnston (Auburn University)

LEONARD EVANS (General Motors)

#### Autism

- Examining the Effects of Naturalistic Teaching on Preschool Children's Social Interactions. FRANK W. KOHLER, Leslie J. Anthony, and Stacie A. Steighner (Allegheny University of the Health Sciences)
- From Mute to Verbal: Results from Discrete Trials
   Training for a Child with Autism. ALICIA PERRY,
   Stephanie Bethke, Jennifer Crocket, and Karla
   Doepke (Auburn University Psychological Services Center)
- Changes in Maladaptive Behavior Associated with PECS. KRISTIN KELLET, Linda LeBlanc, Mike Carpenter, and Marjorie Charlop-Christy (Claremont McKenna College)
- Intervention for Echolalia in an Applied Setting. GINA BARONE, Christopher Smith, Jeffrey Romano, Lisa Leonardi, and Michael Darcy (Developmental Disabilities Institute)
- Discrete Trial Teaching in Autism: A Comparison of Two Teaching Methods. MARY JANE WEISS, Lara DelMolino, Shari Golden, Sandra Harris, and Jan Handleman (Douglass Developmental Disabilities Center)
- Promoting Social Commenting in Children with Autism: A Comparison of Instructional Strategies. STEPHANIE BIANCO and Frank Cicero (Eden II Programs)
- Educating Siblings of Children with Autism on ABA and Autism: Effects on Their Sibling Relationships, Interactions, and Understanding. ADRIANNE HOROWITZ and Josephine Turchio (Eden II School for Autistic Children)
- Improving Social and Leadership Skills at an Integrated Summer Camp. CRAIG S. PARLATO, Carol Tilton Parlato, and Katie K. Carnazzo (Lawrence Public Schools)

- Preparing a Student with Autism for an Integrated Kindergarten Classroom Through the Use of an Intensive Summer Playgroup Model. VICKI ANDERSON, S. Elizabeth Hicks, Jennifer McFarland, and Barbara Becker-Cottrill (Marshall University)
- Comparison of Two Procedures for Teaching Receptive Vocabulary to a Student with Autism.
   KATHY M. CLARK and Gina Green (New England Center for Children)
- A Procedure for Enhancing Parents' Skills in Discrete Trial Teaching. JAYNE EATON-BOVE, Howard Schneider, and Nancy Shamow (NSSA: The Martin C. Barrell School)
- Teaching Children with Autism to Request in Full Sentences through Observational Learning. ANYA L. KURTZ, Donna L. Di Siena, Zenayda La Fontaine, Jennifer Connolly, and Jennifer Jawor (QSAC)
- Effects of Peer vs. Adult-Delivered Reinforcement for Requesting on Social Behavior in a Preschooler with Autism. DANA R. REINECKE (Queens College)
- 14. A Task Analytic Approach to the Teaching of Practical Life Skills to Children with Autism. NANCY HABER, Christine Reeve, and Kyle Bennett (Ralph J. Baudhuin Oral School at Nova Southeastern University)
- 15. Developing Auditory Discriminations by Shaping a Recall Interval after Visual Prompting in Intensive Early Intervention. JULIE WALDOCH and Eric Larsson (REM Health)
- Language Acquisition through Incidental Teaching with a Child with Autism. LINDA K. HAYMES and Steven K. Edwards, Karen Newcomb, and Ronnie Detrich (Spectrum Center)
- 17. The Effects of Differential Reinforcement on Varied Verbal Responding to a Social Question with Three Individuals with Autism. RONALD LEE, Jennifer Jawor, and Jennifer McComas (State University of New York and Queens College)

- 18. Assessment of Sensory Deficits: Consensus of Opinion vs. Functional Analysis. LINDA M. MATEY, Catherine Perna, Heather DeAngelo, Jeannette Beck, Tammy Inman-Dundon, Michelle Konecky, and Raymond G. Romanczyk (State University of New York at Binghamton)
- 19. Increasing Play Statements through the Use of Teach 'n Talk. AVA HUGGINS, Jennifer Hill, and Mary McDonald (The Genesis School)
- Effects of Video Modeling on Spontaneous Play Initiation and Conversational Speech in Children with Autism. FLORENCE DIGENNARO and Mary E. McDonald (The Genesis School)
- 21. Increasing Spontaneous PECS Requesting of a Child with Autism through an Interval Based Prompting Procedure. MICHELLE GING, Kerri McAlpine, and Mary McDonald (The Genesis School)
- 22. An Analysis of Differential Echolalic Responding in Children with Autism. MICHELLE THIBAULT SULLIVAN and Laura Schreibman (UCSD)
- Augmentative Communication for Children with Autism: An Exploration of Characteristics that Contribute to Success. AIMEE E. ANDERSON and Laura Schreibman (University of California, San Diego)
- 24. Teaching Social Play Skills to a Young Child with Autism. ANN M. GAYNIER and James A. Sherman (University of Kansas)
- Effects of a Remote-Controlled Tactile Prompt on the Initiation Skills of a Child with Autism. KERA L. WATTS and Jesus Rosales-Ruiz (University of North Texas)
- 26. Increasing the Reading Skills of a Teenager with Autism. MELISSA A. REED (West Virginia University)
- Reducing Stereotyped Behavior in Children with Autism: The Use of Stereotypy as Reinforcement in a DRO Schedule. J. SHIRA VERBIT (Eden II Programs)

#### #153

Poster Session 5/24/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D CBM

#### Clinical, Family, Behavioral Medicine

- 28. Effects of Glucose Levels on Performance in Independent ADLs and Match to Sample Learning in a Brain Injured Diabetic Man. GERALD R. BERNICKY, Paul S. Lee, Christine L. Butt, John R. Davis, and Andrew W. McNamara (Acquired Brain Injury Behaviour Services, Canada)
- 29. Assessment of a Brain Injured Man on Following through with Tasks Using a Modeling Correction Procedure. ANGELA E. BURGESS, Amy McParland, Andrew W. McNamara, Paul S. Lee, and Gerald R. Bernicky (Acquired Brain Injury Behaviour Services, Toronto, Canada)
- 30. Delayed Reward Discounting and Risky Sexual Behavior. CHASTITY FARR, Rudy Vuchinich, and Cathy Simpson (Auburn University)
- 31. Bancroft. MARY-JEAN KNERINGER and Lisa Hanway (Bancroft, Inc.)
- A Case Study of Vocal Topography Training with a Non-Intrusive Procedure. FRANCOISE HUERTA ROMERO (Centro de Desarrollo Humano) and Carmen Luciano Soriano (Universidad de Almera, Spain)
- 33. Shaping Self-Feeding Skills for a Child with Developmental Disability and Esophageal Stricture Based on Systematic Manipulation of Hypothesized Contributing Variables. DONNA M. LEBLANC, Bridget Shore, Jennifer Simmons and Stacie Anderson (Kennedy Krieger Institute)
- 34. Treatment of Repetitive Somatic Complaints in a School Setting: A Single Case Presentation. EDWARD A. TOYER and Nancy Grace (Kennedy Krieger Institute)
- Generalization of Functional Analysis-Based Interventions in the Treatment of Severe SIB. AMANDA VANDERHEYDEN, Henry Roane, III, and Noell George (Louisiana State University)
- 36. Habit Reversal Training for Trichotillomania: The Use of Self-Monitoring Data and Visual Feedback to Facilitate Behavior Change. DAVID REITMAN, Gretchen Diefenbach, Donald A. Williamson, and Debora L. Reas (Louisiana State University, Baton Rouge)

- 37. Results From the Compensatory Reinforcer Checklist for Parents of Preschoolers. THERESA L. GUNDERSON and Daniel Houlihan (Mankato State University)
- 38. The Use of an Enhanced Simplified Habit Reversal Procedure to Reduce Disruptive Outbursts during Athletic Performance. KEITH D. ALLEN (Munroe-Meyer Institute for Genetics and Rehabilitation)
- Behavior Therapy in Brazil: An Attempt to Characterize it. CÁSSIA ROBERTA da CUNHA THOMAZ (Pontificia Universidade Católica de São Paulo, Brazil)
- 40. Teaching a Memory-Impaired Woman with Diabetes Mellitus to Self-Monitor Her Blood-Glucose Level. STEPHEN E. WONG (The School of Social Service Administration), Pamela P. Seroka (The Children's Center), and Jubemi Ogisi (Transitional Learning Community at Galveston)
- 41. Zone Management vs. Group Programming in Post Acute NeuroRehabilitation. MICHAEL MOZZONI (Timber Ridge Group, Inc.)
- 42. Fading Gradually Rapid Smoking Sessions: A Pilot Study. FRANCISCA LOPEZ RIOS and Jesus Gil Roales-Nieto (Universidad de Almeria, Spain)
- 43. Contextual Keys in a Nicotine Fading Treatment for Smoking Cessation. FRANCISCA LOPEZ RIOS and Jesus Gil Roales-Nieto (Universidad de Almeria, Spain)
- 44. Behavioral Intervention for Elective Mutism.
  JUDITH R. MATTHEWS, Joki A. Polaha, Colleen
  Ryan and Bethany Marcus (University of Nebraska
  Medical Center)
- 45. The Use of Self-Recording in the Control of an Inflammatory Bowel Disease. CHRISTOPHER A. EMPHEY (University of Nevada)
- 46. School Refusal Behavior: Classification, Assessment, and Treatment Issues. MARCELLA I. STICKNEY (University of North Dakota) and Raymond G. Miltenberger (North Dakota State University)
- 47. Psychophysiology of Parent Reactivity to Challenging Child Behavior. WARREN FRANKENBERGER, Lee Kern, and Joyce Mauk (University of Pennsylvania)

48. Online Lifestyle Modification: Adapting Rates of Response to Online Interventions for Behavior Change. DAVID R. FEENEY and Dennis R. Wahlgren (Onlearn: Online Education Research & Technology)

#154
Poster Session
5/24/98
5:00 PM- 6:30 PM
Northern Hemisphere
B, C, D
DDA

#### **Developmental Disabilities**

- 49. The Effects of Behavioral Instruction on the Elementary School Placement of the Pre-Schoolers with Autism and Other Developmental Disabilities. BOBBY NEWMAN, Frederica Blausten, and Sarah E. Birch (Association in Manhattan for Autistic Children)
- 50. Using Timeout and DRO to Reduce Hand Mouthing. JACQUI MILLIGAN, Dinna Ricci and Stephen Bruce (Bancroft)
- Demand Fading to Increase Bathing Skills and Reduce Severe Self-Injury. DAVID M. WILSON, Kimberli R. Treadwell, and Paul A. Nau (Bancroft)
- 52. The Efficacy of Change-Over Delay in Treatments Involving Empirically-Derived Consequences for Severe Behaviors. GEORGE P. LINKE, JR., Kimberli R. Treadwell, Eric Eberman, Melissa Deacon (Bancroft), and Jennifer Crockett (Auburn University)
- 53. The Use of Functional Communication Training to Treat Maladaptive Behavior Maintained by Social Attention: Intermittent Reinforcement and Implications for Generalization. KIMBERLI R. TREADWELL, Cathy M. Smith, Cynthia Burch, Heather Haines, George P. Linke, Jr., and Terry J. Page (Bancroft)
- 54. The Effects of a Training Program on the Acquisition and Generalization of Discrete-Trial Teaching Skills among Parents of Children with Developmental Disabilities. JENNIFER CROCKETT (Bancroft Rehabilitation Services), Jenny Stevens, Richard Fleming, and Karla Doepke (Auburn University)
- 55. Signaled Reinforcement Treatment of Maladaptive Behaviors Maintained by an Alternate Functional Reinforcer: Free Access to Multiple Stimuli. GEORGE P. LINKE, JR., Paul A. Nau, Terry J. Page, Eric Eberman, and Beth Ann Weiss (Bancroft).

136 Sunday, May 24

- 56. A Preliminary Methodology for the Assessment of the Function of Self-Restraint and Self-Injury. CHRISTINE HOFFNER-BARTHOLD, Patrick R. Progar, F. Charles Mace, Timothy R. Vollmer, Joseph S. Lalli, and Faith Yeager (Children's Seashore House)
- Evaluation of an Outpatient Model for Assessing and Treating Problem Behavior. MICHAEL C. SHEA and Lisa Marie Mozitis (Children's Seashore House)
- 58. The Use of Self-Monitoring to Improve Treatment Implementation by Parents. LISA MARIE MOZITIS and Michael C. Shea (Children's Seashore House)
- 59. Comparison of the Effects of Simple FR vs. Second Order FR on Rate of Compliance. JIN HO YOON, Barbara J. Sierp, Timothy Vollmer, Joyce Mauk, and F. Charles Mace (Children's Seashore House)
- 60. The Effects of a Topical Anesthetic on Self-Injury Unrelated to Social Consequences. DEBORAH BAILIN, Lee Kern, and Joyce E. Mauk (Children's Seashore House)
- 61. A Comparison of Interspersed Breaks and a Break at Task Completion in the Treatment of Escape-Maintained Problem Behavior. KATHLEEN TOCCO, Joseph Lalli, Kelly Kates, and Amy Tapia (Children's Seashore House)
- 62. The Effects of Positive and Negative Reinforcement as Treatment for Escape-Maintained Problem Behavior. KATHLEEN TOCCO, Joseph Lalli, Timothy Vollmer, William May, Carrie Wright, John Borrero, Christine Hoffner Barthold, and Patrick Progar (Children's Seashore House)
- 63. Further Evaluation of the Differential Reinforcement of Low Rate (DRL) Schedule to Reduce Rapid Eating. CARRIE WRIGHT and Timothy Vollmer (Children's Seashore House)
- 64. Competition Between Positive and Negative Reinforcement Schedules in the Treatment of Escape Maintained Problem Behaviors. JOHN BORRERO (Children's Seashore House), Timothy Vollmer (University of Pennsylvania), Joseph Lalli (University of Pennsylvania), and Carrie Wright (Children's Seashore House)

Sunday, May 24

- 65. Analysis of Relative Preference between Classes of Reinforcers during Brief Preference Assessments. KATHLEEN BAILEY, Dori Cohen, Jane Calhoun, Fred Jackson, and Zbigniew Golonka (Children's Seashore House)
- Evaluating the Application of Choice for Non-Compliant Behaviors. DEBORAH BAILIN, Lee Kern, and Alexandra Hilt (Children's Seashore House)
- 67. Results of Functional Communication Training in Relation to Behavioral Function and Replacement Topography: An Analysis of 68 cases. TODD STREFF, Alonzo J. Cole, and Amy Streff (Columbus Medical Services)
- 68. A model Format for Behavioral Treatment Programs. JERRY GOFF, Kate Johnson (Columbus Medical Services), and Brian A. Iwata (University of Florida)
- 69. A Treatment Package for Weight Reduction: A Young TBI Resident Succeeds! DAVID TRANQUILLI and C. Dena Saxe (DATAHR Rehabilitation Institute)
- 70. The Effects of Increasing On-Task: "Please Don't Sing!" JO ANNA CHANDLER (Exceptional Children's Foundation) and C. Dena Saxe (DATAHR Rehabilitation Institute)
- 71. The Effect of Movement Cues and Stickers on a Student with Attention Deficit Hyperactivity Disorder on Paying Attention. RANGASAMY RAMASAMY (Florida Atlantic University)
- 72. The Use of Modeling, Highlighting, and Assisted Reading on Work Accuracy and Comprehension for a Fifth-Grader with Dysphasia. DEBORAH GENTSCHEL and Stephanie Peck (Gonzaga University)
- 73. Using Substitutable Stimuli for Behaviors Maintained by Automatic Reinforcement to Increase a Novel Response. MICHELLE ROBERTS, K.M. Derby, LeAnn Luiten, and Chau Vu (Gonzaga University)
- 74. A Comparison of DRA and DRC during Treatment and Extinction Contingencies. CHAU VU, K.M. Derby, Mary Auvil, Casey Hanks, Matt Babb, and Alicia Magee (Gonzaga University)

- 75. An Analysis of Reinforcer, Quality, Delay, and Response Effort when Teaching a Child Diagnosed with Autism to Press a Microswitch. GRETCHEN FRIDINGER, Shannon Mackay, K.M. Derby, Stephanie Peck, Alicia Magee, and Jocelyn Custodio (Gonzaga University)
- 76. Academic Achievement of Children with Learning Disabilities and Behavior Problems. LORI A. PALMIERI and Raymond G. Romanczyk (Institute for Child Development)
- 77. The Momentum of Happiness in the Treatment of Noncompliance. RENA J. SORENSEN, Wayne Fisher (Johns Hopkins University School of Medicine), Sharon Bradley-Johnson (Central Michigan University), and Gina Sgro (Kennedy Krieger Institute)
- 78. Use of a Token Economy to Eliminate Excessive Inappropriate Social Behavior in an Adult with Developmental Disabilities. KRISTEN A. MAGLIERI (Kennedy Krieger Institute), Louis P. Hagopian, Linda LeBlanc (Johns Hopkins University School of Medicine), William Worthy (Kennedy Krieger Institute)
- 79. The Use of Arm Restraints in the Identification of Preferred Stimuli and Acquisition of a Novel Behavior. KRIS M. KEENEY, Gregory P. Hanley, Cathleen C. Piazza, Pamela L. Neidert and Jennifer J. Scruggs (Kennedy Krieger Institute)
- 80. A Case Study of the Direct and Collateral Effects of Noncontingent and Contingent Application of Protective Equipment on Self-Injurious Behavior. KRIS M. KEENEY, Gregory P. Hanley, Cathleen C. Piazza, Jennifer J. Scruggs and Pamela L. Neidert (Kennedy Krieger Institute)
- Identifying a Response Reduction Procedure
   Utilizing a Brief Negative Reinforcer Assessment.
   KELLY HERMAN, Kimberly Crosland (Kennedy
   Krieger Institute), and Jennifer Zarcone (University
   of Kansas)
- 82. An Analysis of the Effects of Quality of Attention as Reinforcement. MICHAEL D. DELIA, Han-Leong Goh, and Cathleen C. Piazza (Kennedy Krieger Institute)

- 83. A Program to Establish Basic Math Skills in a Young Child with Autism. BETH SWATSKY, Nancy Bradbury, and Paul Thomas Andronis (Northern Michigan University)
- 84. A Program to Establish Spontaneous Home Reports of Schoolday Doings by a Young Child with Autism. BETH SWATSKY, Nancy Bradbury, and Paul Thomas Andronis (Northern Michigan University)
- 85. Treatment Options for a Person with Smith Magenis Syndrome. THELMA SYMOUN and Alan El Tagi (Northern Virginia Training Center)
- 86. Reinforcement-Based Treatment of Mental Illness in an Individual with Mental Retardation. RICHARD SAUNDERS (Parsons Research Center, University of Kansas), Dynel Hollins, and Martha Fleming (Johnson County Developmental Supports)
- 87. The Use of Monetary Reinforcement to Reduce Smoking in Three Individuals with Mental Retardation. JERRY A. REA (Parsons State Hospital & Training Center), Dean Williams, and Joseph Spradlin (University of Kansas)
- 88. Aberrant Behavior of Developmentally-Disabled Clients as a Function of the Characteristics of Training Tasks. TRICIA VAUSE, Garry Martin (Psychology, University of Manitoba), and Dickie Yu (Psychology, St. Amant Centre)
- 89. Reinforcer Quality and Quantity and High-Probability Requests: Decreasing Latency to Begin Academic Tasks. CHRISTIAN BENAVIDES, Jennifer J. McComas, Priya Bulsara (Queens College/CUNY), and Bridget A. Taylor (Alpine Learning Group)
- 90. A Comparison of Time Delay when Completing Reinforcer Assessments: Do Results Differ between Massed Trials vs. Spaced Trials? SHARON KIRKPATRICK-SANCHEZ, Don E. Williams, and LaVerne Mays (Richmond State School)
- 91. A Step-Wise Approach for Training Parents to Implement Intensive Behavioral Treatment Programs for Individuals with Severe Behavioral Problems. Louis Hagopian (Johns Hopkins University School of Medicine), JOHN RUYTER, Heidi Patterson, Jean-Marie Marhefka, and Audrey Blakely-Smith (Kennedy Krieger Institute)

- 92. Using a Differential Reinforcement Procedure to Increase Age-Appropriate Leisure Skills in an Adult with Mental Retardation. LAURIE E. BREEN Vanessa C. Ross, and Jennifer Zarcone (Kennedy Krieger Institute)
- 93. Distinct Stimulus Class Effects Associated with the Use of "Do" and "Don't" Requests in the Interruption of Preferred Activities. JOHN ADELINIS, Louis Hagopian, Michael Delia, William Worthy, Dawn Resau, and Vanessa Ross (Kennedy Krieger Institute)
- An Assessment of Punishment Fading in the Home and School Environments. TAMMERA KELLEY, Patricia Kurtz, Jennifer Zarcone, and Whitney Johnson (Kennedy Krieger Institute)
- 95. An Evaluation of the Effects of Reinforcer Quality and Duration. JOHN RUYTER (Kennedy Krieger Institute), Wayne Fisher, Cathleen Piazza (Johns Hopkins University School of Medicine), and Linda LeBlanc (Kennedy Krieger Institute)
- 96. Attention Revisited: Antecedent Manipulation to Reduce Tantrums. JUTTA "TUDI" THIELE and Brad Bezilla (The May Center for Child Development)
- 97. Analysis of Stimulus Generalization with Young Children Who Engage in Aberrant Behavior. JAY HARDING, David Wacker, Wendy Berg, Jed Ganzer, and Andrea Dalton (The University of Iowa)
- 98. Maintaining Dry Hands Using Dermapor Gloves as a Component of Treatment for Hand Mouthing. ISER G. DELEON, Brian A. Iwata, Juliet C. Burke (University of Florida), and Stephen Eversole (Columbus Medical Services, Inc.)
- 99. Teaching Gift-Wrapping Skills in a Quadruple Instructional Arrangement Using Constant Time Delay. Ellen L. Stonecipher and BELVA C. COLLINS (University of Kentucky)
- 100. Teaching Community Skills to Students with Moderate Disabilities: Comparing Combined Techniques of Classroom Simulation, Videotape Modeling, and Community-Based Instruction. Rachel Branham and BELVA C. COLLINS (University of Kentucky)

- 101. The Effects of Providing Instructive Feedback when Teaching Critical Information on Prescription Containers. Krista Cromer Owens and JOHN SCHUSTER (University of Kentucky)
- 102. The Effectiveness of Simultaneous Prompting with a Small Heterogeneous Group of Middle School Students when Taught Different Tasks Using Different Stimuli. Kathleen Fickel and JOHN SCHUSTER (University of Kentucky)
- 103.A Comparison of Hand Raising vs. Response Cards on the Behaviors of Students with Moderate to Severe Disabilities: Effects on Response Rate, On-Task Behavior, and Inappropriate Behavior. Amy Ketterer and JOHN SCHUSTER (University of Kentucky)
- 104. Use of Intensive Treatment Programming to Reduce Maladaptive Behaviors and Increase Adaptive Skills with Persons with Mental Retardation in Residential Placements. ANTIGONE MEANS (University of Mississippi), Sheila Williamson, Doug Buglewicz, B.J. Davis, Judis Hutchins, and Brenda Williams (North Mississippi Regional Center)
- 105. Evaluation of Staff Behavior. ERIK ARNTZEN (University of Oslo, Norway) and Inger Karin Almas (Bleiker Treatment Centre, Norway)
- 106. Water-Mist as a Punisher for Two Types of Problem Behavior. ERIK ARNTZEN (University of Oslo, Norway) and Stein Borre Werner (Habilitations Services - Oppland, Norway)
- 107. The Use of Noncontingent Reinforcement in the Reduction of Attention Maintained Problem Behavior: A Comparison of Within- and Across-Session Fading Procedures. AMY TAPIA, Joseph Lalli, and Kelly Kates (University of Pennsylvania School of Medicine)
- 108.An Analysis of the Function of Timeout Rooms in a Public Residential Facility for Persons with Developmental Disabilities. R.M. SCHELL (Western Carolina Center)
- 109. Comparison of two Procedures to Promote Compliance in Children. JACALYN S. SMELTZER, R. Wayne Fuqua, Beth Trojan, Jody Otten, and Christina Versavage (Western Michigan University)

110. Behavioral and Pharmacological Intervention in the Treatment of Food Refusal in Three Mentally Retarded Children. MARION OBBINK (Winckelsteegh Residential Facility, The Netherlands), Daniel Seys (University of Nijmegen, The Netherlands)

#155

Poster Session 5/24/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D EAB

#### **Experimental Analysis of Behavior**

- 111. Understanding: A Conceptual Reconstruction. SANDRA P. ALVAREZ, Fredy Moreno, Patricia Vasquez (ALAMOC), Andres Parra (Colombia), Olga Sastoque, Olga L. Maciado, Nasly J. Castillo (ALAMOC), and Sergio Sanchez
- 112.Speed and Accuracy Measures of Equivalence-Class Membership and Relatedness. ABDULRAZAQ A. IMAM (American University of Beruit)
- 113. Combinations of Response-Reinforcer Dependencies and Nondependencies in Humans: A Replication of Lattal (1974). CHERYL L. ECOTT, Jaime L. Weaver, and Thomas S. Critchfield (Auburn University)
- 114.Reinforcer Magnitude and Response-Independent Schedules of Reinforcement. CHERYL L. ECOTT, Jennifer Sand, Lori Swansburg, and Thomas S. Critchfield (Auburn University)
- 115.Reliability of Measures of Temporal Discounting. CATHY SIMPSON and Judy Vuchinich (Auburn University)
- 116.Melioration without Equilibria: An Analysis of Unequal Local Reinforcement Rates. MICHAEL B. EHLERT and Harold L. Miller (Brigham Young University)
- 117.DMTS and Availability: An Examination of Estimating Frequency and Probability. Lori Kahl and WENDY WILLIAMS (Central Washington University)
- 118.Can Fish Time? Schedules of Reinforcement in Carassius Auratus. LYNN E. TALTON, Jennifer J. Higa, and John Staddon (Duke University)
- 119. The Effects of Activators on Proper Disposal of Cigarette Butts. WILLIAM A. WATSON and John G. Cope (East Carolina University)
- 120.An Analysis of Variables Responsible for the "Inverted-U" Function in Schedule-Induced Polydipsia. JAMES T. TODD and Janet L. Pietrowski (Eastern Michigan University)

- 121. Contingent Relations Description Facilitates Rule-Following in a Generalization Task. NOEL CROOKS, Martha Peláez-Nogueras, Jacob Gewirtz, Michael Markham, and Jerry Galindo (Florida International University)
- 122. Choice, Reinforcer Magnitude, and Molar Maximizing. JAMES S. MACDONALL (Fordham University)
- 123. Overmatching, Travel Time, and COD Concurrent Interval Schedules. JASON R. DENNIS, Adam A. Hanes, Bradley M. Busing, Aaron M. Koehlhoeffer, and James D. Dougan (Illinois Wesleyan University)
- 124.Reinforcer Size, Unit Price, and Demand Elasticity on Simple Ratio Schedules. D.E. CANTRALL, J.W. Freeman, and James D. Dougan (Illinois Wesleyan University)
- 125.Brand as Contextual Clue in Decision Process. RENE QUINONES, Martiza Sandoval, and Diana Forero (Konrad Lorenz University)
- 126.Assessing Behavioral Impulsivity in Preschool Children Using a Self-Control Paradigm. AMY BOYAJIAN MACE, Edward S. Shapiro, and George J. DuPaul (Lehigh University)
- 127. Behavioral Contrast in Humans Responding On Three- or Four-Component Multiple Schedules. JEFFREY WEATHERLY, Linda Castle, Ashley McMurry, and Cam Melville (McNeese State University)
- 128. Changing Reinforcers at Halftime: Within-Session Response Patterns when Reinforcement Rates Differ Between Halves. ASHLEY MCMURRY, Hanna Rue, Cam Melville, and Jeffrey Weatherly (McNeese State University)
- 129.Behavioral Contrast in Humans with Changes in Percentage, but not Rate of Reinforcement. JASON STOUT, Cam Melville, and Jeffrey Weatherly (McNeese State University)
- 130. Positive and Negative Contrast as Habituation to the Reinforcer. HANNA RUE, Cam Melville, and Jeffrey Weatherly (McNeese State University)
- 131.Behavioral Control by Serial and Simultaneous Features in Discrimination learning as a Function of the Saliency of Feature and Target Stimuli. EDUARD VAN WIJK, Roald Maes, and Jo Vossen (NICI, University of Nijmegen)

- 132.An Operant Simulation of Frequency-Dependent Predation: Effects of Prey Density, Prey Profitability, and Choice Procedures. YOSHIHISA UCHIDA and Masato Ito (Osaka City University)
- 133. Different Stimulus Control Relations in a Simultaneous Auditory Discrimination: A Replication of Harrison (1990). CACILDA BARBOSA AMORIM (Pontificia Universidade Católica de São Paulo - PUCSP)
- 134. Adventitious Relations Among Activities and Environmental Events in Children: Effects of Prior Response-Contingent Reinforcement and Different Response-Independent Schedules. MARCELO FROTA BENVENUTI (Pontificia Universidade Católica de São Paulo, Brazil)
- 135. Different Histories of Reinforcement a Relation to an Independent Reinforcement. SIMONE SIMON, Daniela C. B. de Carvalho, and Luciana Andreotti (Pontificia Universidade Católica de São Paulo, Brazil)
- 136. Taking the Good Luck Out of Pot Luck: Preference for Variable Schedules Without Small Minimum Values. KATHLEEN BAILEY, Matthew Andrzejewski, Leslie Cohen, and Philip N. Hineline (Temple University)
- 137.Effects of Varying Probabilities of Reinforcement in a Multiple Temporal Schedule with and without tDand tDelta- Correlated Stimuli. EMILIO RIBES-INESTA, Carlos Torres, and Alfredo Mayoral (Universidad de Guadalajara)
- 138.Performance in Temporal Schedules with Different Probabilities of Reinforcement in tD- or tDelta-Correlated Stimuli. CARLOS TORRES, Emilio Ribes-Inesta, and Alfredo Mayoral (Universidad de Guadalajara)
- 139.Performance in Temporal Schedules with Different Probabilities of Reinforcement with and without Correlated Stimuli. EMILIO RIBES-INESTA (Universidad de Guadalajara) and Julio A. Pina (Universidad de Sonora)
- 140.Acquisition of Number Concept in Preschool Children through Conditional Relations and Generalization. JOAO S. CARMO (Universidade da Amazonia) and Olava F. Galvao (Universidade Federal do Para)

- 141. Changes in Training Stimulus Composition and Control by Elements of Compound Stimuli.

  ALESSANDRA ROCHA DE ALBUQUERQUE, Elenice S. Hanna, and Michela Rodrigues Ribeiro (Universidade de Brasilia)
- 142. Subjective Value: On the Equivalence between Probability and Delay. JOAO CLAUDIO TODOROV, Christiano Coelho, and Elenice S. Hanna (Universidade de Brasilia)
- 143.A Comparison of Exclusion and Trial-and-Error Training across Several Sets of Auditory-Visual Conditional Discriminations. Cristiana Ferrari (Universidade Estadual Paulista-Marilia), JULIO C. DE ROSE (Universidade Federal de Sao Carlos, Brazil)
- 144. Suppressive Effects of Electric Shock as a Function of Abrupt vs. Gradual Increase in Shock Intensity. PAULO GUILHARDI, Deisy das Gracas de Souza, and Maria de Jesus Dutra dos Reis (Universidade Federal de Sao Carlos)
- 145. The Interactions and Interdependencies of Food Postponement Paradigms. STEPHEN C. HAWORTH and Frans Van Haaren (University of Florida)
- 146. Category Clustering, Reinforcer Estimation, and Stimulus Equivalence: Comparison of Behavioral and Cognitive Measures of Stimulus Classes. KATHERINE STEWART, Olive Hollinger, Michele Mathis, Margery Ellege, Jacqueline D'Louhy, Carol Pilgrim, and Mark Galizio (University of North Carolina at Wilmington)
- 147. Comparing Fixed Ratio Interval Performances in Humans. MICHAEL FLYGER, Richard Anderson, Shawn Dearman, and Jesus Rosales-Ruiz (University of North Texas)
- 148. Comparing the Effects of Extinction on Performance after Fixed Ratio and Fixed Interval Schedules in Humans. RICHARD ANDERSON, Michael Flyger, Shawn Dearman, and Jesus Rosales-Ruiz (University of North Texas)
- 149. Concurrent Schedules: Effects of Contingency on Estimates of Bias Away from an Aversive Stimulus (White Noise). TINA M. McADIE, T. Mary Foster, W. Temple (University of Waikato)

- 150.Progressive-Ratio Schedules: Effects of Later Schedule Requirements on Earlier Performance. ADAM P. DERENNE and Alan Baron (University of Wisconsin, Milwaukee)
- 151.The Effects of Low Variability during Acquisition on Resurgence and Variability in Extinction. DONALD McCARY, Cloyd Hyten, and Bryon Neff (University of North Texas)
- 152. Punishment: Avoidance or General Slowdown. ERIN KANE, Kevin Munson, and John Crosbie (West Virginia University)
- 153. Effects of Punishment on Behavior Maintained by Avoidance. JULIE SADLER and John Crosbie (West Virginia University)
- 154. Acquisition, Extinction, and Reacquisition of Responding with Delayed and Immediate Reinforcement. TOM BYRNE, Glen Sutphin, and Alan Poling (Western Michigan University)

Poster Session 5/24/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D EDC

### **Education**

- 155.Effects of Copy-Cover-Compare vs. Add-a-Word Spelling Programs on the Acquisition, Maintenance, and Generalization of Correctly Spelled Dolch Sight Words by Primary-Level Students in Special Education. Kellie Link (Canal Winchester Public Schools), TIMOTHY HERON, and Yvonne Goddard (The Ohio State University)
- 156.Effects of Self-Monitoring on the On-Task and Written Language Performance of Students with Learning Disabilities. Laura H. Wolfe (Columbus City Schools), TIMOTHY E. HERON, and Yvonne Goddard (Ohio State University)
- 157. The Relative Effects of Self-Monitoring on the On-Task Behavior and Academic Productivity of Elementary School Children with Serious Emotional Disabilities. LILA S. LEVENDOSKI (Columbus Public Schools) and Gwendolyn Cartledge (Ohio State University)
- 158. Teaching Choice Making, Communication Skills, and Self-Control to a Child with Severe Behavior Problems. CYNDI CANIGLIA (East Valley School District), Amy J. Royster, and Stephanie M. Peck (Gonzaga University)

Sunday, May 24 147

- 159. Visual Imagery and Structure Word Prompts to Increase the Number of Written Words and Number of Different Written Words during Creative Writing. RANDY SEEVERS (Eastern New Mexico University)
- 160.Parents as Reading Instructors Using a Direct Instruction Program. Tara Ebey, NANCY MARCHAND-MARTELLA, and Ronald Martella (Eastern Washington University)
- 161.Academic Task Choice to Decrease Inappropriate Student Behavior. Christina Koropouli, LAURA FREDRICK, and Paul Alberto (Georgia State University)
- 162. Teaching Letter Sounds to a Preschooler. ALLISON DRAGO and Thomas McLaughlin (Gonzaga University)
- 163. The Comparison of Two Prompting Procedures when Teaching Functional Skills to Children with Autism. TRACEY FRANK, Dawn Ibberson, Kelly Herman (Kennedy Krieger Institute), and Louis Hagopian (Johns Hopkins University School of Medicine)
- 164.Effect of Antecedent and Consequent Strategies to Increase Teacher Implementation of a Peer Tutoring Intervention. DONNA GILBERTSON, Joseph Witt, and Lynn LaFleur (Louisiana State University)
- 165.Effects of Interspersing Brief and Easy Math Problems on Time Allocation to Computer Delivered Assignments. GREGG JOHNS, Christopher H. Skinner, and Gregory L. Nail (Mississippi State Hospital)
- 166. The Use of Conspicuous Timing During
  Curriculum-Based Measurement: A Multicultural
  Comparison of Timing Effects. SANPIER M. SIMS,
  Christopher H. Skinner, Tawny N. Evans, and
  Carlen Henington (Mississippi State University)
- 167. Managing Aggressive Thoughts and Feelings with Daily Counts of Non-Aggressive Thoughts and Feelings: A Self-Experiment. DOUGLAS KOSTEWICZ, Rick Kubina, Jr., and John Cooper (Ohio State University)
- 168. Increase the Frequency of Completing Homework
  Using Instructions and Checking by the Teacher and
  Self-Reports of the Students. ALDAYSA VIDIGAL
  (Pontificia Universidade Católica de São Paulo,
  Brazil)

- 169. Description and Effects of Teaching Positive Social Behavior in a Structured Youth Sport Setting. TOM SHARPE (Purdue University), Marty Brown, Laurel Foulk (NE Public Schools), and Tonya Vyhlidal (University of Nebraska-Lincoln)
- 170. Specificity of Effects Using an Applied Behavioral Analysis in Approach for Learning Disabilities in a Boy Prenatally Exposed to Dilantin. TAMRA S. WEINER, Raymond G. Romanczyk, and Peter J. Donovick (State University of New York at Binghamton)
- 171. Shaping a Traditional Classroom via Teacher Observation and In Situ Training. KENYA CLAY (Teachers College, Columbia University)
- 172.Middle School Students Using Stimulus
  Equivalence to Train Reading Skills in Preschoolers.
  ALLYSON BASS and Callie Bannon (Thomas
  Jefferson Middle School)
- 173.Learning of the Telling Time Repertoire by Persons with Down Syndrome. RICARDO BOTTA and Maria da Piedade R. da Costa (Universidade Federal de Sao Carlos)
- 174.Parent-Implemented Language Intervention During Story-Book Reading with Children with Disabilities. Arlene Jacina and MARY LOUISE HEMMETER (University of Kentucky)
- 175.A Comparison of Activity-Based Instruction and Didactic Instruction in Inclusive Preschool Programs. MARY LOUISE HEMMETER and Jennifer Grisham-Brown (University of Kentucky)
- 176.Effects of Goal Setting and Public Posting of Inappropriate On-Court Behaviors by Collegiate Tennis Players. ZARINA J. GALVAN and Phillip Ward (University of Nebraska-Lincoln)
- 177. Teaching Teachers to Deliver Instructional Behaviors: The Effects of Directed Rehearsal. TIMOTHY BARRETT, Ferman Konukman (University of Nebraska-Lincoln)
- 178. Teaching Teachers to Teach: The Effects of a Semi-Immediate Teaching Effectiveness Feedback Form. BRAD C. JACKSON and Linda J. Hayes (University of Nevada)

Sunday, May 24 149

- 179. Enhancing the Performance of Students who are Difficult to Motivate: Using an Exponential Moving-Average Procedure to Calculate Response Deprivation Schedules of Reinforcement. JESSE W. JOHNSON (University of Utah), Alan C. Repp, Toni Van Laarhoven (Northern Illinois University), and Carol Dahlquist (School Association for Special Education in DuPage)
- 180. Training Children to Read Novel Words by
  "Sounding Them Out": Constructed Responding,
  Phonological Recording, and the Stimulus Control
  of Receptive and Expressive Sequencing. DAN
  PALMER and Bernard Guerin (University of
  Waikato)
- 181.The Effect of High Rate and Low Rate Schedules on Reinforcer Preference in Humans. ERIC M. MESSICK (West Virginia University)

#157
Poster Session
5/24/98
5:00 PM- 6:30 PM
Northern Hemisphere
B, C, D
OBM

### Organizational Behavior Management

- 182.Developing Performance Management Systems in a Medical School Clinic Setting. ROBERT BABCOCK and Toni Thomas (Emory Autism Resource Center)
- 183.Behavioral Momentum in Professional Football. THOMAS E. SCHOENFELDER, Diane R. DiClemente, and Ellyn G. Brecher (Temple University)
- 184. Escalation of Commitment: Point or Process? The Effects of Personality, Instruction, and Reinforcement Schedule. JOSEPH D. CAUTILLI and Donald A. Hantula (Temple University)
- 185. The Use of Equivalence Training in the Acquisition of Perfect Pitch. JILL PELLICCIARNI, Amanda C. Nicolson and Linda J. Hayes (University of Nevada)
- 186.Impacting Safety Policies and Practices on a University Campus. JENNIFER L. KING, Eric Burkholder, Ramona Houmanfar, Monica M. Garlock and Linda J. Hayes (University of Nevada)
- 187. An Analogue Study of the Impact of Compensating Worker Safety Outcomes on Reports of Injury.

  MIKE R. JOHNSTON, Eric Burkholder, Jennifer King, Cristin D. Harrison and Linda J. Hayes (University of Nevada)

- 188. Using Behavior Analysis to Develop More Effective Media Promoting Workplace Safety. ERIC BURKHOLDER, Brian Gaunt, Jennifer King, Ramona Houmanfar, Monica M. Garlock and Linda J. Hayes (University of Nevada)
- 189. Improving the Promptness and Accuracy of Employees' Time Logs. MONICA M. GARLOCK and Linda J. Hayes (University of Nevada)
- 190. The Development of an Effectiveness Assessment Plan for University Enrollment Services. SALLY A. DITTLOFF, Gail Faulstich, Melisa N. Choroszy, Frank Avera, and Gary Hurley (University of Nevada)
- 191.Implementing a Client Safety Component into a Variable Pay Plan for Human Service Workers. SALLY RITCHEY, Mark R. Dixon, Linda J. Hayes (University of Nevada)
- 192. Prompting Safety Belt Use at a Restaurant. ALICIA GONZALEZ, RYAN OLSON, John Austin (Western Michigan University)
- 193.Performance Improvement as a Function of Delay of Feedback and Reinforcement. John Austin and ALICIA GONZALEZ (Western Michigan University)
- 194. Participation of Women as Authors and Subjects in Articles Published in the Journal of Organizational Behavior Management. Kimberly Jarema, Susan Snycerski, Susan Bagge, John Austin, and ALAN POLING (Western Michigan University)
- 195. Applying Performance Management in an Internship Setting. P. ADAM VAN ASSCHE and Barbara R. Bucklin (Western Michigan University)

### **Teaching Behavior Analysis**

- 196. Taking a Behavioral Course in Child Development:
  Does it Help or Does it Hurt? GARY NOVAK and
  Rosy Matos (California State University, Stanislaus)
- 197. Transforming Not Translating: Altering
  Terminology to Improve Japanese Students'
  Understanding of Elementary Principles of
  Behavior. SATORU SHIMAMUNE, Ikue
  Muguruma, Toru Watai, Yoshihiko Fukami, and
  Rika Johkoh (Naruto University of Education)

#158
Poster Session
5/24/98
5:00 PM- 6:30 PM
Northern Hemisphere
B, C, D
TBA

Sunday, May 24 151

- 198. Supervisory System of Research: An Application of Behavioral Principles in a Psychology School. MAURICIO AGUIRRE SERENA, Brenda Trujeque Enriquez, Alma Contreras Robles, Adriana Pérez Ramos, Isaac Echazarreta Nieves, and Mario Zarate González (Universidad Veracruzana, Region Veracruz)
- 199. Training Parents and Teachers in Applied Behavior Analysis Principles to Control Behavioral Problems of Kindergarten's Children. MARCO WILFREDO SALAS MARTINEZ, Leticia Margarita Pescina Hernandez, and Dinorah Leon Cordoba (University of Veracruz)

### The Behavior Analysis Training System

Chair: Jacalyn Smeltzer (Western Michigan University)

- 200.Rat Chaining Through the Use of Operant Conditioning. AMY SCRIMA, Michelle Seymore, June Phillips-Nemeth, Wendy Jaehning and Richard W. Malott (Western Michigan University)
- 201.Stop Procrastination with Performance Management. ANDREA POLHAMUS, David Brzezicki, Joel Parish, and Richard W. Malott (Western Michigan University)
- 202. Using a Behavioral Research Supervisory System to Manage Student Performance in Graduate School. BRIAN OVERMYER, Jeff Hoxworth, and Richard W. Malott (Western Michigan University)
- 203.A Behavioral Systems Analysis Approach to an Applied Behavior Analysis Practicum Program in Professional Psychology. CHRISTINA VERSAVAGE, Jacalyn S. Smeltzer, Richard W. Malott, and James H. Kaye (Western Michigan University)
- 204. Using Behavioral Systems Approach in the Continuous Improvement of a Psychology Course. DON ROHN, Felicia Crawford, and Richard W. Malott (Western Michigan University)
- 205. Self Development Interviews: A Method of Evaluating Interpersonal, Social, and Technical Skills. JESSICA KORNEDER and Richard W. Malott (Western Michigan University)

- 206. Videotaping the Performance of Teaching
  Apprentices of an Introductory Class in Behavior
  Analysis to Improve the TA Manual as a Job Aid.
  JULIA BUCHENAU, Debbie Mulder-Kimble, Jody
  Otten, and Richard W. Malott (Western Michigan
  University)
- 207. Continuous Quality Improvement of a Voluntary Honors Program. KELLY ANN HOBBINS, Janna Winner, Beth Trojan, and Richard W. Malott (Western Michigan University)
- 208.Behavior Academic Career Counseling: A Behavior Systems Analysis Approach. SUMMER LUCAS, Patrick Thompson, Tonya Jones, Dan Sikora, and Richard W. Malott (Western Michigan University)
- 209. The Behavior Analysis Training System at Western Michigan University. JACALYN S. SMELTZER and Richard W. Malott (Western Michigan University)

### Member Recruitment and Retention Committee

Chair: Keith Allen (Munroe-Meyer Institute)

To develop strategies for recruitment of new members and retainment of existing members.

### Trainer's Forum Special Interest Group

Chair: Jennifer Sobie (Western Michigan University)

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 discusses.

# Cambridge Center for Behavioral Studies

Chair: Dwight Harshbarger (The Browns Group)
Membership on the Executive Committee of the Board
of Trustees of the Cambridge Center for Behavioral
Studies

### **ABA Student Committee**

Chair: Mark Dixon (University of Nevada)

Discuss the ABA Student Committee activities

#### #159

Business Meeting 5/24/98 6:30 PM- 7:20 PM Oceanic 7

#### #160

Business Meeting 5/24/98 6:30 PM- 7:20 PM Europe 1

#### #161

Business Meeting 5/24/98 6:30 PM- 7:20 PM Oceanic 8

#### #162

Business Meeting 5/24/98 6:30 PM- 7:20 PM Oceanic 3

Sunday, May 24 153

Business Meeting 5/24/98 6:30 PM- 7:20 PM

### Annual Meeting of the Organizational Behavior Management Network

Chair: Linda Hayes (University of Nevada, Reno)
The activities and outcomes of the OBM Network will be discussed along with plans for the upcoming year. The meeting is open. Cocktail hour to follow

#### #164

Business Meeting 5/24/98 6:30 PM- 7:20 PM Oceanic 1

### **Behavioral Safety Special Interest Group**

Chair: Beth Sulzer-Azaroff (University of Massachusetts)

The purpose of this meeting is to share and gather information with other members interested in behavioral safety. This will be the first meeting in behavioral safety held at ABA. Specifically, we would like to survey members for ideas on the future direction of the group and the field, formalize a member roster, and share some of our objectives and goals for the upcoming year.

#### #165

Business Meeting 5/24/98 6:30 PM- 7:20 PM Oceanic 6

# Behaviorists for Social Responsibility Special Interest Group

Chair: Mark Mattaini (Columbia University School of Social Work)

Planning SIG activities related to behavior analysis and social justice concerns for the coming year.

#### #166

Business Meeting 5/24/98 6:30 PM- 7:20 PM Oceanic 5

### **Behavior Analysis in Corrections**

Chair: Dudley Terrell (Federal Correctional Institution)
To review what we have achieved in the past year, to
discuss current funding sources, and to recruit new
members.

# #167

Reunion 5/24/98 7:30 PM- 9:00 PM Asia 1

### **OBM Network Hospitality Suite**

Chair: Linda Hayes (University of Nevada, Reno)

#### #168

Reunion 5/24/98 7:30 PM- 9:00 PM Oceanic 4

### B. F. Skinner Foundation Hospitality Suite

Chair: Julie Vargas (West Virginia University) Discuss foundation activities.

#169 Reunion 5/24/98 7:30 PM- 9:30 PM Oceanic 1

#170 Reunion 5/24/98 7:30 PM- 9:30 PM

Oceanic 3

Reunion 5/24/98 7:30 PM- 9:30 PM Oceanic 5

#172

#171

Reunion 5/24/98 7:30 PM- 9:30 PM Oceanic 2

#173

Special Event
5/24/98
10:00 PM- 12:00 AM
Southern Hemisphere III
Audiotaped

# Temple University: Friends and Relations

Chair: Philip Hineline (Temple University)
People can bring or do whatever they like, as long as it's legal and in good taste.

# Western Michigan University Reunion

Co-Chairs: Alyce Dickinson, Howard Farris, and R. Wayne Fuqua (Western Michigan University)

### **Standard Celeration Chart Data Sharing**

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

### Cambridge Center for Behavioral Studies

Chair: Betsy Constantine (Cambridge Center for Behavioral Students)

#### **Behavioral Follies**

Chair: Linda and Steven Hayes (University of Nevada, Reno)

Social event organized by the University of Nevada

Sunday, May 25 155

=SPECIAL EVENTS	7:00 AM	8:00 AM	9:00 AM	10:00 A	AM	11:00 AM	12:00	PM	1:00 PM
Oceanic 1		#79 JPS	#93 EAB	·: Olf		110 EAB			#130a EAB
Oceanic 2		Workshop #73 Program	Studies of Car #83 TPC	#99 TPC			#114 TE	PC	#131 TPC
		Committee	Theoretical #80 EDC	Stimuli, I #96 EDC			(MORR #118 EI		Theoretical.
Oceanic 3		Dieta.	Data-Based	Effective	Educa	tional	Behavio	oral As	sessment
Oceanic 4		#74 Journal of	#89 EDC Applying Rec	ent   C				¥121 E Instruc	tional
Oceanic 5		#78 Undergrads.	#81 TBA (GROSSEN)	#97 TBA		hilosophical			#127 TBA Issues in I
Oceanic 6		#77 TBA	#84 CSE	#:	106 CS	E		#119 C	SE
0		Editorial Brd #72 Behavior			103 AU		ons   1  #116 A1		#126 AUT
Oceanic 7		and Fitness #75 Verbal	Interbehavior	al and E		on of	Early		Treatment .
Oceanic 8		1	Home-Based		ons F	reventing Se	xually		Innovative .
Asia 1			#82 OBM (JOHNSON)	#95 OBN Toward a		109 OBM Teaching OBN	√Iat		#128 OBM Six Years .
Asia 2			#94 EAB		ħ	111 EAB			#125 EAB
Asia 3			Topics II #85 DEV	#1	101 DI		DEV	•	GALBICK <i> </i>  #132
			Behavioral Hi		FIELD: 102 AU		ces in Bo		ral DEV
Asia 4			Children with	W	Vhat Ca	an the	Problem		Building
Asia 5			#86 DDA Comparison of		100 DI F <b>AVE</b> l		DDA in		#129 DDA Assessment
Europe 1			#87 DDA Recent		104 DI			#122 I	
Europe 2		#76	#92 VRB		#	108 OTH	#	#120 <b>\</b>	/RB
Europe 3		JABA	Conceptual ar	<u>ıd</u>	. [1	Recent Advan	ces	Curren	t Issues in #130b EAB
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Southern Hemisphere I									
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Southern Hemisphere IV/V		J							
Northern Hemisphere A1									
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Northern Hemisphere A3		BA Student Breakfast		#98a OB	BM		#117 O		#133
Northern Hemisphere A4				2			1		
Northern Hemisphere BCD	L		_						

=SPECIAL EVENTS	2:00 PM	1 3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM
Oceanic 1	#130a #14	2 EAB at do I do with, .		-	#164 Behs		ole University
Oceanic 2	#131 (cont)	)			DOM	[#172	bridge Center
Oceanic 3	#140 EDC	de Update:			#162 ABA	#170	
Oceanic 4	#121 #14	4 EDC	-		<u> ADA</u>	#168	
Oceanic 5	#136 TBA	1	1		#166	#171	
		II Using			#165		dard Celeration
Oceanic 6	Feminist F	ractice and			Socia #159	al Resp	
Oceanic 7		Old Issues	]		Men #161		
Oceanic 8	Behavioral		7			bridge	
Asia 1		intaining the			OBN		1 Hospitality
Asia 2	Topics in t	he EAB III					
Asia 3		Role of					
Asia 4		r Children					
Asia 5		gration of					
Europe 1	#122 #14 (cont) Part	3a DDA licipant			#160 Train		
Europe 2	#137 OTH Women Be	having Boldly:					
Europe 3	#130b #14	3b EAB Ideal Free					
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Southern Hemisphere I							
Southern Hemisphere II						Don	#173 't miss the
Southern Hemisphere III			#151 Presidentia			BEHAVIO	RAL FOLLIES! n 12:00 a.m.
Southern Hemisphere IV/V			Scholar's Address				Hemisphere III
Northern Hemisphere A1	1						
Northern Hemisphere A2		17b AUT ly Intervention	}				
Northern Hemisphere A3	#133 OBM Behaviora	I (cont)	_				
Northern Hemisphere A4							
Northern Hemisphere BCD				#152 to # 15 Poster Sessi			

Association For Behavior Analysis
An International Organization

Special Events

Reunions/Receptions

Convention Session

Presidential Addres

ABA Social

Day Schedule

Monday, May 25

### **SPECIAL EVENTS**

Aerobics Workout. Chair:

Kimberly Lucker.

#174

	Killiberry Lucker.		Salo, ADA Flesidelli. A New		
#177b	ABA Business Meeting Chair: James Johnston		Phase of Behavioral Analysis. Chair: James Johnston.		
#179	JPS Workshop. Chair: Christina Versavage and Jacalyn Smeltzer.				
INVIT	ED PRESENTATIONS				
#183	Communicating the Benefits of the Behavioral Approach to the Business Community. Chair: Alyce Dickinson.	#223	The Value of Skinner's Analysis of Verbal Behavior for Teaching Language to Children with Autism. Chair: Mark Sundberg.		
#185	The Scientist Practitioner in Behavior Analysis: A Case Study. Chair: William Dube.	#247	Integrating Applied Behavior Analysis into Teacher Preparation Programs With a		
#212	Best Practices: Advocacy and Cultural Change. Chair: Richard Rakos.		Little Help From Hollywood. Chair: Laura Fredrick.		
REUNI	ONS/RECEPTIONS				
#178	In Memoriam Ellen P. Reese, 1926-1997. Chair: Barbara Etzel.	#260	ABA Social. ABA Dance with a disc jockey and cash bar. No ticket required for admission.		
#259b	Memorial for W. Frank Epling. Chair: Joseph Morrow.		Free to all convention registrants.		

#249

Presidential Address. Masayo Sato, ABA President. A New

# **Convention Sessions**

#### #174

#### Aerobics Workout

# Special Event 5/25/98

7:00 AM- 7:45 AM

Southern Hemisphere III

Attendees will be led through an aerobic workout. The session will be 45 minutes in length. The session will be set to music and will combine elements of several varieties of aerobic workout (e.g., low impact, funk). Attendees should wear appropriate supportive and padded footwear and should be dressed in comfortable workout clothing.

Chair: Kimberly Lucker (Florida State University)

#### #175

**Business Meeting** 5/25/98 8:00 AM- 8:50 AM Oceanic 2

# **Balance Special Interest Group**

Chair: Stephen Flora (Youngstown State University)

To review the past year's activities, elect new officers and plan for next year

# #176

# **Business Meeting** 5/25/98 8:00 AM- 8:50 AM Oceanic 6

### #177a **Business Meeting** 5/25/98 8:00 AM- 8:50 AM Oceanic 4

#### #177b

# **Business Meeting**

8:00 AM - 8:50 AM Oceanic 3

# Rehabilitation and Independent Living Special **Interest Group**

Chair: Charles Merbitz (Illinois Institute of Technology) Elect officers, set goals and activities for 1998-99 Chicago Association for Behavior Analysis, BASIL, and Standard Celeration SIG.

### Standard Celeration Society and the Standard **Celeration Charting Special Interest Group**

Chair: Stephan Graf (Youngstown State University) The Standard Celeration Society and SCC-SIG share and spread information about current applications of precision learning and teaching.

### **ABA Business Meeting**

Chair: James Johnston (Auburn University)

The meeting agenda will consist of a review of past meeting 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 and Office Management, MARIA E. MALOTT, (Malott & Associates)
- Affiliated Chapters Board, GERALD L. SHOOK (Shook & Associates) and SIGRID GLENN (University of North Texas)

- Education Board, LINDA HAYES (University of Nevada, Reno)
- 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, MASAYA SATO (Keio University) and EDELGARD WULFERT (SUNY at Albany)
- Standards and Accreditation Board, JAY MOORE (University of Wisconsin, Milwaukee)

In Memoriam Ellen P. Reese, 1926-1997

Chair: Barbara Etzel (University of Kansas)

Presenter: Jane S. Howard (California State University of Stanislaus)

To recognize the professional life of Ellen P. Reese; a past president of ABA and well known for her contributions to the behavioral literature. Friends of Ellie Reese are encouraged to participate. Time will be given for any comments you would like to make about how her life and career influenced your professional life

Getting the Job: What Employers are Looking For

Chair: Christina Versavage and Jacalyn Smeltzer (Western Michigan University)

- KENT JOHNSON (Morningside Learning Systems)
- AUBREY DANIELS (Aubrey Daniels & Associates)
- JOE MORROW (Applied Behavior Consultants)

Parent Education: Strategies for Improving Effective Treatment Outcomes

Chair: Howard Schneider (NSSA: The Martin C. Barrell School)

- NANCY SHAMOW (NSSA: The Martin C. Barrell School)
- ED FENSKE (Princeton Child Development Institute)
- DAWN BUFFINGTON (Institute for Educational Achievement)

#178

Reunion 5/25/98 8:00 AM- 8:50 AM Oceanic 7

#179

JPS Workshop 5/25/98 8:00 AM- 8:50 AM Oceanic 1

#180 Panel Discussion 5/25/98 9:00 AM- 9:50 AM Northern Hemisphere A2 AUT

Panel Discussion 5/25/98 9:00 AM- 9:50 AM Northern Hemisphere A3 OBM

#### #182

Panel Discussion 5/25/98 9:00 AM- 9:50 AM Oceanic 6 CSE

#### #183

### Invited Address

5/25/98 9:00 AM- 9:50 AM Asia 1 OBM Audiotaped

#### #184

Panel Discussion 5/25/98 9:00 AM- 9:50 AM Europe 2 OTH

#### #185

### Invited Address

5/25/98 9:00 AM- 9:50 AM Asia 2 EAB

#### #186

Audiotaped

Symposium 5/25/98 9:00 AM- 10:20 AM Oceanic 8 CBM

# Behavioral Safety and the Bottom Line: The Cost of Intervention, Performance Gains and Financial Risk

Chair: Dwight Harshbarger (Pareto Solutions, Inc.)

- TERRY MCSWEEN (Quality Safety Edge)
- DONALD HANTULA (Temple University)

# One Act with Three Players: Turning Critics of Behavior Analysis into Partners for Positive Change

Chair: Gregory Olley (University of North Carolina at Chapel Hill)

- JEANNE GOLDEN (East Carolina University)
- JON BAILEY (Florida State University)

# Communicating the Benefits of the Behavioral Approach to the Business Community

Chair: Alyce Dickinson (Western Michigan University)

• PAUL BROWN (Instructional Design Associates)

# Advancing Applied Behavior Analysis I: Credentialing

Chair: Gerald Shook (Shook & Associates)

- JAMES JOHNSTON (Auburn University)
- GERALD SHOOK (Shook & Associates)
- MICHAEL HEMINGWAY (Florida Dept of Children & Families)

# The Scientist Practitioner in Behavior Analysis: A Case Study

Chair: William Dube (E. K. Shriver Center)

MURRAY SIDMAN (New England Center for Autism)

# Dimensions of Acceptance and Change in Experimental and Clinical Contexts

Chair: Erik Augustson (Univ. of Alabama at Birmingham School of Medicine)

Discussant: Steven Hayes (University of Nevada at Reno)

Monday, May 25

- Treating Socially Phobic Substance Abusers:
   Acceptance "or" Change? EDELGARD WULFERT
   (State University of New York, Albany)
- Issues of Acceptance in Chronic Pain Populations. ERIK AUGUSTSON (Univ. of Alabama at Birmingham School of Medicine)
- What is there to Fear? Conceptual and Experimental Dimensions of Fear and Anxiety-Related Phenomena. JOHN FORSYTH, Anjali Palav, and Kevin Duff (State University of New York, Albany)
- Shaping Experiential Acceptance: Therapist
   Training and Client Process. ELIZABETH
   GIFFORD and Steven Hayes (University of Nevada,
   Reno)

Panel Discussion 5/25/98 9:00 AM- 10:20 AM Oceanic 3 EDC

# Combating Educational Fads: History, Effects and Remedies

Chair: Corrine Donley (University of Wisconsin Oshkosh)

- THOMAS FISCHER (University of Wisconsin Oshkosh)
- HOWARD SLOANE (Cambridge Center for Behavioral Studies)
- LIBBY STREET (Central Washington University)
- CATHY WATKINS (California State University, Stanislaus)

#188

Symposium 5/25/98 9:00 AM- 10:20 AM Asia 5 DDA

### Positive Behavior Support: Highlighting Outcomes

Chair: Donald Kincaid (West Virginia University Affiliated Center for Dev)

Discussant: Glen Dunlap (University of South Florida)

- Developing and Achieving Goals Via the Use of Person-Centered Planning Techniques. KURT FREEMAN, Cynthia Anderson (West Virginia University), and Donald Kincaid (West Virginia University Affiliated Center for Development)
- Using Functional Assessment Information to Produce Meaningful Lifestyle Outcomes.
   CYNTHIA ANDERSON, Kurt Freeman (West Virginia University), and Donald Kincaid (West Virginia University Affiliated Center for Development)

- Using Positive Behavior Support Approaches to Develop a Community for an Adult with Developmental Disabilities and Challenging Behavior: Exploring Team Issues. RACHEL BOWMAN (Kennedy Krieger Institute) and Donald Kincaid (West Virginia University Affiliated Center for Development)
- Integrating the Components of Positive Behavior Support into a Comprehensive Plan. SCOTT SPAULDING, Kurt Freeman (West Virginia University), and Donald Kincaid (West Virginia University Affiliated Center for Development)

# In the Footsteps of the Legacy: A Symposium Dedicated to the Work of William Schoenfeld

Chair: Celia Wolk Gershenson (University of Minnesota)

- Overshadowing of a Historical Figure: Schoenfeld's Contributions to Experimental Analysis of Behavior. JAMES DINSMOOR (Indiana University)
- Pavlovian-Operant Interactions: A Schoenfeld Legacy. PHILIP BERSH (Temple University)
- Another Strand of the Legacy: Response Variability. CELIA WOLK GERSHENSON (University of Minnesota)

# Innovations in Data Collection and Analysis

Chair: Winifred Ju (Father Flanagan's Boys' Home) Discussant: Larry Williams (University of Nevada, Reno)

- School Yard Bullies and Forgotten Nobodies: A Social Feedback Intervention to Improve the Social Skills of Peer-Rejected Adolescents in a Residential Care Setting. WINIFRED JU (Father Flanagan's Boys' Home), Scott Compton (Durham Veteran's Affairs Medical Center), Steven Soper, (Father Flanagan's Boys' Home), Thane Dykstra (Trinity Services, Inc.), William Follette (University of Nevada, Reno), and Patrick Friman (Father Flanagan's Boys' Home)
- Observational Coding in Acceptance and Commitment Therapy. ROBERT TOWNSEND, Elizabeth Gifford, Robyn Walser, and Steven Hayes (University of Nevada, Reno)

#189 Symposium 5/25/98 9:00 AM- 10:20 AM Oceanic 7 EAB Audiotaped

#190 Symposium 5/25/98 9:00 AM- 10:20 AM Oceanic 1 EAB

Monday, May 25

- Observational Ratings of Functional Analytic and Cognitive Therapy Strategies: Training and Maintaining Rater Reliability. CHAUNCEY PARKER (University of Washington)
- Developing a Context-Sensitive Measure of Adherence/Competence for Dialectical Behavior Therapy. JONATHAN KANTER, Kelly Koerner, Marsha Linehan, and Aarti Kapur (University of Washington)

# The Relation Between Psychology and Behavior Analysis

Chair: Kenneth Huntley (Excell Center)

Discussant: Janet Twyman (Fred S. Keller School)

- Strategic Interdisciplinary Relations between a Natural Science Community and a Psychology Community. LAWRENCE FRALEY (West Virginia University)
- On Brothers with Different Parents Reared Apart.
   DAVID GREENWAY (University of Southwestern Louisiana)
- What does Behavior Analysis have to do with Psychology? KENNETH HUNTLEY (Excell Center)
- On the Very Study of Scientific Behavior: A Challenge to Behavior Analysts. MARTHA PELAEZ-NOGUERAS (Florida International University)

# Functional Analysis to Assist in Treatment Development for Severe Problem Behavior

Chair: Joseph Lalli (The University of Pennsylvania)

Discussant: Wayne Fisher (Kennedy Krieger Institute)

- Functional Analysis of Inappropriate Mealtime Behaviors. CATHLEEN PIAZZA, Wayne Fisher, Bridget Shore, Kimberly Brown, Audrey Blakely-Smith, Deidre Knapp, Laura Rizol, and Danielle Castellano (Kennedy Krieger Institute)
- Functional Analysis of Impulsive Behavior.
   TIMOTHY VOLLMER, Joseph Lalli, John Borrero, and Dency Daniel (University of Pennsylvania)

#191 Symposium 5/25/98 9:00 AM- 10:20 AM Oceanic 2 TPC

#192 Symposium 5/25/98 9:00 AM- 10:50 AM Europe 1 DDA

Monday, May 25

- Further Evaluation of Within-Session Patterns of Responding During Functional Analysis.
   SUNGWOO KAHNG and Brian Iwata (The University of Florida)
- Skills Acquisition in the Implementation of Functional Analysis Methodology. MICHELE WALLACE, Brian Iwata, SungWoo Kahng, Jana Lindberg, Eileen Roscoe, Juliet Burke, Gregory Hanley, and Rachel Thompson (The University of Florida)
- Functional Assessment of Self-Injury with and without Protective Equipment. DUY LE and Richard Smith (University of North Texas)

Help Save the World by Becoming Informed about Various Behavioral Graduate School Programs (Where Various Behavioral Graduate School Programs Show and Tell)

Chair: Jerry Mertens (St. Cloud State University)
Discussant: Jerry Mertens (St. Cloud State University)

- A Description of "Off-Campus" Graduate Program in Behavior Analysis. MARK ADAMS (University of Nevada)
- The Behavior Analysis & Therapy Program at Southern Illinois University. D. BAILEY, K.
   Ferguson, H. Garmann, N. O'Kane, and R. Poppen (Southern Illinois University)
- Program at University of South Florida. DARREL BOSTOW (University of South Florida)
- Variation and Selection: Graduate Training in Behavior Analysis at Auburn University. THOMAS CRITCHFIELD (Auburn University)
- Undergraduate and Graduate Programs at Western Michigan University: Successes, Changes and Projections - Avoiding the Fatal Attraction. HOWARD FARRIS (Western Michigan University)
- The University of North Texas in Connecticut ...
   Excuse Me, Did You Say Connecticut? DOUGLAS
   FIELD and Sigrid Glenn (University of North Texas)

#193 Symposium 5/25/98 9:00 AM- 10:50 AM Oceanic 5 TBA Audiotaped

- Graduate Training and Certification in Behavior Analysis at California State University, Stanislaus.
   BRUCE HESSE, Jane Howard, Gary Novak, Gina Pallotta, and Bill Potter (California State University, Stanislaus)
- Doing Our Part through Diverse Applications of Behavior Analysis. KIM LUCKER (Florida State University)
- Behavioral Psychology Graduate Program: University of Judaism. JOHN R. LUTZKER (University of Judaism)

# #194 Paper Session 5/25/98 9:00 AM- 10:50 AM Oceanic 4 EDC

# Online Education (Or Education Through the Internet)

Chair: Neal Fleisig (Professional Management Association)

- Cyberbehaviorism: Adapting Rates of Response to Online Interventions for Behavior Change. DAVID FEENEY (West Virginia University)
- Designing Courses for the Internet. BELINDA LAZARUS (University of Michigan-Dearborn
- Developing Guided Notes for Internet Courses.
   BELINDA LAZARUS (University of Michigan-Dearborn)
- Publishing Information and Data to the World Wide Web. NEAL FLEISIG (Professional Crisis Management Association), Craig Cook (Threshold, Inc), Steve Starin (Behavior Analysis, Inc)

#195 Symposium 5/25/98 10:00 AM- 10:50 AM Asia 4 AUT

### Utilizing the Picture Exchange Communication System (PECS) to Expand the Mand Repertoire of Individuals with Autism

Chair: Lori Frost (Pyramid Educational Consultants, Inc.)

Discussant: Andrew Bondy (Pyramid Educational Consultants, Inc.)

 The Use of Conditioned Establishing Operations and the Picture Exchange Communication System (PECS) to Evoke Mands in Blocked Response and Interrupted Chain Instructional Settings. JOHN BARNARD (Rutgers Autism Program)

- The Use of Picture Exchange Communication System, Conditioned Establishing Operations and Interrupted Chain Procedure to Teach a Child with Autism to Request Novel Information. NINA WILDE (Rutgers Autism Program)
- Teaching the Picture Exchange Communication System (PECS) to Adults with Pervasive Development Disorder. SCOTT HEISINGER, Christine Ivanick, Randy Hamrick (ReMed's Program for Adults and Children With Autism), and Todd Harris (Delaware Autistic Program)

# Advancing Applied Behavior Analysis II: Standards of Practice

Chair: John Jacobson (Planning and Service Design)

- JOHN JACOBSON (Planning and Service Design)
- JIM MULICK (Ohio State University)
- MICHAEL HEMINGWAY (Florida Department of Children & Families)

# A Tribute to Fred S. Keller

Chair: Robert W. Allan (Lafayette College)

- A Tribute to Fred S. Keller, I: Thirty Years of PSI. WILLIAM BUSKIST (Auburn University)
- A Tribute to Fred S. Keller, II: Variations on a Theme. HOWARD GALLUP (Lafayette College)
- A Tribute to Fred S. Keller, III: Prospects for the Future of PSI. ROBERT W. ALLAN (Lafayette College)

# Regaining Our Balance: Behavioral Science and Ecology

Chair: Clay Starlin (University of Oregon)

- STEPHEN GRAF (Youngstown State University)
- JOHN ESHELMAN (EasyLearn Systems, Inc.)
- CLAY STARLIN (University of Oregon)
- E. SCOTT GELLER (Virginia Tech University)

#196
Panel Discussion
5/25/98
10:00 AM- 10:50 AM
Europe 2
OTH

#197a
Paper Session
5/25/98
9:00 AM- 11:20 AM
Europe 3
EDC
Audiotaped

#197b Panel Discussion 5/25/98 10:00 AM- 11:20 AM Oceanic 6 CSE

Monday, May 25 169

Symposium 5/25/98 10:00 AM- 11:20 AM Northern Hemisphere A1 DEV

# Reinforcers in Infant Operant Learning

Chair: Lewis Lipsitt (Brown University)

Discussant: Sidney Bijou (University of Nevada, Reno)

- Attention Reinforcers in Infant Operant Learning. JACOB GEWIRTZ and Martha Peláez-Nogueras (Florida International University)
- The Nature of Attention and it's Reinforcer Efficacy for Infant Behaviors. HISELGIS PEREZ and Jacob Gewirtz (Florida International University)
- Reinforcer Attributes in Neonatal Learning. T.G.R. BOWER (University of Texas at Dallas)
- Parents' Understanding of How Reinforcement Influences Childhood Behaviors may be Limited. KERRIE LUM LOCK (Florida International University)

#199 Symposium 5/25/98 10:00 AM- 11:50 AM Asia 1 OBM Audiotaped

### Sustaining Organizational Performance Improvement for the Long Term

Chair: Bill Hopkins (Auburn University)

Discussant: Bill Hopkins (Auburn University)

- Introduction and Overview of Session, BILL HOPKINS (Auburn University)
- Using a Behavioral Deployment Process to Implement and Sustain Performance Improvements. LESLIE WILK (The Continuous Learning Group)
- Altering Consequence Systems to Support Technology Transfer and Sustained Performance. ROGER MACAULEY (Chevron Chemical Company)
- Shaping as a Leadership Tool for Sustaining Behavior Change, JACK BEERS (Chevron Chemical Company)
- Using Organizational Planning and Strategy Processes to Maintain Alignment between Behavior and Results. WILLIAM REDMON (The Continuous Learning Group)
- Session Summary: How the Tools Work to Together Create Lasting Results. JACK BEERS (Chevron Chemical Company)

Paper Session 5/25/98 10:00 AM- 11:50 AM Northern Hemisphere A3 OBM

> #201 Paper Session 5/25/98 10:00 AM- 11:50 AM Asia 2 EAB

### Miscellaneous Issues in OBM

Chair: Doug LaFleur (Western Michigan University)

- 20 Years of Behavioral Safety: Doing Good and Doing Well. ERICA DAVIS, Thomas Schoenfelder (Temple University), Jonathan Krispin (Prestolite Wire Corporation), and Donald Hantula (Temple University)
- Alternative Modes of Data Preparation for Publication in the Journal of Organizational Behavior Management. THOMAS MAWHINNEY (University of Detroit Mercy)
- A Verbal Protocol Analysis of Organizational vs. School-Based Problem Solving. John Austin, RUTH ERVIN, Andrew Piper, and Pamela Radford (Western Michigan University)
- Determinants of Lying Behavior on Non-Cognitive Tests. AARON POMEROY, Rick Frei (Temple University), and Richard Griffith (Florida Institute of Technology)

### Topics in the Experimental Analysis of Behavior IV

Chair: Munire Cevik (Indiana University)

- The Development of Functional Response Units in Free-Operant Schedules. ALLISTON REID and Cynthia Chadwick (Wofford College)
- Stimulus Equivalence may Develop from Observing Responses and Conditioned Perception. R.
   ANDREW MITCHUM, P. Scott Lawrence, and Richard Shull (University of North Carolina at Greensboro)
- The Discrimination of Relative Frequency in Pigeons. RICHARD KEEN and Armando Machado (Indiana University)
- Acquisition and Extinction under Periodic Reinforcement. Armando Machado and MUNIRE CEVIK (Program in Animal Learning and Behavior)
- Variability in Learned Response Sequences in Rats. ALLISTON REID and Stephen Gray (Wofford College)

Monday, May 25 171

## #202 INTERNATIONAL Symposium 5/25/98 10:30 AM- 11:50 AM Oceanic 3

**EDC** 

### **Educational Applications of Stimulus Equivalence**

Chair: Celso Goyos (Federal Universityof Sao Carlos, Brazil)

Discussant: Richard Saunders (University of Kansas)

- Constructed Response Matching-to-Sample as a Tool to Teach Writing and Reading Skills. SILVIA DE SOUZA, Celso Goyos (Federal University of Sao Carlos, Brazil), and Richard Saunders (University of Kansas)
- Children's Social Interaction and Equivalence Performance. Adriana Piccolo and CELSO GOYOS (Federal University of Sao Carlos, Brazil)
- Reading Difficulties: Training Teachers to Use a Software Teaching Program. Maria Julia Lemes Ribeiro and VERONICA BENDER HAYDU (State University of Londrina, Brazil)
- Teaching Basic Mathematics Concepts to Pre-Schoolers via Computerized Equivalence Technology. Patricia de Leon and CELSO GOYOS (Federal University of Sao Carlos, Brazil)

#203a Symposium 5/25/98 10:30 AM- 11:50 AM Asia 5 DDA

# The Dual Diagnosis Treatment and Training Services: Serving Kansans with Dual Diagnoses in Their Home Community Settings

Chair: Brett Hemstreet (Dual Diagnosis Treatment & Training Services)

Discussant: Marc Tatro (Dual Diagnosis Treatment & Training Services)

- John. KATIE DRAKE (Dual Diagnosis Treatment & Training Services)
- Melissa. COLLEEN O'LEARY (Dual Diagnosis Treatment & Training Services)
- Orville. ROBERT SIMMONS (Dual Diagnosis Treatment & Training Services)
- Julie. ROBERT SIMMONS (Dual Diagnosis Treatment & Training Services)

#203b Symposium 5/25/98 10:30 AM- 11:50 AM Northern Hemisphere A4 DDA

# Designing Effective Behavioral Support in Typical Home and School Contexts

Chair: Robert Horner (University of Oregon)

Discussant: Glen Dunlap (University of South Florida)

- Student-Guided Functional Assessment: An Analysis of Agreement between Teachers, Students, and Direct Observations. Gretta Nippe, Teri Lewis-Palmer, and JEFFREY SPRAGUE (University of Oregon)
- "Contextual Fit" as a Variable Affecting the Fidelity with which Behavioral Interventions are Implemented. RICHARD ALBIN and Lou Sandler (University of Oregon)
- School-Wide Behavioral Support: Extending the Impact of ABA by Expanding the Unit of Analysis. Robert March and ROBERT HORNER (University of Oregon)
- Agreement Among Four Functional Assessment Methods Used in Schools. TERI LEWIS-PALMER and George Sugai (University of Oregon)

#204 Symposium 5/25/98 10:30 AM- 11:50 AM Oceanic 8 CBM

# Technical Analyses of Acceptance and Commitment Therapy

Chair: John Blackledge (University of Nevada, Reno)
Discussant: Pat Friman (Father Flanagan's Boys' Home)

- Theoretical and Empirical Support for Experiential Exposure. JOHN BLACKLEDGE, Steven Hayes and Kelly Wilson (University of Nevada, Reno)
- A Behavior-Analytic Account of Behavioral Processes in the Deliteralization of Verbal Events.
   BRAD JACKSON and Steven Hayes (University of Nevada, Reno)
- Values and Committed Action in Acceptance and Commitment Therapy. KELLY WILSON (University of Nevada, Reno)
- Fact (FAP & ACT): Clinical Behavior Analysts do it In-Vivo. BARBARA KOHLENBERG and Elizabeth Gifford (University of Nevada Medical School)

Monday, May 25 173

# #205 INTERNATIONAL

Symposium 5/25/98 10:30 AM- 11:50 AM Oceanic 7 EAB Audiotaped

#206

Symposium 5/25/98 10:30 AM- 11:50 AM Oceanic 1 EAB

#207 Symposium 5/25/98 10:30 AM- 12:20 AM Oceanic 2 TPC

# Continuing the Legacy: A Symposium Dedicated to the Work of William N. Schoenfeld

Chair: Celia Wolk Gershenson (University of Minnesota)

- Where is Behavior? Space as the Forgotten
   Dimension of Behavior. EMILIO RIBES INESTA
   (Universidad de Guadalajara)
- Finger Printing: Individual Occurrences of Operants: New Vistas. FRANCIS MECHNER (Humanicas Foundation)
- Some Odd Problems for Modern Behavior Theory. CARLOS BRUNER (National Autonomous University of Mexico)

# Motivation Made Me Do It: Innovations in the Investigation of Motivative Functions

Chair: Winifred Ju (Father Flanagan's Boys' Home)

Discussant: Jay Moore (University of Wisconsin - Milwaukee)

- Distinguishing Between Discriminative and Motivative Variables. JACK MICHAEL (Western Michigan University)
- Establishing Operations and Emotional Behavior: What We Know and What We Don't Know. JOHN FORSYTH, Kevin Duff and Anjali Palav (University at Albany)
- Toward an Empirical Analysis of Human Motivation: A Possible Preparation for Distinguishing Discriminative and Motivative Functions of Verbal Stimuli. WINIFRED JU (Father Flanagan's Boys' Home)
- Motivational Variables in Applied Behavior.
   RICHARD SMITH (University of North Texas)

# Give Me One Good Reason I Should Care about Conceptual Analyses!

Chair: Brad Jackson (University of Nevada, Reno)
Discussant: Elizabeth Gifford (University of Nevada, Reno)

 For Their Aesthetic Value. LINDA HAYES (University of Nevada, Reno)

- An Analysis of the Evidence that Philosophy, Theory, and Other Conceptual Analyses Contribute to the Goals of Behavior-Analytic Science. BRAD JACKSON and Steven Hayes (University of Nevada, Reno)
- Why do Behavior Analysts do Conceptual Analyses? M. JACKSON MARR (Georgia Institute of Technology)
- Shakespeare was Wrong about Roses: A Conceptual Analysis of Concepts. WILLIAM VERPLANCK (University of Tennessee)
- What is a "Conceptual Analysis" of Behavior. SAM LEIGLAND (Gonzaga University)

### #208 INTERNATIONAL

Symposium 5/25/98 11:00 AM- 11:50 AM Northern Hemisphere A2 AUT

# Assessing and Teaching Communicative and Affective Skills to Children with Autism

Chair: Linda Meyer (Alpine Learning Group)

Discussant: Patricia Krantz (Princeton Child Development Institute)

- Assessing and Setting Goals for the Attending and Communicative Behavior of Three Preschoolers with Autism in Inclusive Kindergarten Settings.
   ANGELIKI GENA (University of Thessaly, Greece)
- Is the Preferred Prosody of Instruction the Most Effective for Children with Autism? Kirsty Lamers and LAURA HALL (School of Studies in Disability, Deakin University)
- Modifying the Affective Behavior of Preschoolers with Autism Using Reinforcement Contingencies, In-Vivo Modeling, and Video Modeling. Angeliki Gena (University of Thessaly, Greece), EFFIE KYMISSIS, and Julia Fisher (Alpine Learning Group)

### #209

Panel Discussion 5/25/98 11:00 AM- 11:50 AM Europe 2 OTH

# Advancing Applied Behavior Analysis III: Public Policy

Chair: Randy Keyworth (Spectrum Center)

- RANDY KEYWORTH (Spectrum Center)
- ERIC PRUTSMAN (Prutsman & Stahl)
- GERALD SHOOK (Shook & Associates)

Monday, May 25

#210 Symposium 5/25/98 11:00 AM- 12:20 PM Europe 1 DDA

# Assessment and Intervention for Challenging Behavior

Chair: Lee Kern (Children's Seashore House)

Discussant: Craig Kennedy (Vanderbilt University)

- Physical Guidance as Reinforcement for Noncompliance. ALEXANDRA HILT, Lee Kern, Beth Delaney, Christina Elliot, and Deborah Bailin (Children's Seashore House)
- Improving the Behavior of a Boy with Autism through the Use of an Assessment-Based Intervention within a Natural Family Context. SHELLEY CLARKE, Bobbie Vaughn, and Glen Dunlap (University of South Florida)
- Student Involvement in Functional Assessment.
   PAM RADFORD and Ruth Ervin (Western Michigan University)
- A Component Analysis of Treatment for Aberrant Behavior Following an Ambiguous Functional Analysis. BARBARA RANKIN, David Wacker, Tracy Stephens, and Krista Kayser (The University of Iowa)

#211 Symposium 5/25/98 11:00 AM- 12:50 PM Oceanic 4 EDC Teaching Students to Recruit Positive Attention from Significant Others: Rationale, Implications for Practice, and Suggestions for Additional Research

Chair: William Heward (The Ohio State University)
Discussant: Susan Fowler (University of Illinois at
Urbana-Champaign)

- Practical, Conceptual, and Empirical Bases for Teaching Students to Recruit Reinforcement.
   WILLIAM HEWARD (The Ohio State University) and Sheila Alber (University of Southern Mississippi)
- Training Elementary Students with Developmental Disabilities to Recruit Contingent Teacher Praise: Effects on Teacher Praise and Academic Productivity in a General Education Classroom. MICHELE CRAFT (Columbus Public Schools), Sheila Alber (University of Southern Mississippi), and William Heward (The Ohio State University)

- Training Middle School Students with Learning
  Disabilities to Recruit Positive Teacher Attention:
  Effects on Teacher Praise, Instructional Feedback,
  and Academic Productivity in the General Education
  Classroom. SHEILA ALBER (University of
  Southern Mississippi), William Heward, and
  Brooke Hippler (The Ohio State University)
- Training Middle School Students with Learning
  Disabilities to Recruit Peer Attention in Cooperative
  Learning Activities: Effects on Peer Attention and
  Academic Productivity. PATRICIA WOLFORD
  (The Ohio State University), Sheila Alber
  (University of Southern Mississippi), and William
  Heward (The Ohio State University)
- Implications for Classroom Practice and Suggestions for Future Research. SHEILA ALBER (University of Southern Mississippi) and William Heward (The Ohio State University)

### Best Practices: Advocacy and Cultural Change

Chair: Richard Rakos (Cleveland State University)

- ANTHONY BIGLAN (Oregon Research Institute)
- PETER LAMAL (University of North Carolina)
- CHRISTINE LOWERY (University of Wisconsin-Milwaukee)
- RICHARD RAKOS (Cleveland State University)

# Behavior-Analytic Interpretations of Vygotsky, Fischer, Ribes and Piaget's Theories of Human Development

Chair: Martha Pelaez-Nogueras (Florida International University)

Discussant: Sidney Bijou (University of Nevada, Reno)

- A Behavioral Interpretation of Vygotsky's Theory of Thought, Language, and Culture. ERIC BURKHOLDER (University of Nevada, Reno) and Martha Peláez-Nogueras (Florida International University)
- A Behavioral Interpretation of Piaget's Stage Theory of Cognitive Development. LISA BRITTON
  (University of Nevada, Reno) and Martha PeláezNogueras (Florida International University)
- Fischer's Skill Theory and Cognitive Development. GARY NOVAK (California State University, Stanislaus)

#212

**Invited Panel Discussion** 

5/25/98 11:30 AM- 12:50 PM Oceanic 6 CSE Audiotaped

#213 Symposium 5/25/98 11:30 AM- 12:50 PM Northern Hemisphere A1 DEV An Interpretation of Ribes' Theory of Language as a "Contingency Substitution Behavior". JACQUELINE COLLINS (University of Nevada, Reno) and Martha Peláez-Nogueras (Florida International University)

The Experimental Analysis of Behavior and the Matching Law I

Chair: James MacDonall (Fordham University)

- Falsification of Matching Theory: Changes in the Asymptote of Herrnsteins' Hyperbola as a Function of Reinforcer Magnitude. J. J MCDOWELL and Jesse Dallery (Emory University)
- Concurrent Schedules Arranged like a Delayed Matching-to-Sample Procedure. BRENT ASLOP (University of Otago)
- Modulating the Slope in Generalized Matching. JAMES MACDONALL (Fordham University)

Methodologies of Precision Teaching: Informational Technologies that Promote Behavioral Fluency in the Age of the Information Revolution

Chair: Warren Bickel (University of Vermont) Discussant: Carl Binder (Precision Teaching and Management Systems)

- Fluency and Celeration: Hallmarks of Precision Teaching. KENT JOHNSON (Morningside Learning Systems)
- Potential Costs and Benefits of Computerizing Precision Teaching in Mathematics. KRISTEN HAZLETT, Phillip Chase, and Kevin Munson (West Virginia University)
- Use of Computerized Fluency-Based Instruction in the HIV/AIDS Education of Injection Drug Users (IDUs). LISA MARSCH and Warren Bickel (University of Vermont)
- Why the New Age Needs a New Professional. T.V. JOE LAYNG (The New School for the Learning Sciences)

#214 Paper Session 5/25/98 12:00 PM- 12:50 PM Asia 2 EAB

#215 Symposium 5/25/98 12:00 PM- 1:20 PM Oceanic 3 **EDC** 

#216 Symposium 5/25/98 12:00 PM- 1:20 PM Northern Hemisphere A2 AUT

# The Ralph J. Baudhuin Oral School: Research and Program Design for Children with Autism

Chair: Christine Reeve (Baudhuin Oral School of Nova Southeastern Univ)

Discussant: J. Gregory Olley (University of North Carolina)

- The Baudhuin Model of Service Delivery for Children with Autism. CHRISTINE REEVE, Susan Talpins, and Susan Kabot (Baudhuin Oral School of Nova Southeastern University)
- Preparing Educators to Implement Discrete Trials:
   The Effects of a Comprehensive Training Program.
   KYLE BENNETT and Joanne Fain (Baudhuin Oral School of Nova Southeastern University)
- Behavior Analysis and Family Therapy: A Collaboration Model. ALEX DOMINGUEZ (Baudhuin Oral School of Nova Southeastern University)
- Using Pivotal Response Training to Teach Reciprocal Play to Children with Autism on the Playground. TRACY HUMPHRIES and Kyle Bennett (Baudhuin Oral School of Nova Southeastern University)

#217
Paper Session
5/25/98
12:00 PM- 1:20 PM
Northern Hemisphere A3

OBM

# Issues Related to Performance Evaluation and Management I

Chair: P. Adam VanAssche (Western Michigan University)

- Big Brother or Big Hype? A Behavioral Analysis of Electronic Performance Monitoring. SUSAN HILBERT and Donald Hantula (Temple University)
- Implementation of a High Performance Work System in the Call Center Industry. JOSEPH LAIPPLE (The Continuous Learning Group) and John Green (Bell Atlantic Corporation)
- Performance Technology in a Telecommunications Call Center. KEVIN MUNSON, Keith Ruckstuhl (Performance Technology Solutions), Joseph Laipple (The Continuous Learning Group), and John Green (Bell Atlantic Corporation)

Monday, May 25 179

Panel Discussion 5/25/98 12:00 PM- 1:50 PM Asia 1 OBM

### Against all Odds: Systematic Performance Management in State Mental Health

Chair: Brian Jacobson (Dept of Children and Families, State of Florida)

- JON BAILEY (Florida State University)
- MARY RIORDAN (Behavior Management Consultants)
- R. STEVEN COLEMAN (Northeast Florida State Hospital)
- J. MICHAEL HUTCHISON (Northeast Florida State Hospital)
- ALICE OSWALD (Northeast Florida State Hospital)

#219 Symposium 5/25/98 12:00 PM- 1:50 PM Asia 5 DDA

# Functional Analysis Based Treatments: Beyond the Three-Term Contingency

Chair: Patrick Progar (Children's Seashore House)

Discussant: Jennifer McComas (Queens College/CUNY)

- Behavior Behavior Relations: Identification of Response Class Hierarchies for Treatment of Severe and Low Frequency Behavior. BARBARA SIERP, F. Charles Mace, and Patrick Progar (Children's Seashore House)
- Multiple Schedule Interaction in the Treatment of Problem Behavior. KEVIN EISENSCHINK, Joseph Lalli, Timothy Vollmer, Beth Delaney, Kathleen Tocco, Karen Ciasca, Shannan McCormack, and Christine Hoffner Barthold (Children's Seashore House)
- Behavior Behavior Relations: The Functional Analysis and Treatment of Self-Injury Maintained by Self-Restraint Materials. CHRISTINA VORNDRAN and Timothy Vollmer (Children's Seashore House)
- Establishing Operations: Differential Effects of Siblings on Problem Behavior. ELISSA MCLAUGHLIN-CHENG, Deborah Bailin, and Patrick Progar (Children's Seashore House)

Symposium 5/25/98 12:00 PM- 1:50 PM Oceanic 7 EAB

### Stimulus-Reinforcer Relations and Operant Behavior

Chair: Amy L. Odum (West Virginia University)

Discussant: Marc N. Branch (University of Florida)

- Fixed-Interval Schedules when Stimuli Enhance
  Discrimination of Shifts in Reinforcement Value.
  LEO CARLIN and Michael Perone (West Virginia
  University)
- Schedules of Token Reinforcement: Stimulus-Reinforcer Relations and Behavioral Units.
   MANISH VAIDYA and Timothy D. Hackenberg (University of Florida)
- Remembering Brief Signals of Delayed Reinforcement. AMY L. ODUM and David W. Schaal (West Virginia University)
- Rank-Dependent Effects in Three-Alternative Choice. RANDOLPH C. GRACE (University of Canterbury) and John A. Nevin (University of New Hampshire)
- Temporal Factors in an Experimental Analog to Foraging. EDMUND FANTINO and Jay N. Goldshmidt (University of California, San Diego)

#### #221

Symposium 5/25/98 12:00 PM- 1:50 PM Oceanic 5 TBA

### Mock Trial of B. F. Skinner

Chair: Matthew Andrzejewski (Temple University)

- The Prosecuting Attorney. MATTHEW ANDRZEJEWSKI (Temple University)
- The Defending Attorney. BETH ROSENWASSER (Temple University)
- The Bailiff. CLAUDIA CARDINAL (Jacksonville State University)
- Noam Chomsky. LESLIE COHEN (Temple University)
- Daniel Dennett. KATHLEEN BAILEY (Temple University)
- John Garcia. RUTH DEBAR (Temple University)
- Alfi Kohn. DAVID REITMAN (Louisiana State University)
- Carl Rogers. MATTHEW TINCANI (Temple University)

Monday, May 25 181

- Charlie Catania. JOSEPH CAUTILLI (Temple University)
- Sigrid Glenn. DOUGLAS P. FIELD (Connecticut Center for Child Development)
- Philip N. Hineline. BARBARA WANCHISEN (Baldwin-Wallace College)
- Edward K. Morris. JENNIFER DRESSEL (University of Kansas)

# New Directions in the Analysis of Human Behavior: Winners of the 1997-1998 EAHB-SIG Student Paper Competition

Chair: Michael Markham (Florida International University)

- An Investigation of Proactive Interference in Individuals with Developmental Disabilities. MARK D. JOHNSTON (University of Kansas)
- Will Subjects Demonstrate Same-Category
   Clustering in the Verbal Recall of Equivalence Class
   Members? KATHERINE STEWART (University of
   North Carolina Wilmington)
- Behavior Analysis and Bayesian Integration. ADAM GOODIE (Max Planck Institute for Psychological Research, Germany)
- Effects of Punishment on Human Choice: A Test of an Additive Model. ELLIOTT M. PALETZ (Auburn University)

# The Value of Skinner's Analysis of Verbal Behavior for Teaching Language to Children with Autism

Chair: Mark Sundberg (Behavior Analysts, Inc.)

Discussant: Julie Vargas (West Virginia University)

- Teaching Operations for Verbal Behavior: Part 1: Applications. JANET TWYMAN (Fred S. Keller School)
- Teaching Operations for Verbal Behavior: Part II: Extrapolations. R. DOUGLAS GREER (Columbia University Teachers College)
- PECS, Autism and Verbal Behavior. ANDY BONDY (Delaware Autistic Program)
- Communicative Functions and Intentions:
   Considering the Role of Tacts and Mands. JOE
   REICHLE (University of Minnesota)

#222 Symposium 5/25/98 12:00 PM- 1:50 PM Oceanic 1 EAB

#223

Invited Symposium
5/25/98
12:00 PM- 1:50 PM
Europe 2
VRB
Audiotaped

Using Skinner's Analysis of Verbal Behavior as a Guide for Discrete Trial Training in the Natural Environment, MARK SUNDBERG and James Partington (Behavior Analysts, Inc.)

#### #224

Paper Session 5/25/98 12:00 PM- 1:50 PM Oceanic 8 **CBM** 

#### Operant Analysis and Intervention Issues in the Clinical Area

Chair: Jennifer A. Rennie (Eastern Michigan University)

- Behavioral Analysis of Psychotic Disorders. STEPHEN WONG (The University of Chicago)
- Manipulating the Frequency of "Obsessional Thoughts" with Behavior Analytic Procedures. MAUREEN TRAVIS (St. Joseph College)
- What Can Gambling tell us About the Concept of "Addiction?" CHARLES LYONS and Joyce Duval (Eastern Oregon University)
- The Correlation between Ongoing and Retrospective Methods for Identifying Functional Events of Drug Use. MATTHEW COLE and Marilyn Bonem (Eastern Michigan University)

#### 225

#### Theoretical Considerations in Behavior Analysis

Chair: Brian Cowley (Northeastern State University)

#### **INTERNATIONAL**

Paper Session 5/25/98 12:30 PM- 2:20 PM Oceanic 2 TPC

- On the Nature of Biobehavioral Models: Completeness and Plausibility. JOSE BURGOS (Universidad Central de Venezuela)
- On the Relationship between Behavior Analysis and Radical Behaviorism. JOSE BURGOS (Universidad Central de Venezuela)
- On the Natural Lines of Fracture in the Behavioral Universe: Considerations for Taxonomy in Behavior Analysis. FREDY REYES and Sigrid Glenn (The University of North Texas)
- Relational Frames as Behavioral Mechanisms. FRANCOIS TONNEAU (University of Guadalajara)

#### #226

Symposium 5/25/98 1:00 PM- 1:50 PM Europe 1 DDA

#### Innovations in Developing Meaningful Day Treatment Programs for Individuals with Severe Multiple Disabilities

Chair: Marsha Parsons (Carolina Behavior Analysis and Support Center)

Discussant: Wendy Berg (University of Iowa)

183 Monday, May 25

- Resetting Priorities: Creating Meaningful Day Activities. SUSAN BARRY, Michele Anderson, and Alan Harchik (May Institute)
- Decreasing Indices of Unhappiness Associated with Prescribed Movement Activities among Individuals with Profound Multiple Disabilities. CAROLYN GREEN (Rosewood School) and Dennis Reid (Carolina Behavior Analysis and Support Center)
- Increasing Independence in Supported Work for People with Severe Multiple Disabilities: Strategies for Reducing Job Coach Support. DENNIS REID, Marsha Parsons (Carolina Behavior Analysis and Support Center), Leah Browning, and Carolyn Green (Rosewood School)

#227 Symposium 5/25/98 1:00 PM- 2:20 PM Oceanic 4 EDC

## Effective Behavioral Support in Schools: Expanding Technology for Districts, Buildings, Classrooms and Teachers

Chair: George Sugai (University of Oregon)
Discussant: Dennis Embry (Peace Builders)

- Addressing the Social Behavioral Needs of all Students through District-Wide Effective Behavioral Support. GEORGE SUGAI, Teri Lewis-Palmer, and Robert Horner (University of Oregon)
- Using School Profile Information to Make Data Based Decisions within a School: Patterns and Possible Implications. JEFFREY SPRAGUE, Robert Horner, and George Sugai (University of Oregon)
- An Analysis of Teacher Behaviors that Support Students with Serios and Chronic Problem Behaviors in Middle School Content-Area Classrooms. SHANNA HAGAN, Robert Horner, George Sugai, and Jeffrey Sprague (University of Oregon)
- Using Functional Assessment Strategies in Regular Classroom Settings with Students who are At Risk for School Failure. TERI LEWIS-PALMER, George Sugai, Robert Horner, and Jeffrey Sprague (University of Oregon)

184 Monday, May 25

#228
Symposium
5/25/98
1:00 PM- 2:20 PM
Northern Hemisphere A1
DEV

Environmental and Biological Explanations of Individual Differences in the Development of Behavior

Chair: Patrice Marie Miller (Sales State College)

Discussant: Slobodan Petrovich (University of Maryland, Baltimore County)

- Biological and Environmental Influences on Behavioral Inhibition. MARJORIE HARRISON (University of Massachusetts at Boston)
- Temperament and Adult Behavior as Influences on Infant Behavior in Interactions with Mothers and Strangers. PATRICE MARIE MILLER (Salem State College)
- The Biological Basis of Adult Gender Roles.
   PATRICE MARIE MILLER (Salem State College)
   and Michael Lamport Commons (Harvard Medical School)
- Solving the Most Highly Hierarchically Complex Problems. MICHAEL LAMPORT COMMONS (Harvard Medical School)

Large-Scale Applications of Behavior Analysis for Community Safety

Chair: Scott Geller (Center for Applied Behavior Systems)

Discussant: Frederick Streff (University of Michigan)

- Do we Need to Reward Drivers for Obeying the Law? A Long-Term Investigation of Strategies to Increase Safe Driving among Industry Workers. DEBORAH FORD, Thomas Boyce, Brandy Powell, and Nancy Morris (Center for Applied Behavior Systems)
- The Critical Behavioral Checklist for Driving: A
  Proactive Approach to Preventing Vehicle Crashes.
  LAWRENCE LITTLETON, Jason DePasquale,
  Michael Rowe, and Jessica Hall (Center for Applied
  Behavior Systems)
- A Campus-Wide Intervention to Improve Pedestrian Safety: Integrating Personal Commitment and Reinforcement Approaches. THOMAS BOYCE, Candy Cecil, Mia Wallace, and Lauren Farrell (Center for Applied Behavior Systems)

#229 Symposium 5/25/98 1:00 PM- 2:20 PM Oceanic 6 CSE

#### The Impact of Drinking Location on the Alcohol Consumption Patterns of Male and Female College Students. JULIEN GUILLAMOT, Kent Glindemann, Mia Wallace, and Jennifer McGorry (Center for Applied Behavior Systems)

#### #230 INTERNATIONAL

Paper Session 5/25/98 1:00 PM- 2:20 PM Asia 2 EAB

## Experimental Analysis of Behavior and the Matching Law II

Chair: James MacDonall (Fordham University)

- The Barrier Choice Paradigm: Testing Hernstein's Matching Law with Eight Response Alternatives.
   CARLOS APARICIO (Universidad de Guadalajara) and William Hooper (University of Mississippi)
- Choice and Scheduled Reinforcer Probability.
   JAMES MACDONALL (Fordham University)
- Matching in an Undisturbed Natural Human Environment. J. J MCDOWELL and Jesse Dallery (Emory University)
- Human Choice on Concurrent Schedules with Imposed Visit Durations. LAUREL COLTON and Jay Moore (University of Wisconsin-Milwaukee)

#231 Symposium 5/25/98 1:30 PM- 2:50 PM Oceanic 3 EDC

## Opportunity to Respond: Summary of Research with Implications for Teacher Preparation

Chair: Larry Maheady (State University of New York-College at Fredonia)

Discussant: Stephanie Peck (Gonzaga University)

- Increasing Engagement in Active Academic Responding in the Classroom by Boosting Opportunities to Respond: Recent Normative and Experimental Analyses. CHARLES GREENWOOD, Ann Lowe, and Betty Horton (Juniper Gardens Children's Project)
- Analysis of Treatment Failure and Opportunity to Respond: Three Studies. GREGORY HARPER, Barbara Mallette, and Larry Maheady (State University of New York-College at Fredonia)
- Research on "Low-Tech" Strategies for Increasing Active Student Response: Some Implications for Classroom Practice, Teacher Preparation, and Further Research. WILLIAM HEWARD (Ohio State University)

Teach While Increasing Pupils' Opportunities to
Learn. LARRY MAHEADY (State University of
New York-College at Fredonia)

#232a

Program Designs for Servicing Children with Autism

Symposium
5/25/98

Chair: Joanne Fain (Baudhuin Oral School of Nova
Southeastern University)

Symposium 5/25/98 1:30 PM- 2:50 PM Northern Hemisphere A2 AUT

 Increasing the On-Task Behavior of Children with Autism through the Use of Photographic Activity Schedules. KYLE BENNETT, Nancy Haber, and Tracey Humphries (Baudhuin Oral School of Nova Southeastern University)

Increasing Preservice Teachers' Opportunities to

- The Utilization of Social Skills Training on the Acquisition, Performance, and Maintenance of Peer Relations in Children with Autism. BRIAN ROSELIONE and Stacey Puff (Baudhuin Oral School of Nova Southeastern University)
- Promoting the Generalizations of Skills through the Collaboration of Home and School-Based Behavioral Programming. DORI THOMAS (Baudhuin Oral School of Nova Southeastern University)
- The Utilization of the Picture Exchange Communication System in the Classroom Setting. ALLEN VALENTINE (Baudhuin Oral School of Nova Southeastern University)

Applications of Performance Management to Production, Engineering Design, and Safety at Techneglas

Chair: Darnall Lattal (Aubrey Daniels & Associates)
Discussant: Darnall Lattal (Aubrey Daniels &
Associates)

- Ten Years of Performance Management as a Key Business Strategy. BOB REYNOLDS (Techneglas)
- Safety Management Using a Behavioral Perspective. ROCCO DePIETRO (Techneglas)
- Financial Incentives Productivity, and Performance Management. RON DRENNEN (Techneglas)
- The Role of the Consultant in Supporting Long-Term Performance Management. WES SPRING (Aubrey Daniels & Associates)

#232b Symposium 5/25/98 1:30 PM- 3:20 PM Northern Hemisphere A3 OBM Audiotaped

 Lessons to be Learned from 10-years of OBM at Techneglas. DARNALL LATTAL (Aubrey Daniels & Associates)

## Variables Affecting Signal Detection in Human and Non-Human Animals

Chair: Jonathan Pinkson (University of Florida)

- Stimulus Probabilities, Reinforcer Probabilities and Conditioned Reinforcers in a Signal-Detection Procedure. VICTORIA JOHNSTONE (University of Otago)
- Response Confusability and Human Signal-Detection Performance. STEPHEN GALLAGHER (University of Otago)
- Reinforcement for Errors and Models of Signal Detection. MICHAEL DAVISON and Steven Perrin (University of Auckland)

## ABA 1998 Internship Training Site Overview Chair: Keith Allen (Munroe-Meyer Institute)

. LODA THESDAY HEATHER D. (L...)

- LORA TUESDAY-HEATHFIELD (University of Pennsylvania)
- CATHLEEN PIAZZA (The Kennedy Institute)
- KEITH ALLEN (Munroe-Meyer Institute)
- VIRGINIA GOETSCH (West Virginia University Medical Center)

## Behavior Analysis for Families: Successes and Limitations

Chair: John Lutzker (University of Judaism)

- HEWITT CLARK (University of South Florida)
- MAURICE FELDMAN (Queens University)
- BRANDON GREENE (Southern Illinois University at Carbondale)

#233
Paper Session
5/25/98
2:00 PM- 2:50 PM
Oceanic 7
EAB

#234a

Panel Discussion 5/25/98 2:00 PM- 3:20 PM Europe 2 OTH

#234b

Panel Discussion 5/25/98 2:00 PM- 3:20 PM Oceanic 8 CBM #235 Symposium 5/25/98 2:00 PM- 3:50 PM Asia 5 DDA

# Stimulus Control Technology for Teaching Discrimination Skills to Individuals with Autism and Other Developmental Disabilities

Chair: William McIlvane (E.K. Shriver Center)

Discussant: Raymond Romanczyk (State University of NY at Binghamton)

- A Technology for Teaching Individuals with Limited Verbal Behavior. WILLIAM MCILVANE (E.K. Shriver Center)
- Assessing Visual Perception in Individuals with Severe Intellectual Disabilities. RICHARD SERNA, Stephen Oross, and Nora Murphy (E.K. Shriver Center)
- The Formation of Stimulus Classes: A Basis for Teaching Functional Reading and Spelling Skills.
   ROBERT STROMER (E.K. Shriver Center)
- Using Exclusion to Establish Behavioral Prerequisites for Symbolic Communication: Three Case Studies. JOANNE KLEDARAS, Krista Wilkinson, and William McIlvane (E.K. Shriver Center)
- Self-Managed Computerized Spelling Instruction.
   GINA GREEN, Kathy Clark, and Beth O'C. Bellone (New England Center for Children)

#236 Symposium 5/25/98 2:00 PM- 3:50 PM Europe 1 DDA

#### Advances in Functional Analysis Methodology and Treatments Across Diverse Behaviors and Populations

Chair: Patrick Progar (Children's Seashore House)

Discussant: Joseph Lalli (University of Pennsylvania)

- A Comparison of NCR and DRO Treatments for Aberrant Behavior when Rates of Reinforcement are Yoked. PATRICK PROGAR, Sarah Woldoff, Timothy Vollmer, F. Charles Mac, and Dency Daniels (Children's Seashore House)
- Interaction between Instructional Method and Type of Skill during Parent Training. DOROTHEA LERMAN, Naomi Swiezy, and Susan Perkins-Parks (Louisiana State University)

- Use of Analog Conditions to Evaluate the Separate and Combined Effectiveness of MPH. JOHN NORTHUP (Louisiana State University)
- Functional Analysis of Destructive Behavior during Medication Evaluations. JENNIFER ZARCONE, R. Matthew Reese, Troy Zarcone, and Stephen Schroeder (University of Kansas Medical Center)
- So what if a Bug is Under my Chair? Functional Analysis and Successful Treatment of Entomophobia in a Violent Delinquent Adolescent. PATRICK FRIMAN (Father Flanagan's Boys' Home) and Kevin Jones (Eastern Illinois University)

#238 Symposium 5/25/98 2:00 PM- 3:50 PM Oceanic 1 EAB

## Aversive Control of Human Behavior: Basic Research

Chair: Elliott Paletz (Auburn University)

Discussant: John Crosbie (West Virginia University)

- Human Punishment in Choice: Single-Factor or Dual-Factor Phenomenon? ELLIOTT PALETZ, Kenneth MacAleese, and Thomas Critchfield (Auburn University)
- Human Post-Discrimination Gradients Based on Appetitive and Aversive Control. ERIN MILLER and Thomas Critchfield (Auburn University)
- Punishment Generalization Gradients after Two-Stimulus Discrimination Training. JENNIFER O'DONNELL and John Crosbie (West Virginia University)
- Concurrent Schedules of Positive and Negative Reinforcement. MICHAEL MAGOON and Thomas Critchfield (Auburn University)
- Respondent Effects of Aversive Stimulation in Humans. CARLOS FINLAY and Michael Markham (Florida International University)

#### #239 Symposium 5/25/98 2:00 PM- 3:50 PM Oceanic 5 TBA

## **Teaching Behavior Analysis in Post-Secondary Settings**

Chair: Roger Bass (Carthage College)

Discussant: Roger Bass (Carthage College)

- A Program for Training and Evaluating Graduate Students as College Instructors. ANDREA PEUSTER and Sigrid Glenn (University of North Texas)
- Measuring Diverse Skills through the Evaluation Arrangements within a Course. LAWRENCE FRALEY (West Virginia University)
- Experience Patterns: An Approach to Teaching the Topic of Learning in Introductory Psychology.
   WARREN STREET (Central Washington University)
- Incentives and Milieu Factors in Teaching. BILL POTTER (California State University)
- Introducing Radical Behavioral Philosophy: Laying the Foundation and Averting Misunderstanding.
   CHAUNCEY PARKER (University of Washington)
- GRE: Part V. CORINA GROEGER and Richard Malott (Western Michigan University)

# #240 Paper Session 5/25/98 2:00 PM- 3:50 PM Asia 1 OBM Audiotaped

#### **Applications of Performance Management**

Chair: Norman Sidley (N. A. Sydley, Inc.)

- Analyzing the Variables Maintaining and/or Hindering Exemplary Performance: A Case Study. JOHN AUSTIN (Western Michigan University) and Doug LaFleur (SOLID/FLUE Chimney Systems, Inc.)
- Behavioral Reporting in Organizations: A
   Contingency by Vantage Point Analysis. JAMES
   EUBANKS, Scott Beal, and John Bolla (Central
   Washington University)
- Applied Behavior Analysis Goes International. DONALD TOSTI (Vanguard Consulting)

#241
Panel Discussion
5/25/98
2:30 PM- 3:50 PM
Oceanic 6
CSE
Audiotaped

#242 Symposium 5/25/98 2:30 PM- 3:50 PM Oceanic 4 EDC

#243 Symposium 5/25/98 2:30 PM- 3:50 PM Asia 2 EAB

## **Behavioral Analysis of Cultural Practices: Present and Future**

Chair: P. A. Lamal (University of North Carolina at Charlotte)

- SIGRID GLENN (University of North Texas)
- MARK MATTAINI (Columbia University)
- ANTHONY BIGLAN (Cleveland State University)
- RICHARD RAKOS (Cleveland State University)

#### Applications of Behavior Analysis in Distance Education: Ways to Improve Across Site Interaction

Chair: Fred Spooner (North Carolina)

Discussant: Charles Salzberg (Utah State University)

- The Application of Effective Teaching Practices in Distance Education Class Delivery. BENJAMIN LIGNUGARIS/KRAFT and Jane Pemberton (Utah State University)
- Using Effective Communication Strategies to Improve University-Level Learning at a Distance. FRED SPOONER and LuAnn Jordan (North Carolina)
- Effectiveness of Remote Supervision of Rural Teachers Via Interactive Audio Video Technology. JANE PEMBERTON and Benjamin Lignugaris/Kraft (Utah State University)
- Modules, Multiple Sites, and Student Responses.
   CYNTHIA ROWLAND and Sarah Rule (Utah State University)

#### Stimulus Equivalence: Boundaries and Frontiers

Chair: Julie Clow (Auburn University)

Discussant: Carol Pilgrim (UNC - Wilmington)

- When Categories Combine: Stimulus Equivalence and Transfer of Function in Two Response Dimensions. JULIE CLOW (Auburn University), Scott Lane (University of Texas Health Sciences Ctr at Houston), and Thomas Critchfield (Auburn University)
- Differential Reinforcement Estimates for Emergent Stimulus Relations. OLIVER HOLLINGER, Michelle Mathis, Margery Ellege, Carol Pilgrim, and Mark Galizio (UNC - Wilmington)

- Equivalence Classes Established via Verbal Instructions: Issues and Implications for Stimulus Equivalence Research. KIMBERLY EPTING, Carol Pilgrim, and Mark Galizio (UNC - Wilmington)
- The Stability and Expansion of Arbitrary Stimulus Classes: Comparisons Between Matching-to-Sample and Naming Repertoires. OLIVER WIRTH and Philip Chase (West Virginia University)

#### INTERNATIONAL

#244

Symposium 5/25/98 2:30 PM- 3:50 PM Northern Hemisphere A1

## Recent Conceptual Advances in Developmental Behavior Analysis

Chair: Sidney Bijou (University of Nevada, Reno)
Discussant: Sidney Bijou (University of Nevada, Reno)

- Stimulus Equivalence and the Evolution of Language. ULLIN PLACE (University of Wales Bangor)
- A Radical Perspective on the Development of Self: Attributional Styles and Rule-Governed Behavior.
   M. CARMEN LUCIANO SORIANO, Immaculada Gómez Becerra, and Francisco Molina Cobos (Universidad Almería, Spain)
- A Developmental Study of Social Competence: Contributions of Behavioral Sociometry. CARLOS SANTOYA and Marco Pulido (Universidad Nacional Autonoma de Mexico)
- Cause and Effect Relationships Between Verbal Input and Verbal Learning in Special Populations. ERNST MOERK (California State University, Fresno)

#### #245a INTERNATIONAL

Symposium 5/25/98 2:30 PM- 3:50 PM Oceanic 2 TPC Audiotaped

## Behavior Analysis International: Up Close and Personal

Chair: Peter-Cornelius Dams (Western Michigan University)

- Practicing and Teaching Applied Behavior Analysis in Australia. ALAN RALPH (James Cook University)
- A Behavior Analyst's Odyssey in the Developing World. RUBEN ARDILA (National University of Colombia)
- The Land of the Rising Sun: Challenges for Behavior Analysis in Japan. YOSHIAKI NAKANO (Sophia University)

Behavior Analysis in Mexico: A Different Way to Look at Things. EMILIO RIBES-INESTA (Universidad de Guadalaiara)

#245b Panel Discussion 5/25/98 2:30 PM- 3:50 PM Europe 3 **TBA** 

#### Behavior Analysis: The Can-Do Psychology (The History and Practices of Behavior Analysis, A Progress Report)

Chair: Marian Bailey (Henderson State University)

- JON BAILEY (Florida State University)
- ROBERT BAILEY (Science Productions)
- E. SCOTT GELLER (Eclectic Science Productions)
- CATHY WATKINS (California State University, Turlock)

#246 Paper Session 5/25/98 3:00 PM- 3:50 PM Oceanic 7 **EAB** 

#### Issues in the Experimental Analysis of Behavior

Chair: Tom DeMarse (Arizona State University)

- Self-Rules, Accurate Rules and Inaccurate Rules: Gambling as a Verbally Maintained Behavior. MARK DIXON and Linda Hayes (University of Nevada, Reno)
- Investigating the Primary Generalization of Emergent Equivalence Relations, RUTH ANNE REHFELDT and Linda Haves (University of Nevada, Reno)
- An Analogue Study of First Language Dominance and Interference on Second Language Performance. RAMONA HOUMANFAR and Linda Hayes (University of Nevada, Reno)

#247

## Invited Address

5/25/98

3:00 PM- 3:50 PM Oceanic 3 **EDC** 

Audiotaped

#### #249 **INTERNATIONAL**

Presidential Address

5/25/98

4:00 PM- 5:00 PM Southern Hemisphere III/IV/V Audiotaped Integrating Applied Behavior Analysis into Teacher Preparation Programs With a Little Help From Hollywood

Chair: Laura Fredrick (Georgia State University)

DEBORAH ANN SHANLEY (Medgar Evers College of the City University of NY)

#### A New Phase of Behavior Analysis

Chair: James Johnston (Auburn University)

MASAYO SATO, ABA President

#### #250

Poster 5/25/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D AUT

#### Autism

- The Use of Tactile Prompt to Increase Play Related Comments to Peers in a Child with Autism.
   ALEXANDRA HOLBERTON, Bridget Taylor and Len Levin (Alpine Learning Group)
- The Treatment of Behavior Problems through Contingent Effort and DRI, and Frequent Reminder-Probes of Rule-Governed Incompatible Behavior in Three Children with Autism/Developmental Disabilities. TOR JULLUMSTROE and Tor Jenssen (Bleiker Treatment Center)
- Increasing Accurate Fading of Stimulus Prompts in Therapists Treating Children with Autism. CHRIS A. LABELLE (Claremont Graduate University), Linda LeBlanc (Claremont McKenna University), and Loc Le (Claremont Graduate University)
- Increasing Facial Recognition of Emotion in Young Children with Autism. LAURA J. HALL and Anne-Marie Russell (Deakin University)
- Late Onset Seizure Disorders in Individuals with Autism: Concurrent Developmental and Behavioral Characteristics. NANCY FERRER and Eileen Hopkins (Eden II Programs)
- 6. Evaluation of Teaching Procedures to Promote Independent Task Completion in Students with Severe to Profound Mental Retardation and Autism. ANDREA I. WACHS and E. Ivan Marmolejos (Eden II School for Autistic Children, Inc.)
- Training Complex ABA Skills for Autism Intervention: Performance Predictors for Service Providers. RAYMOND G. ROMANCZYK, Lori A. Palmieri, Sheri E. Esteban, Meredith L. Cochran, Laura Arnstein, and Latha Vallurapalli (Institute for Child Development)
- 8. Use of the Internet for Information Searches: ABA, Autism, and 'the Web'. LORI A. PALMIERI, Latha Vallurapalli, Laura Arnstein, Raymond G. Romanczyk (Institute for Child Development)
- Increasing Family Participation in Community Activities by Decreasing Bolting Behavior of a Child with Autism. CLOIE COFFMAN, HOLLY BLANC, Jennifer McFarland, and Barbara Becker-Cottrill (Marshall University)

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- Increasing Parent Compliance with a Treatment Program to Decrease Night Time Awakenings in a Child with Autism. CLOIE COFFMAN HOLLY BLANC, Jennifer McFarland, and Barbara Becker-Cottrill (Marshall University)
- Teaching a Young Autistic Child to Read Using Direct Instruction and SAFMEDS. GIORDANA MALABELLO and David J. Leach (The Australian Optimal Learning Centre)
- The Effects of PECS Training on Spontaneous Requesting. BETH O. BELLONE, Sharon Krendel-Ames, Laura Hutt, and Gina Green (New England Center for Children)
- An Experimental Analysis of Chin Rubbing and Prevention of other Related Behaviors. HANNAH HOCH, Jennifer McComas (Queens College/CUNY), and Mary McDonald (The Genesis School)
- Food Preference Assessment in Children with Autism. WILLIAM H. AHEARN (New England Center for Children)
- Using Video-Taped Models to Generalize
   Independent Toy Play in Intensive Early
   Intervention. WILLIAM L. SCHWANDT, Angela
   M. Keene, and Eric V. Larsson (REM Health)
- 16. Diagnostic and Assessment Instruments for Autism: A Review of Recent Journal Publications. MEREDITH L. COCHRAN, Sheri E. Esteban, and Raymond G. Romanczyk (State University of New York at Binghamton)
- 17. The Use of Personal Stereos to Reduce Prompt
  Dependence in the Workplace. SHIRLEY DUNN
  (The Eden II Program)
- 18. The Use of the Gentle Reminder to Increase Reciprocity of Initiations between a Student with Autism and Typical Peers During Inclusion. RANDY HOROWITZ, Joy Tramuta, and Mary McDonald (The Genesis School)
- Using the Premack Principle to Increase Variability of PECS Requesting in a Child with Autism. KERRI MCALPINE, Michelle Ging, and Mary McDonald (The Genesis School)
- The Effects of Pivotal Response Training on the Joint Attention Behaviors of Children with Autism. Michelle Sherer, SARA PAREDES, and Laura Schreibman (UC San Diego)

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- Using Board Games to Advance Pragmatics and other Social Behaviors in Children with Autism.
   CYNTHIA M. CARTER, Robert L. Koegel, and Lynn Kern Kogel (University of California, Santa Barbara)
- Basing Interventions for Nonsocially Mediated Behaviors on Specific Sources of Stimulation.
   MEETA R. PATEL and James E. Carr (University of Nevada)
- 23. Response Acquisition in Massed and Distributed Trials: Instruction for a Young Child with Autistic Behaviors. MICHELE PASQUALE and Patrick M. Ghezzi (University of Nevada)
- 24. Family Acceptability of Interventions for Early Childhood Autism. CYNTHIA A. REINBOLD, Amanda C. Nicolson, and James E. Carr (University of Nevada, Reno)
- 25. Object Discrimination in Children with Autism: Teaching the Component Processes. LUIS A. PEREZ-GONZALEZ (University of Oviedo, Spain), Gladys Williams (Applied Behavioral Consultants Services, Inc.), and Kim Kwasnik (David Gregory School)
- 26. The Use of an Antecedent Assessment Procedure to Increase Active Participation and Decrease Aberrant Behavior. MARK STEEGE (University of South Maine) and Tiffany Haskell (John F. Murphy Homes, Inc.)
- 27. The Passive P300 in Children with Autism.
  PATRICIA A. DONAHOE, Tristram H. Smith, and
  Nancy Vaughan (Washington State University)

#### Clinical; Family; Behavioral Medicine

- 28. The Effect of a History of Relaxation Training on the Rate of Response Decrement and Return of Fear in Exposure to a Feared Stimulus in DSM-IV Diagnosed Specific (Snake) Phobics. STEVEN R. LAWYER, Rhonda Karg, Peter Moore, and F. Dudley McGlynn (Auburn University)
- 29. OUTREACH: Summary Report and Future Directions I. JOHN PARRISH, Joan Dougherty, Linda Hock-Long (Children's Seashore House), Martha Parra, Zoe Kinney (Ventilator-Assisted Home Care Program, Commonwealth of Pennsylvania), and Georgette Kandrak (Children's Hospital of Philadelphia)

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- 30. OUTREACH: Summary Report and Future Directions II. JOHN PARRISH, Joan Dougherty, Linda Hock-Long (Children's Seashore House), Martha Parra, Zoe Kinney (Ventilator-Assisted Home Care Program, Commonwealth of Pennsylvania), and Georgette Kandrak (Children's Hospital of Philadelphia)
- 31. Flooding Through Imagery to Improve Golf Putting. JOSEPH SHAFFERY, Richard O'Brien (Hofstra University)
- Clinical Measures of Behavior in Rehabilitation. NANCY K.S. HANSEN, Maria Bergman, Jeremy Clorfine, and Charles Merbitz (Illinois Institute of Technology)
- 33. The Utilization of Behavior Analysis in an Outreach Program. MARIA BERGMAN, Christine Gagnon, Charles Merbitz, and Walter Rucker (Illinois Institute of Technology)
- 34. Selectionistic Clinical Decision Model. JEREMY CLORFENE, Maria Bergman, Nancy Hansen, and Charles Merbtiz (Illinois Institute of Technology)
- 35. The Therapist's Supervision as a Procedure to Teach Behavior Therapy. WILTON DE OLIVEIRA and Helio Jose Guilhardi (Instituto de Analise de Comportamento)
- 36. The Contingencies to which the Therapist Responds: Client's Complaints or Actual Behaviors. Helio Jose Guilhardi and PATRICIA PIASON QUEIROZ (Instituto de Analise de Comportamento)
- Behavioral Treatment of Three Cases of Spider Phobia. ANDREA L. KOZAK, Daniel Houlihan, and Jeffrey A. Buchanan (Mankato State University)
- 38. Therapeutic Intervention in Natural Context: Limits and Possibilities. Roberta Kovac, Gislayne Caldas Coutinho Baumgarth (Perceptiva, Study Center of Behavior Analysis, Sao Paulo, Brazil), ANGELICA CAPELARI (Pontificia Universidade Catolica de Sao Paulo, Sao Paulo, Brazil), Denis Roberto Zamignani, Marina Mazer, and Fabiana Ferreira Guerrelhas (Perceptiva, Study Center of Behavior Analysis, Sao Paulo, Brazil)

- Considerations for the Graphic Presentation of Behavioral, Evaluation and Pharmacological Data during Routine Psychiatric Consultation Review at ICF/MR Facilities. BILL ROTH (South Mississippi Regional Center)
- 40. Impact at Home: Evaluation of the Generalization Effects of a Day Treatment Program. MARIA LYNN KESSLER (The Citadel), Owen S. Shoemaker, and Kasey Hamlin (Medical University of South Carolina)
- 41. Training Private Social Service Agency Workers to Implement a Home Safety and Cleanliness Program with Neglectful Families. MARIA LYNN KESSLER and Katalin Nagy (The Citadel)
- Single-Case Data on Independence-Supportive Behavior in Caregivers of Elderly Residents in Institutional Settings. A.S. PIOTROWSKI, L. Koven, and S.W. Holborn (University of Manitoba)
- 43. The Analysis of the Effectiveness of Wraparound Services for Families with At-Risk Adolescents. TRACY STEPHENS (University of Iowa), Joseph Evans (Munroe-Meyer Institute), Gina DiGiovanni (Louisiana State University), and Deb Weidinger (University of Kansas)
- The Role of Danger vs. Safety Signals in Fear Responses to Phobic Stimuli. L. M. WRIGHT, D. Kravensky, and Stephen Holborn (University of Manitoba)
- Behavioral Relaxation Training for Persons with Schizophrenia. Sue R. Noe (University of Maryland), ROGER L. POPPEN (Southern Illinois University at Carbondale)
- The Laboratory Use of Carbon Dioxide Inhalation to Mimic the Effects of Clinical Anxiety. JENNIFER A. GREGG and Steven C. Hayes (University of Nevada)
- 47. Has Behavior Therapy Drifted from Its
  Experimental Roots? A Survey of Publication
  Trends in the Journal Behavior Therapy. SCOTT
  KOLLINS (Western Michigan University), John
  Forsyth, Kevin Duff, Anjali Palav, and Sherrie
  Maher (Western Michigan University)

48. The Use of Pictorial Schedules and Parent Education to Increase On-Task Behavior and Task Completion for Children with Attention Deficit Hyperactivity Disorder. Catherine Mancina Smith (University of Kansas Medical Center), Julie Stolze, Carolyn Warren (University of Kansas), Kathryn B. Pieper (Children's Mercy Hospital), Michael Roberts (University of Kansas), and VINCENT J. BARONE (University of Kansas Medical Center)

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#### **Developmental Disabilities**

- 49. Reducing Aggressive and Self-Injurious Behavior Using Two Different Schedules of Differential Reinforcement of other Behavior. SARAH BETH WOLDOFF (Allegheny University), Patrick R. Progar, Timothy Vollmer, and Kevin Eisenchink (Children's Seashore House)
- 50. The Effects of a Modified Overcorrection Procedure on Aggression of a Child with Autism. BRETT DINOVI, Dawn Smith, Tammy Sneddon, and Stephen Bruce (Bancroft)
- 51. A Multi-Level Reinforcement Strategy to Reduce Severe Aggression in an Adult with Developmental Disabilities. CHERIE A. JOHNSON, Charles A. Boudreau, and Reginald Davis (Bancroft, Inc)
- 52. Toilet Training a Developmentally Disabled Seven Year Old Boy with Enuresis and Fecal Smearing through Positive Reinforcement Procedures and Positive Practice, but Without Over-Correction. TOR JENSSEN, Marit Lykseth, Inger K. Almaas, and Tor Jullumstroe (Bleiker Treatment Center)
- 53. Identifying Supported Work Preferences of an Individual with Profound Mental Retardation and Deaf/Blindness. CAROLYN GREEN, Marsha Parsons, Dennis Reid (Carolina Behavior Analysis and Supporting Center, Ltd.)
- 54. An Evaluation of Aggression as Impulsive Behavior. JOHN BORRERO (Children's Seashore House), Timothy Vollmer, Joseph Lalli (University of Pennsylvania), and Dency Daniel (Children's Seashore House)
- Self-Injury within the Context of the Self-Control or Impulsivity Paradigm. ROCCO NOCERA, Timothy Vollmer, and F. Charles Mace (Children's Seashore House)

- 56. Measuring Reliability of Procedural Implementation, Target Behavior Data Collection, and Replacement Behavior Data Collection Utilizing a Reliability Protocol. KATE JOHNSON, Jerry Goff (Columbus Medical Services), and Brian A. Iwata (University of Florida)
- 57. Systematic Desensitization: "Still afraid of the Doctor after all these Years." GREGORY R. PRICE and Constance Dena Saxe (Datahr Rehabilitation Institute)
- 58. A Quick Screening Tool to Identify "Problem Employees" in Service Settings for Individuals with Developmental Disabilities/Autism. EILEEN HOPKINS, Andrea Wachs, Stephanie Bianco, and Shirley Dunn (Eden II Programs)
- Reading Accuracy Using Preferred vs Nonpreffered Materials. JENNIFER HAYDEN and Stephanie Peck (Gonzaga University)
- 60. Group Anger Management Training in Four Sheltered Workshop Participants with Mild Mental Retardation. CAROLINE MAGYAR and Vincent Pandolfi (Hofstra University)
- Reducing Severe Self-Injury: A Comparison between DRA and DRA with Multiple Restrictive Techniques. VINCENT PANDOLFI and Caroline Magyar (Hofstra University)
- 62. Assessing Happiness among People with Multiple Disabilities in Alternative Living Units. GINA SGRO (Kennedy Krieger Institute), Julia T. O'Connor (Johns Hopkins University School of Medicine), Rachel Bowman (Kennedy Krieger Institute), and Wayne W. Fisher (Johns Hopkins University School of Medicine)
- 63. Improving Treatment Outcome in a Client with Eye-Poking Through Reduction of Antecedent Stereotypy. THEODOSIA R. PACLAWSKYJ, Louis P. Hagopian, and Jennifer J. Cercone (Kennedy Krieger Institute)
- 64. Assessment and Treatment of Excessive Medical Complaints in a Young Man with Medical Problems and Mental Retardation. KRITEN A. MAGLIERI (Kennedy Krieger Institute), Louis P. Hagopian, Linda LeBlanc (Johns Hopkins University School of Medicine), and William Worthy (Kennedy Krieger Institute)

- 65. An Evaluation of Matched Stimuli to Decrease Behavior Maintained by Automatic Sensory Reinforcement. KIMBERLY CROSLAND (Kennedy Krieger Institute), Lynn Bowman (Johns Hopkins University School of Medicine), Kelly Herman, and Dawn Resau (Kennedy Krieger Institute)
- 66. Various Strategies for the Treatment of Multiply Controlled Aggression and Disruption. MICHAEL E. KELLEY (Louisiana State University), F. Charles Mace, Joseph S. Lalli, and Kelly Kates (Children's Seashore House)
- 67. Teaching PECS to a Student with Mental Retardation and a Severe Hearing Impairment. SHARON KRENDEL-AMES, Dwayne A. White, Cheryl Davis, and Erika Malek (New England Center for Children)
- 68. Effects of Two Environmental Variables on Social Interactions of Students with Developmental Disabilities. LAURA L. DUDLEY, Anna Zaleska, and D. Daniel Gould (New England Center for Children)
- 69. Improving Daily Living Skills for Child with Mentally Handicap during Summer Vacation: Planning and Evaluation of Supported Program for Mother. NORIKO HIRASAWA (Niigata High School for the Mentally Retarded) and Yoshihiro Fujiwara (Joetsu University of Education)
- Habit Reversal Treatment for Fingernail Biting and Related Oral-Digital Habits Exhibited by Individuals with Mental Retardation. ETHAN LONG, Raymond Miltenberger, Sherry Ellingson, and Shelley Ott (North Dakota State University)
- Discontinuation of Isolated Time Out Procedures as a Behavior Management Tool for Clients with Severe Behavior Disorder. THELMA SYMOUN and Alan El Tagi (Northern Virginia Training Center)
- 72. The Failure of a Semantic-Tracking Strategy to Counter Control in a Rapist with Mental Retardation. JERRY A. REA, Kasey Butler, and Terry DeBriere (Parsons State Hospital & Training Center)

- 73. The Utility of a Densensitization Procedure to Increase Tolerance of Oral Hygiene Procedures. TERRY SWANSON, Killis Haraway, and Victoria Swanson (Pinecrest Developmental Center)
- 74. A Preliminary Assessment of the Effects of "Facilitated Communication" on Aggressive Behavior of an Adult with Severe and Profound Mental Retardation. JUDITH BAILEY (Queens College) and Jennifer McComas (Queens College/CUNY)
- 75. Accounting for Variance in Reinforcer Assessment. JEWLON MORRIS, Don E. Williams, and Alice Kuykendall (Richmond State School)
- 76. Effects of Manipulating Establishing Operations and Local Reinforcement Rates on Pica. KIRK LOCKWOOD (Richmond State School)
- 77. Concurrent Schedules Reinforcing Pica and Incompatible Behavior. KIRK LOCKWOOD (Richmond State School)
- 78. Establishing Supervisory Supports for the Collection of Accurate Behavioral Data in a Public Residential Facility. STEPHEN MYERS, Eranell McIntosh-Wilson, Ira Collins, and Robert Babcock (Shapiro Developmental Center)
- 79. Increasing Consumer Benefits in Two State ICF/MR Residential Settings through Establishment of a Regular Team Activity Review. ROBIN DRAPER (Sierra Regional Center), Larry Williams (University of Nevada)
- Reducing Self-Injurious Behavior with Functional Communication Training - It Worked! MICHAEL C. LAMBERT and Pamela J. Raymond (Spectrum Center)
- 81. Targeted Allocation of Resources: Application in an Intensive Program for Developmental Disabilities. LINDA M. MATEY, Jeannette Beck, Tammy Inman-Dundon, Sheri E. Esteban, Meredith L. Cochran, Annette Nestrick, Kari Martin, and Raymond G. Romaczyk (State University of New York at Binghamton)
- 82. Identifying a Method for Assessing Needed Supports in a Medical Setting. DARLENE MAGITO-MCLAUGHLIN, Jane I. Calson (State University of New York at Stony Brook), Patricia Gallagher, and Thomas R. Spinosa (Developmental Disabilities Institute)

- 83. Treatment of Severe Behavior Problems during Medical Appointments Using a Multicomponent Treatment Approach. JANE I. CARLSON, Darlene Magito-McLaughlin, Edward G. Carr (State University of New York at Stony Brook), and Thomas R. Spinosa (Developmental Disabilities Institute)
- 84. A Windows Based Program to Conduct a Stimulus Preference Assessment. DAVID M. WILSON and Donald A. Hantula (Temple University)
- 85. The Use of Redirection and Noncontingent Reinforcement in the Treatment of Pica. JOHN ADELINIS, Louis Hagopian, William Worthy, Michael Delia, Arthur Wilke, Vanessa Ross, and Dawn Resau (Kennedy Krieger Institute)
- 86. Planning, Purchasing, and Preparing: Promoting Independent Meals. CATHLEEN DILLEY, Elizabeth Donahue, Diane Hughes, and S. Elizabeth Zona (The May Center for Child Development)
- 87. Differential Effects of Peer-Mediated Interventions and Antecedent Prompts Interventions on Reducing Transition Time for Preschoolers with and without Developmental Disabilities. Kazuko Kito, RALPH GARDENER, III (The Ohio State University), Gary Jacobs (State University of New York at Geneseo)
- 88. A Survey of Computerized Real-Time Observation Systems. SUNGWOO KAHNG and Brian Iwata (The University of Florida)
- A Comparison of Play vs. Alone Control Conditions during Functional Analysis of Escape Behavior.
   SUNGWOO KAHNG and Brian Iwata (The University of Florida)
- 90. Parametric Analysis of the Effects of Response Blocking. BRIAN IWATA, Jana Lindberg, Dorothea Lerman, SungWoo Kahng, Michele Wallace, Eileen Roscoe, and Gregory Hanley (The University of Florida)
- 91. The Role of Discriminative Stimuli during Functional Analyses. JULIET BURKE and Brian Iwata (The University of Florida)
- 92. Within-Subject Comparisons of 5, 10, and 15 Minute Session Durations during Functional Analyses of Self-Injurious Behavior. MICHELE WALLACE and Brian Iwata (The University of Florida)

- 93. Evaluation of the Mechanisms Underlying the Effectiveness of Noncontingent Reinforcement. SUNGWOO KAHNG, Brian Iwata, and Rachel Thompson (The University of Florida)
- 94. Modification of Patterns of Interaction between Typical Mothers and their Retarded Children. YOLANDA GUEVARA, Guadalupe Mares, Beatriz Sanchez, and Susana Robles (Universidad Nacional Autonoma de Mexico-Iztacala)
- 95. Adaptations to the Forced-Choice Preference Assessment Procedure Based on the Function of Aberrant Behavior. ANJALI BARRETTO, Jennifer Asmus, David Wacker, and Judy Redmond (University of Iowa)
- Use of the Picture Exchange Communication
   System with Adult with developmental Disabilities to Promote Meal-Related Choice-Making. KRISTIN MILLER (University of Kansas)
- 97. Assessing Effects of Psychotropic Drugs on Social Interactions, Learning, and Memory in Persons who are Dually Diagnosed. DEBORAH A. NAPOLITANO, Susan L. Jack, Laura Cruz, Dean C. Williams, Richard E. Shores, Colleen Eisenbart, and Mark Johnston (University of Kansas)
- 98. Increasing Communication with Teacher Prompt Communication Cards. MARIA G. VALDOVINOS (University of Kansas)
- The Aversives Controversy: Journal Publication Trends III. DAVID B. McADAM, Linda A. Fradenburg, Edward K. Morris, and John A. Colombo (University of Kansas)
- 100. Teaching Self-Help Skills to Elementary-Aged Students with Functional Disabilities in Small Groups Using Video Prompting. Jaci Norman and BELVA C. COLLINS (University of Kentucky)
- 101. Hierarchical Ordering of Auditory Matching and the Assessment of Basic Learning Abilities Test. S.M. HARAPIAK, G.L. Martin, D. Yu (University of Manitoba)
- 102.Enhancing Incidental Learning among Persons with Developmental Disabilities. TRINA LEWIS, Mark R. Dixon, and Linda J. Hayes (University of Nevada)

- 103.Implementing a Worker Safety Component in a Variable Pay Plan for Human Services Staff. HOLLY F. JANCZAK, Mark R. Dixon, and Linda J. Hayes (University of Nevada)
- 104.Matching Decelerative Interventions to Hypotheses of Behavioral Function: An Expert-Novice Comparison. JAMES E. CARR (University of Nevada), John Austin (Western Michigan University), and Lisa N. Britton (University of Nevada)
- 105.A Comparison of Computerized and Traditional Data Collection Techniques. DARLENE ZDANOWSKI, Larry Williams, and Mark R. Dixon (University of Nevada, Reno)
- 106.An Escalating Omission Schedule to Treat Aberrant Behavior Maintained by Tangible Reinforcement: "Teaching Waiting". LORI A. ROBERTSON, Richard G. Smith, Duy D. Le, Angela Gonzalez, Robert Churchill, and Wendy Jacobs (University of North Texas)
- 107. Investigating the Reliability and Acceptability of an Indivualized Likert-Type Data Recording System. MARK W. STEEGE (University of Southern Maine) and Christine N. Manley (The May Institute)
- 108. Creating a Consumer Focus Treatment: Balancing Protection and the Quality. ANNE R. CUMMINGS (Williams & Associates) and Larry Williams (University of Nevada)

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#### **Experimental Analysis of Behavior**

- 109. Equivalence through Instructive Feedback.

  MARGARET WERTS (Allegheny University of the Health Sciences), Lisa Cushing (University of Oregon), and Adam Tobias (University of Michigan)
- 110. The Apparent Facility of Matching an Object to its Own Sound vs. Matching the Object to its Spoken Name. GLADYS WILLIAMS (Applied Behavioral Consultant Service) and Luis A. Perez-Gonzalez (University of Oviedo)
- 111. Delayed Reward and Cost Discounting among College Students. JAMES MURPHY, Rudy Vuchinich, and Cathy Simpson (Auburn University)
- 112. Human Sensitivity to Reinforcement: Effect of Reinforcer Ratio Presentation Order. MICHAEL B. EHLERT and Leticia H. Arroyo (Brigham Young University)

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- 113. An Attempt to Demonstrate the Control of a Transitive Conditioned Establishing Operation in Rats. CAIO F. MIGUEL and Maria Amalia Andery (Catholic University of Sao Paulo)
- 114. Use of Self-Monitoring to Improve Stairwell Safety. HEATHER N. MARTIN, Jill E. Meadows, and Steven W. Clarke (Center for Applied Behavior Systems)
- 115.Effects of Reinforcer Magnitude and Mathematical Effort on Responding by Adolescents with Traumatic Brain Injury. LAURA LAPEN (Columbus Medical Services) and Anthony Cuvo (Southern Illinois University)
- 116. Effects of Effort on Responding to Concurrent Variable-Interval Schedules of Reinforcement in Adults with Mental Retardation. BRANDON MCCORD (Columbus Medical Services) and Anthony Cuvo (Southern Illinois University)
- 117. Correspondence Between Artificial and Natural Observing Responses in Human Subjects. GERSON Y. TOMANARI, Lyn Balsamo, Tom Fowler, and William V. Dube (E.K. Shriver Center)
- 118.An Attempt to Generate Activity Anorexia in Aged Rats. James T. Todd (Eastern Michigan University) and GINA E. TRUESDELL-TODD (Washtenaw County Community Mental Health)
- 119.Compound Stimulus Discriminations and Tests for Emergent Matching-to-Sample in Rats. CAROLINA AGUILERA and Michael R. Markham (Florida International University)
- 120.Procedures for Identifying Reinforcing-Stimuli Preferences in Infants. MARTHA PELÁEZ-NOGUERAS (Florida International University), Thomas Higbee (University of Nevada), and Mariela Otero (Florida International University)
- 121. Conducting a Summer Treatment Program for Children with ADHD. VICTORIA SWANSON, Iantha Fussillier, Stephanie Edwards, John Northup, and Veronica Gulley (Louisiana State University)
- 122.A Failure to Dishabituate within-Session Responding by Changing Response Topography. HANNA RUE, Ashley McMurry, Cam Melville, Jeffrey Weatherly (McNeese State University)
- 123.A Test of Stimulus-Specificity Using Ethanol as the Reinforcer. TIFFANI THIBODEAUX, Hanna Rue, and Cam Melville (McNeese State University)

- 124. The Effects of Quality of Reinforcer on Altruistic Responding. KAREN DITTMER, Carrie E. Watkins, and T. Steuart Watson (Mississippi State University)
- 125.Rate of Reinforcement and Altruistic Behavior. CARRIE E. WATKINS, Karen Dittmer, and T. Steuart Watson (Mississippi State University)
- 126. Inclusion of Defined Responses in Equivalence Relations: A Systematic Replication of Manabe et al. (1995). MECA ANDRADE, Paula Braga, William H. Ahearn, and Murray Sidman (New England Center for Children)
- 127. An Investigation on New Strategies to Establish
  Equivalence Stimulus Classes: The Effect of the
  Variation of the Incorrect Comparison Stimuli.
  MARILDE BATISTA and Vanessa De Rienzo
  (Pontificia Universidade Católica de São Paulo, Brazil)
- 128. The Effects of Past History on Children's Performance Under DRL and DRH Schedules: A Replication of Assis (1995). YARA NICO (Pontificia Universidade Católica de São Paulo, Brazil)
- 129. An Investigation of New Strategies to Establish
  Equivalence Stimulus Classes: Is a Fading Procedure
  Necessary? PAULA DEBERT (Pontificia Universidade
  Católica de São Paulo, Brazil)
- 130. Group Problem-Solving: An Alternative to Identify Over links of a Flow of Responses? MELANIA MOROZ (Pontificia Universidade Católica de São Paulo, Brazil) and Emmanuel Tourinho (Universidade Federal de Pará - Brasil)
- 131. The Effect of Changing Reinforcer Location of Stereotyped Responding with Delayed Reinforcement. THERESA A. FOSTER and David C. Palmer (Smith College)
- 132. Self-Control and Impulsiveness in Adult Human Females: Effects of Visual Food Cues. L. B. FORZANO (State University of New York at Brockport)
- 133.A Comparison of Procedures in Developing Stimulus Equivalence Using One and Two Correct Comparisons. GLEN L. MCCULLER, Cynthia Dorminy, Angela Futch, and Jennifer Huddleston (Stephen F. Austin State University)

- 134. Conditional Discrimination Learning in Preschool Children. MICHELE MATHIS, Rebecca Click, Christy Jordan, Mark Galizio, and Carol Pilgrim (UNC at Wilmington)
- 135. Selective Learning of Stimuli in Children. Javier Nieto-Gutierrez and ANTONIA RENTERIA-RODRIGUEZ (Universidad Nacional Autonoma de Mexico, Mexico, D.F.)
- 136.Independent Reinforcement and High Deprivation as Possible Inducers of Supertitious Behavior. ANGELICA CAPELARI (Universidade Catolica de São Paulo)
- 137. Interactive Effects of Positive Reinforcement and Punishment or Extinction on the Acquisition of a Discriminated Operant. Kleuton Izidio Brandao e Silva and ELENICE S. HANNA (Universidade de Brasilia, Brazil)
- 138. Foraging in Video Games: A Test of the Marginal Value Theorem with Hyperbolic Depleting Patches. MICHEL B. SOKOLOWSKI, Gerald Disma, and Nicolas Henaff (Universite de Picardie Jules Vernes, France)
- 139. Using Brief Experimental Functional Analysis to Reduce the Non-Compliant Behavior of an Eleven-Year Old Girl with Autism: A Case Study. JOHN HINTZE and Kristie M. Fresco (University of Connecticut)
- 140.Laboratory Measures of Aggression and Impulsivity Validated in Hospitalized Women with Borderline Personality Disorder. HELENA HUCKABEE (University of Houston), Donald Dougherty, F. Gerard Moeller, Alan Swann, James Bjork (University of Texas Houston), and Corey Scurlock (The University of Texas Medical School)
- 141.A Parametric Analysis of Respondent-Like
  Procedures in Equivalence Investigations.
  DEIRDRE LEE FITZGERALD GONZALES,
  Michael Clayton, and Linda J. Hayes (University of Nevada, Reno)
- 142. Variables Influencing Cooperative Gambling. Mark R. Dixon, Melissa Hernandez, RALPH E. EBBS, and Linda J. Hayes (University of Nevada, Reno)
- 143. The Effects of Point Loss on Equivalence Relations with a Reinforcement Density of 25%. CARLA C. WARD, Amy Crye, and Sigrid S. Glenn (University of North Texas)

- 144.Effects of Reinforcer Magnitude on Risk-Taking Behavior in Human Subjects. SCOTT D. LANE and Don R. Cherek (University of Texas Health Science Center at Houston)
- 145. The Impact of Intertrial Correspondence on Human DMTS Performance. CORREN ADAMSON, James McEwan, and Mary Foster (University of Waikato)
- 146.A Transformation of Functions in Accordance with Equivalence Relations: The Revised Blocked-Trial Procedure, Interpolated Tasks, and Self-Discrimination in Young Children. SIMON DYMOND (University of Wales, Bangor)
- 147.Investigations of Resurgence. BRYCE CLELAND, William Temple, and T. Mary Foster (Waikato University)

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#### Education

- 148.Preparing Doctoral Educators for Leadership Roles in Culturally and Linguistically Diverse Inclusive Schools. MARISAL GAVILAN, Melanie Green, Jose Dotres, Annamaria Jerome, Adriana Delgado, and Gustavo Diaz (Florida International University)
- 149. The Application of Noncontingent Reinforcement to Reduce the Problematic Behavior of Children in a General Education Classroom. ERNEST WHITMARSH and George Noell (Louisiana State University)
- 150.Programming Maintenance of Mathematic Responding Using Indiscriminable Contingencies. JENNIFER T. FREELAND and George H. Noell (Louisiana State University)
- 151.A Peer-Monitored Group Contingency Program
  Designed to Increase Awareness of and Incidental
  Prosocial Behaviors in Elementary Students:
  Tootling. Amy L. Skinner and CHRISTOPHER H.
  SKINNER (Mississippi State University)
- 152.A Survey of Common Behavioral Procedures used in Exceptional Education Classrooms in the Greater Dade County School System. DAVID GRIFFIN (Nova Southeastern University)
- 153. What is the government Doing about the Problem of Violence in Brasilians Schools? BIANCA ALFANO (Pontificia Universidade Católica de São Paulo, Brazil)

- 154. How Antisocial Behaviors Present in Brazilians
  Public Schools are Explained by the Educational
  Professionals and what are the Solutions Proposed
  by them? BIANCA ALFANO (Pontificia
  Universidade Católica de São Paulo, Brazil)
- 155. Analysis of Thesis and Dissertations from a Program of educational Psychology. MELANIA MOROZ and Denize Rosana Rubano (Pontificia Universidade Católica de São Paulo, Brazil)
- 156.Improving Fidelity between what the Teacher Knows He/She has to do and what He/She Actually Does. INMACULADA GOMEZ BECERRA (Universidad de Almeria, Spain) and M. Carmen Luciano Soriano (Catedratica Universidad de Almeria, Spain)
- 157. Characteristics of the Publications of Behavior Analysis Applied to Education Presented in Scientific Journals. NILZA MICHELETTO, Maristela Barbara, Daniela Baraldi, Laura Neves, Mariana Ribeiro, Patricia Sanfilipo, and Cássia Thomaz (Universidade Católica de São Paulo)
- 158. Characteristics of the Publications of Behavior Analysis Applied to Education Presented in Scientific Meetings. NILZA MICHELETTO, Bianca Alfano, Daniela Fazzio, Marcelo Benvenuti, Maira Nakamura, Yara Nico, Sandra Rodrigues, and Aldaisa Vidigal (Universidade Católica de São Paulo)
- 159. Choosing a Career in Psychology: An Analysis of Course Selection in Individual Programs. DEIRDRE LEE FITZGERALD GONZALES, Yonata Shpak, and Linda J. Hayes (University of Nevada)
- 160.Learning Gain Assessment in an Academic Discipline. DEIRDRE LEE FITZGERALD GONZALES, Linda J. Hayes, Mark A. Adams, and Yonata Shpak (University of Nevada)
- 161. The Athletic Study Hall Program at the University of North Texas: Phase 2. KJETIL VIKEN, Yuka Koremura, Amy Crye, Andrea Peuster, and Susan Rouse (University of North Texas)
- 162. The Athletic Study Hall Program at the University of North Texas. LESLIE MICHNIEWICZ, Andrea Peuster, Yuka Koremura, Kjetil Viken, and Susan Rouse (University of North Texas)

- 163. The Failure of a Summer School PSI English Class. JOHN HUMMEL (Valdosta State University)
- 164. Are They Using what we Teach? JANE KESTNER and Stephen Flora (Youngstown State University)
- 165.Programming for Generalization of a
  Communicative Response Following an Analogue
  Assessment of Skills and Performance. (George
  Noell, Henry Roane III, AMANDA
  VANDERHEYDEN, Ernest Whitmarsh, and Susan
  Gatti (Louisiana State University)

#### #255

Poster Session 5/25/98 5:00 PM- 6:30 PM Northern Hemisphere B, C, D OBM

#### Organizational Behavior Management

- 166. The I/O Psychology Online Study Guide. AMY M. HAGGAS, Erica Davis, and Donald A. Hantula (Temple University)
- 167. Should we Expand the Performance Criterion to Include Organizational Citizenship Behaviors?
  ANGELA M. TRAVAGLINE, Richard L. Frei, and Richard L. Griffith (Florida Institute of Technology)
- 168. Delay Sensitivity Moderated by Desire in On-Line Shopping Behaviors. ANNE MARIE HUTCHESON and Donald Hantula (Temple University)
- 169. Examination of the Delay Reduction Hypothesis on Cybershopping. DIANE F. DICLEMENTE and Donald Hantula (Temple University)
- 170.Sunflower House: 25-Year Follow-Up. L. KEITH MILLER, Deborah E. Altus, Thomas M. Welsh, and Thomas Zwicker (University of Kansas)
- 171.Cost-Effective Labor Utilization in a Self-Capitalized Behavior Analysis Program. MELANY DENNY, Ramona Houmanfar, Monica M. Garlock, and Linda J. Hayes (University of Nevada)
- 172. Impacting the Bottom Line of a Self-Capitalized Behavior Analysis Program through Internal Financial Consultation. CRISTIN D. HARRISON, Ramona Houmanfar, Monica M. Garlock, and Linda J. Hayes (University of Nevada)
- 173.A Historical Trace of Presentations and Presenters at the Association for Behavior Analysis. AMANDA C. NICOLSON, Mark A. Adams, Mike R. Johnston, Meeta R. Patel, Mark R. Dixon, Deirdre Lee Fitzgerald Gonzales, David A. Wilder, and Sean M. Coriarty (University of Nevada)

- 174.Implementing an Effectiveness-Based System for the Integration of University Assessment, Planning, Budgeting, and Resource Allocation. BRIAN GAUNT, Mark A. Adams, and Linda J. Hayes (University of Nevada, Reno)
- 175.Improving Convention Performance. LORI H.
  DIENER (Western Michigan University) and Maria
  E. Malott (Malott & Associates.)
- 176.From Submission to Convention: Generating the Annual ABA Program Book. PETER-CORNELIUS DAMS (Western Michigan University), Maria E. Gleeson and Tim Castañón (Association for Behavior Analysis, Inc.), Maria E. Malott (Malott & Associates) and Lori H. Diener (Western Michigan University)
- 177. An Objective Review of JOBM Articles: 1986-1997. TIMOTHY NOLAN, Kimberly Jarema, and John Austin (Western Michigan University)

#### Theoretical, Philosophical, and Conceptual Issues

- 178. An Analysis of the References used by Skinner until 1938: Does it Help to Understand Skinner's Work? NILZA MICCHELETTO, Tereza Maria Sério, and Maria Amalia Andery (Catholic University of São Paulo - PUCSP)
- 179.Is the Model of Selection by Consequences Present on Skinner's Publications From 1930 to 1938? MARIA AMALIA ANDERY, Nilza Miccheletto, and Tereza Maria Sério (Catholic University of São Paulo - PUCSP)
- 180.From Fred S. Keller to Taoism: The Oriental Connection. Sherman Yen (Alcohol and Drug Treatment, Inc.) and LIN ROMANO (Govans Ecumenical Development Corporation)
- 181. Epistemological Approximations in the Behavior Analysis: A Historical Review. BLANCA PATRICIA DE VALDERRAMA and Amanda Rey (Fundacion Universitaria Konrad Lorenz)
- 182.A Disequilibrium Analysis of Incidental Teaching: Reinforcement Effects in a Soccer Team. MICHAEL E. HULSEY and Valeri Farmer-Dougan (Illinois State University)
- 183.Applied Epistemology: A Search for What Reinforces Verbal Behavior. CHRISTOPH LEONHARD (ISPP/MC-HMS)

#256
Poster Session
5/25/98
5:00 PM- 6:30 PM
Northern Hemisphere
B, C, D
TPC

- 184. Emergent Properties of Selectionist Neural Networks. CRISTINA VARGAS and Jose Burgos (Universidad Central de Venezuela)
- 185. The Behaviorisms of the Contemporary
  Behaviorists. FERNANDO GUERRERO
  (Universidad El Bosque, Bogotá, Colombia), Andrés
  Pérez-Acosta (Universidad Nacional de Colombia,
  Bogotá, Columbia), and Wilson López-López
  (Fundación Universitaria Konrad Lorenz, Bogotá,
  Colombia)
- 186.From the Reflex to Contemporary Behavioral and Neuroscientific Accounts of Operant Behavior. ANDREA SOCARRAS (Universidad Santo Tomas), Ruben Ardila (Universidad Nacional de Colombia), and Fredy Reyes (The University of North Texas)
- 187. To Become Verbal Authority: Is it a Form of Establishing Operations or Does It Serve In Other Function? AMANDA REY (Universidad Santo Tomas de Colombia)
- 188. The Analysis and Comparison of Epistemological and Sociolinguistic Obstacles in the History of Evolutionary Accounts of Biology and Behavior Analysis. ANDREA SOCARRAS (Universidad Santo Tomas, Bogota, Colombia) and Fredy Reyes (The University of North Texas)
- 189. Themes and Trends across Twenty-Three Years of ABA Conventions. CHRISTINE KIM, Jennifer L. King, and Patrick M. Ghezzi (University of Nevada)
- 190. Publication Trends in Applied Behavioral
  Psychology Journals. JAMES E. CARR and Lisa N.
  Britton (University of Nevada, Reno)
- 191. The Experience of Self-Scale (EOSS): A Measure of Private and Public Stimulus Control of the Experience of Self. Chauncey R. Parker, KENDRA BEITZ, and Robert J. Kohlenberg (University of Washington)
- 192. What are they Saying about Us? How are we Responding? JANE KESTNER and Stephen Flora (Youngstown State University)

## Developmental Special Interest Group

Chair: Jacob Gewirtz (Florida International University) Expansion of SIG; agenda for next year's meeting; newsletter (information); 1 hour reception to follow.

#257
Business Meeting
5/25/98
6:30 PM- 7:20 PM
Oceanic 1

#### #258

Business Meeting 5/25/98 6:30 PM- 7:20 PM Oceanic 2

#### #259a

Business Meeting 5/25/98 6:30 PM- 7:20 PM Oceanic 3

#### #259b

Special Event 5/25/98 6:30 PM- 7:20 PM Oceanic 6

#### #260

Special Event
5/25/98
9:00 PM- 2:00 AM
Southern Hemisphere III

#### Interbehaviorists in ABA Special Interest Group

Chair: Linda Hayes (University of Nevada, Reno)

• The activities and outcomes of the Special Interest Group will be presented along with plans for the upcoming year. The meeting is open.

#### **Direct Istruction Special Interest Group**

Chair: Paul Weisberg (University of Alabama)

This meeting is open to those interested in the design, implementation and evaluation of academic and related programs having a Direct Instruction rationale and focus. Consideration will be given to the nature and scope of presentations at the next ABA meeting. Member of the audience will also share experiences in the promotion of new DI implementations in various educational settings.

#### Memorial for W. Frank Epling

Chair: Joseph Morrow (Applied Behavior Consultants)

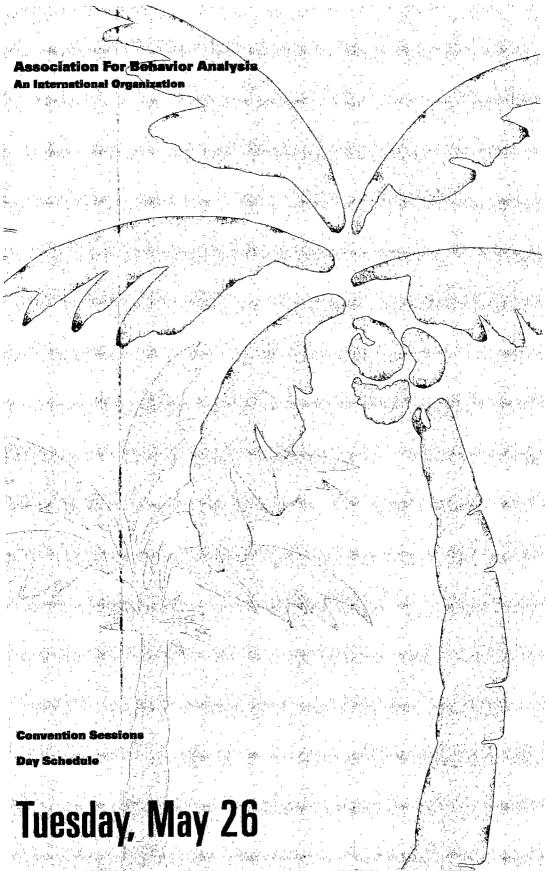
A celebration of W. Frank Epling and his contributions to Behavior Analysis. All of Frank Epling's friends and people he has influenced are encouraged to attend.

#### **ABA Social**

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

=SPECIAL EVENTS	7:00 AM	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM
Oceanic 1		#179JPS	#190 EAB	#206	EAB	#222 EAB	
Oceanic 2		Workshop #175	Innovations in #191 TPC	#207	TPC	New Direction #225 T	PC
		BALANCE #177b	The Relation . #187 EDC	#202		Reason Theore	tical
Oceanic 3		ABA #177a	Combatting #194 EDC	Educ	ational	Methodologie	
Oceanic 4		Standard	Online Educat	ion		dents to	Effective
Oceanic 5			#193 TBA #221 TBA Help Save the World by Mock Trial of B.F. Skir				
Oceanic 6		#176 Rehab	#182 CSE	#197b CSE		212 CSE	#229 CSE
Oceanic 7		#178	One Act #189 EAB	#205	EAB	#220 EAB	Large-Scale
Oceanic 8		Ellen Reese	In the Footster #186 CBM		nuing the CBM	Stimulus-Rein #224 CBM	forcer
			Dimensions of #183 OBM		nical Analyses	Operant Analy #218 OBM	sis and
Asia 1			(BROWN)	Sustaining O	rganizational	Against All O	
Asia 2				#201 EAB Topics in the	IV	#214 EAB The Experi-	#230 EAB Experimental
Asia 3							
Asia 4				#195 PECS	7		
Asia 5			#188 DDA		DDA Dual Diagnosis	#219 DDA Functional An	alveie
Europe 1			#192 DDA		#210 DDA		#226 DDA
Europe 2				#196 OTH	#209 OTH	#223	Innovations VRB
•			Advancing #197a EDC	Advancing	Advancing	The Value o	f Skinner's
Europe 3			A Tribute to F	red S. Keller			
Europe 4							
Europe 5							
Europe 6							
Europe 7							
Europe 8							
Europe 9							
Europe 10							
Europe 11							
Southern Hemisphere I							
Southern Hemisphere II		_					
	#174 Aerobics						
Southern Hemisphere IV/V		-					
Northern Hemisphere A1				#198 DEV Reinforcers	#213 in Infant Behav		#228 DEV Environment
Northern Hemisphere A2			#180 AUT Parent Educa	#195 AUT Utilizing the	#208 AUT Assessing	#216 AUT The Ralph Ba	#232a udhin AUT
Northern Hemisphere A3			#181 OBM Behavioral	#200 OBM	us Issues in	#217 OBM Issues Related	#232b
Northern Hemisphere A4					b DDA gning Effective		
Northern Hemisphere BCD						_	

=SPECIAL EVENTS	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM
Oceanic 1	#238 EAB Aversive Con	troi			#257	lop	
Oceanic 2	#225 #245a (cont) Behav	TPC			#258	behav	
Oceanic 3	#231 (cont.)				#259 Dire	'a	
Oceanic 4	#227 #242 I (cont) Applic	EDC			Dire	UL	
Oceanic 5	#239 TBA						
Oceanic 6	Teaching Beh #229 #241 0	CSE				259Ь	
Oceanic 7	(cont) Behav #233 EAB	#246 EAB			Fran	k Epling	
Oceanic 8	Variables #234b CBM	Issues in	J				
Asia 1	Behavior Ana #240 OBM	•	1				
Asia 2	Applications #243 I	of EAB					
	(cont) Stimul	us	J				
Asia 3							
Asia 4	#235 DDA		1				
Asia 5	Stimulus Con	trol					
Europe 1	#236 DDA Advances in I	unctional					
Europe 2	#234a OTH ABA 1998						
Europe 3	#245b Behav	TBA ior Analysis:					
Europe 4							
Europe 5							
Europe 6							
Europe 7							
Europe 8							
Europe 9							
Europe 10							
Europe 11							
Southern Hemisphere I							
Southern Hemisphere II							
Southern Hemisphere III			#249 Presidential	1			
Southern Hemisphere IV/V			Address (SATO)			Don't	260 miss the
Northern Hemisphere A1	#228 #244 I	DEV t Conceptual	(5.110)	J		9:00 p.m.	SOCIAL! tol:00 a.m.
Northern Hemisphere A2	#232a (cont.) Program		1			Southern H	lemisphere III
Northern Hemisphere A3	#232b OBM Applications	of				·	
Northern Hemisphere A4	Applications	<u> </u>					
Northern Hemisphere BCD				#250 to #256 Poster Session	ons		



### **Invited Presentation**

#271 Walden Two: 50 and 25 Years Later

Chair: Sidney Bijou

### **Convention Sessions**

### #261

Paper Session 5/26/98 9:00 AM- 9:50 AM Europe 1 DDA

### Review of Treatment Alternatives for Persons with Developmental Disabilities

Chair: Cari L. Kerr (Western Michigan University)

- Rumination: A Review of Published Interventions and Outcomes. JOHN GERDTZ (Saint Mary's College of California)
- Reporting of Medication Regimen in Applied Studies of Persons with Mental Retardation and ADHD. LeeAnn Christian, CARI L. KERR, Glen Sutphin, and Alan Poling (Western Michigan University)

#### #262

Panel Discussion 5/26/98 9:00 AM- 9:50 AM Oceanic 4 EDC

### Issues in Education and Behavior Analysis

Chair: Pamela Osnes (University of South Florida)

- Databased Analyses Comparing Traditional Special Education and ABA Methodologies within a Centerbased Early Childhood School. NYLA LAMM (Columbia University College of Physicians and Surgeons), Amy Prager, and Diane Martin (Long Island Jewish Medical Ctr Early Childhood Program)
- Ethics and a Sample of Florida's School Advisory Councils: The Data are in! PAMELA OSNES (University of South Florida)

### #264

Symposium 5/26/98 9:00 AM- 10:20 AM Oceanic 3 EDC

### School-Wide Enhancements of Special Education for Children

Chair: Brandon Greene (Behavior Analysis & Therapy Program)

Discussant: Paula Davis (Southern Illinois University)

- Behavioral Interventions on School Buses for Students with Behavioral Problems. KIM THEIR and Brandon Greene (Southern Illinois University)
  - Consultation to Overhaul the Curriculum and Behavior Management Tactics in a School for Students with Behavior Problems: Effects on Teachers and Students. COLIN PEELER (Washington State University), Timothy Cripps,

- Carrie Peacock, Kim Their, and Brandon Greene (Southern Illinois University)
- Gaining Access: How One Child's Problems Led to School-Wide Solutions. BRANDON GREENE (Southern Illinois University)
- Using High School Students as Same-Age Tutors using the Corrective Reading Program. NANCY MARCHAND-MARTELLA and Ronald Martella (Eastern Washington University)

### #265 Symposium 5/26/98 9:00 AM- 10:20 AM Asia 1 OBM

### Not for Students Only: Presenting Yourself as an OBM Researcher and Practitioner

Chair: Angelica Grindle (Western Michigan University)
Discussant: Donald Hantula (Temple University)

- Talking to Hourly Employees about Behavioral Safety. TERRY MCSWEEN (Quality Service Edge)
- Building Bridges: Practical Strategies for Success.
   DONALD HANTULA (Temple University)
- Communicating with Others: can we have Translations without Transgressions? LAURA METHOT (Saint Mary's University)
- Out of the Labs and Into the Suites! AMY RAJALA (Liberty Mutual)

# Hands Off: Functional Analysis and Treatment of Hand-to-Mouth and Hand-to-Head Habits

Chair: Raymond Miltenberger (North Dakota State University)

Discussant: R. Wayne Fuqua (Western Michigan University)

- Integrating Functional Assessment and Functional Analysis in Clinical Treatment of Child and Adult Habits. T. STEUART WATSON (Mississippi State University)
- Functional Analysis and Treatment of Hair Pulling Maintained by Digital-Tactile Stimulation. JOHN RAPP, Raymond Miltenberger, Tami Galensky, Sherry Ellingson, and Ethan Long (North Dakota State University)
- Hand Me that Cloth Please, I want to Suck my Thumb: Stimulus Control of Thumb Sucking while Alone and with Caregivers. PATRICK FRIMAN (Father Flanagan's Boys Home)

#266 Symposium 5/26/98 9:00 AM- 10:20 AM Oceanic 8 CBM  Functional Analysis of Thumb Sucking and Face Picking in a Developmentally Normal Child. DOUGLAS WOODS, R. Wayne Fuqua, Amy Elliott, and Ellen Koch (Western Michigan University)

#### #268a

### INTERNATIONAL

Paper Session 5/26/98 9:00 AM- 10:20 AM Oceanic 1 EAB

### Considerations on Equivalence Relations

Chair: Scott Hall (Arizona State University)

- Generalized Breaking Equivalence Responding across Sets, Contextual Cues and Relations with a Non-Structure Procedure. SERAFIN GOMEZ MARTIN (Universidad de Almera, Spain), Dermot Barnes (University College Cork, Ireland), and M. Carmen Luciano Soriano (Universidad de Almera, Spain)
- Effect of a Breaking and Not-Breaking History in the Breaking of Equivalence Relations. SERAFIN GOMEZ MARTIN (Universidad de Almera, Spain), Dermot Barnes (University College Cork, Ireland), and M. Carmen Luciano Soriano (Universidad de Almera, Spain)
- Differential Probabilities of Equivalence Outcome in Individual Subjects as a Function of Training Design. ERIK ARNTZEN and Per Holth (University of Oslo, Norway)
- The Emergence of Consistent Non-Equivalence.
   PER HOLTH and Erik Arntzen (University of Oslo, Norway)

### #268b Symposium 5/26/98 9:00 AM- 10:20 AM Europe 2

OTH

#### Animal Training as an Academic Course

Chair: Jennifer Sobie (Western Michigan University)
Discussant: Jennifer Sobie (Western Michigan
University)

- Animal Behavior in the Classroom: Making Progress. MARGE GIBBS (Roosevelt University)
- Behavior Analysis is going to the Dogs! SHARON KIRKPATRICK-SANCHEZ (Richmond State School)
- Animal Analysis: So You want to be an Animal Trainer? JENNIFER SOBIE (Western Michigan University)

#269 Panel Discussion 5/26/98 9:00 AM- 10:50 AM Northern Hemisphere A2 AUT

### Managing Ethical Dilemmas in Community Based Applications of ABA: Proactive and Reactive **Strategies**

Chair: David Celiberti (Douglass Developmental Disabilities Center)

- MARY JANE WEISS (Rutgers Autism Program)
- PETER GERHARDT (Douglass Developmental Disabilities Center)
- NINA WILDE (Rutgers Autism Program)
- LINDA MEYER (Alpine Learning Group, Inc.)

### Refinements of Functional Analysis Methods

Chair: K. M Derby (Gonzaga University)

Discussant: F. C Mace (Children's Seashore House)

- An Evaluation of Stimulus Control Following Functional Communication Training. WENDY BERG, David Wacker, Jay Harding, Jed Ganzer, and Aniali Barretto (The University of Iowa)
- Assessment and Treatment of Destructive Behavior Maintained by Access to Stereotypy. STEVEN LINDAUER, Cindy Alterson, Wayne Fisher, and Rachel Thompson (Kennedy Krieger Institute)
- Evaluation of "Secondary Functions" Identified via Experimental Analysis of Aberrant Behavior. MARC ANDELMAN, David Wacker, Jennifer Asmus, and David Richman (The University of Iowa)
- Analyzing of Multiple Topographies of Aberrant Behavior using Functional Analysis Procedures: A Summary of 50 Clients, K. M DERBY (Gonzaga University), Louis Hagopian, Wayne Fisher, Mary Augustine, Angie Fahs, Rachel Thompson, and Jamie Owen-DeSchryver (Kennedy Krieger Institute)

#271

#270

5/26/98

DDA

Symposium

9:00 AM- 10:50 AM Northern Hemisphere A4

> **Invited Symposium** 5/26/98 9:00 AM- 10:50 AM Oceanic 6

CSE

Audiotaped

Walden Two: 50 and 25 Years Later

Chair: Sidney Bijou (University of Nevada, Reno) Discussant: Edward Morris (University of Kansas)

- Walden Two: What it is and what it is not. JUAN ROBINSON BUSTAMANTE (Centro de Autismo)
- B. F. Skinner's Contributions to Cultural Design. JAVIER ARMENDARIZ (Centro de Autismo)

Tuesday, May 26

- Morning Star: Beginning and Sequel of Walden Two Novel. LINDA ARMENDARIZ (Walden Center)
- Los Horcones: Its Contribution to Cultural Analysis and Design. JUAN ROBINSON LOPEZ (Comunidad Los Horcones)
- Los Horcones: 25 Years of a Walden Two.
   MIREYA BUSTAMANTE (Comunidad Los Horcones)

#272 Symposium 5/26/98 9:00 AM- 10:50 AM Northern Hemisphere A1 DEV

# Experimental Analyses in Applied Settings: New Controlling Variables for the Behavior of Young Children with Autism or Language Delays

Chair: R. Douglas Greer (Columbus University Teachers College)

Discussant: Jack Gewirtz (Florida International University)

- Functional Relations between Verbal Behavior or Social Skills Training and Conversational Units and Aberrant Behaviors of Young Autistic Children. HUI-CHUAN CHU and R. Douglas Greer (Columbia University Teachers College)
- Peer Effects on the Conditioning of a Generalized Reinforcer in Young Children. CATHERINE SALES (Fred S. Keller School) and R. Douglas Greer (Columbia University Teachers College)
- An Analysis of the Effects of Pairing Vocal Sounds with Reinforcing Events as an Antecedent on the Frequency of Free Operant Vocalizations and the Subsequent Acquisition of Mand Functions in Young Children with Autism. SO YOUNG YOON (Fred S. Keller School)
- The Effects of Teaching Mands to Young Autistic Children and their Emission of Conversational Units with Uncategorized Peers. MELISSA REINA (Columbia University Teachers College)
- Behavioral Momentum across Response Classes to Induce Echoics and Mands with Children with Autism who had no Prior Vocal-Verbal Repertoires. DENISE ROSS and R. Douglas Greer (Columbia University Teachers College)

### #273a

Symposium 5/26/98 9:00 AM- 10:50 AM Oceanic 2 TPC

### **Applied Aspects of Relational Frame Theory**

Chair: John Blackledge (University of Nevada, Reno)

Discussant: Winifred Ju (Father Flanagan's Boys' Home)

- Rule-Governance and Derived Stimulus Relations.
   JOHN BLACKLEDGE and Steven Hayes (University of Nevada, Reno)
- Implications of Relational Frame Theory for Psychotherapy and Psychopathology. KELLY WILSON, John Blackledge, and Brad Jackson (University of Nevada, Reno)
- Abstraction as Process and Product: A Thinking Woman's Guide to Relational Frame Theory.
   Elizabeth Gifford, JENNIFER GREGG, and Steven Hayes (University of Nevada, Reno)
- Prejudice and Relational Frame Theory. EDUARDO FERNANDEZ and Steven Hayes (University of Nevada, Reno)

#273b

Panel Discussion 5/26/98 9:00 AM- 10:50 AM Oceanic 7 What is Person-Centered Planning and What Does it Have to Do with Applied Behavior Analysis?

Chair: C. Steven Holburn (Institute for Basic Research)

- JOHN JACOBSON (New York State OMRDD)
- BARRY WARREN (New York State OMRDD)
- RICHARD SAUNDERS (University of Kansas)
- DENNIS RICE (Alternatives Unlimited Inc.)

#274

Panel Discussion 5/26/98 10:00 AM- 10:50 AM Europe 1 DDA Promoting Fluency and Discrimination of Contingencies in Work and Leisure Settings through Data-Based Adaptations

Chair: Muriel Saunders (Parsons Research Center)

- JENNIFER SAUNDERS (Johnson County Developmental Supports)
- JULIE MCENTEE (University of Kansas)

#### Fluency Interventions in Education

Chair: Max Brill (Oakland University)

 Separate Effects of Celeration Rate and Extended Practice on Fluency Outcomes. KEVIN MUNSON and John Crosbie (West Virginia University)

#275

Paper Session 5/26/98 10:00 AM- 11:20 AM Oceanic 4 EDC

- An Analysis of Two of the Components of Generative Instruction: Component Composite Analysis and Rate Building. DAVID ELLENWOOD (Aubrey Daniels & Associates, Inc.), Philip Chase, and Finnur Oddsson (West Virginia University)
- The EZTrain Authoring System: Making Fluency Easy. DAVID ELLENWOOD (Aubrey Daniels & Associates, Inc.)

### **Functional Approaches to Instructional Intervention**

Chair: Brian Martens (Syracuse University)

Discussant: Lee Kern (Children's Seashore House)

- Stacking Instructional Components to Conduct a Functional Analysis of Reading. EDWARD DALY (University of Cincinnati), Brian Martens (Syracuse University), Kendra Hamler, and Eric Dool (University of Cincinnati)
- Essential Elements of Effective Academic Interventions. JOHN HINTZE (University of Connecticut) and Edward Daly (University of Cincinnati)
- Altering Student Choice of Academic Assignment through Interspersal: Do Problem Completion Rates Operate like Rates of Reinforcement? CHRISTOPHER SKINNER, Kim Hall-Johnson, Amy Skinner, Jim Weber, and Gary Cates (Mississippi State University)
- Improving Oral Reading Fluency: An Examination of the Effects of Combining Contingency-Based and Performance Feedback Interventions with Reading Skill Interventions. TANYA ECKERT, Scott Ardoin (Syracuse University), Edward Daly (University of Cincinnati), and Brian Martens (Syracuse University)

#277 Symposium 5/26/98 10:30 AM- 11:50 AM Oceanic 3 EDC #278 Symposium 5/26/98 10:30 AM- 11:50 AM Oceanic 1 EAB

### Within-Session Changes in Responding: Dishabituation and Behavioral Contrast

Chair: Valeri Farmer-Dougan (Illinois State University)
Discussant: James Dougan (Illinois Wesleyan
University)

- Changing the Reinforcer may Dishabituate Operant Responding. Frances McSweeney, SAMANTHA SWINDELL (Washington State University), and Jeffrey Weatherly (McNeese State University)
- Dishabituation during Operant Extinction.
  JEFFREY WEATHERLY (McNeese State
  University), Jason Stout, Hanna Rue, and Cam
  Melville (McNeese State University)
- Habituation to the Reinforcer may Contribute to Multiple-Schedule Behavioral Contrast. FRANCES MCSWEENEY (Washington State University) and Jeffrey Weatherly (McNeese State University)
- Increases or Decreases in Reinforcer Variety may Produce Behavioral Contrast. CAM MELVILLE, Hanna Rue, and Jeffrey Weatherly (McNeese State University)

#279

Paper Session 5/26/98 10:30 AM- 11:50 AM Asia 1 OBM

### Intrinsic and Extrinsic Motivation in the OBM Area

Chair: Alicia M. Gonzalez (Western Michigan University)

- On the Origins and Consequences of Humanistic Theories of Intrinsic Motivation, Related Research Methods, and Results as Viewed from the Vantage Point of One Behavior Analyst. THOMAS MAWHINNEY (University of Detroit Mercy)
- Intrinsic and Extrinsic Motivation: A Literature Review. P. ADAM VAN ASSCHE and John Austin (Western Michigan University)
- Intrinsic and Extrinsic Reinforcement. TOM MAWHINNEY (University of Detroit Mercy) and Bill Abernathy (Abernathy & Associates)

Tuesday, May 26

Symposium 5/26/98 10:30 AM- 12:20 PM Oceanic 5 TBA Hands-On Field Training Opportunities: Practicum Sites in Behavior Analysis

Chair: Roger Bass (Carthage College)

Discussant: Roger Bass (Carthage College)

- Teaching Behavior Analysis to Direct-Care Staff in the Community. ALAN HARCHIK (May Institute)
- The Future of Field Training at Associated Behavior Consultants: A Center for the Education and Treatment of Children with Special Needs. JOE MORROW (Applied Behavior Consultants)
- Graduate Training in Applied Behavior Analysis at the New England Center for Children. D. DANIEL GOULD (The New England Center for Children, Inc.)
- What Behavior Analysis has to Offer Teachers.
   LAURA FREDRICK (Georgia State University)
- Shaping Teachers as Strategic Scientists: Teaching Practica at the Fred S. Keller School. JANET TWYMAN (Fred S. Keller School/Columbia University Teachers College)
- Virtual Academia: Graduate Education on the Clinical Campus Presenting. KAREN GOULD (Northeastern University)

#281
Paper Session
5/26/98
11:00 AM- 11:50 AM
Europe 1
DDA

# Treatment Alternatives for the Developmentally Disabled I

Chair: Michael Derby (Kennedy Krieger Institute)

- Practical, Affordable, Low Technology Solutions to Teaching Self-Care Skills to Adults and Children.
   KAREN WAGNER (Behavior Services of Brevard, Inc.)
- Generalization of Self-Managed Social Initiations in Children with Autism. BOBBY NEWMAN, Pamela Gaudette, and Gretchen Van Dijk (Association in Manhattan for Autistic Children)
- Assessment and Treatment of Destructive Behavior Maintained by Access to Stereotypy. STEVEN LINDAUER, Cindy Alterson, Wayne Fisher, and Rachel Thompson (Kennedy Krieger Institute)

Symposium 5/26/98 11:00 AM- 12:20 PM Northern Hemisphere A4 DDA

### **Applications of Basic Behavioral Principles**

Chair: Jennifer McComas (Queens College/CUNY)

Discussant: David Wacker (The University of Iowa)

- Escape Behavior during Academic Tasks: A
   Preliminary Analysis of Establishing Operations.
   JENNIFER MCCOMAS, Carol Goddard, and Parsla
   Vintere (Queens College/CUNY)
- Applications of Stimulus Control. CAROL DAVIS (University of Minnesota)
- Analysis of "History" Effects on Ongoing Treatment of Aberrant Behavior: A Case Example. JENNIFER ASMUS, Marc Andelman, David Wacker (The University of Iowa), and Kimberly Brown (Kennedy Krieger Institute)
- An Evaluation of Noncontingent Reinforcement Effects as a Function of Baseline Reinforcement Schedules. JOEL RINGDAHL (LSU) and Timothy Vollmer (University of Pennsylvania Medical School)

### #284 INTERNATIONAL

Symposium 5/26/98 11:00 AM- 12:20 PM Asia 2 EAB

### Recent Advances on Research about Schedule-Induced Behaviors

Chair: Carlos Bruner (National Autonomous University of Mexico)

Discussant: Carlos Bruner (National Autonomous University of Mexico)

- Behavioral Observations of Food-Deprived Humans under a Food-Delivery Schedule. VERONICA BENDER HAYDU, Josiane Luzia, Sylmara Maciel, and Maria Teresa Araujo Silva (Universidade Estadual de Londrina)
- Extending some Basic Findings of Schedule-Induced Aggression to Applied Settings. ANNE KUPFER (The May Institute)
- Induced Behavior Pairing Stimuli with Toxicosis, Conspecifics and Calories. J.C. PEDRO ARRIAGA-RAMIREZ and Javier Nieto (National Autonomous University of Mexico)
  - Effects of Varying the Temporal Location of a Tone on Drinking Induced by Fixed Time and Fixed Interval Schedules. RAUL AVILA and Carlos Bruner (National Autonomous University of Mexico)

**Tuesday, May 26** 229

#### **INTERNATIONAL**

Symposium 5/26/98 11:00 AM- 12:20 PM Northern Hemisphere A1 DEV

#### #286

Paper Session 5/26/98 11:00 AM- 12:20 PM Oceanic 2 EDC

#### #287

Panel Discussion 5/26/98 11:00 AM- 12:50 PM Northern Hemisphere A3

### **Development of Operant Responses in Infants**

Chair: Slobodan Petrovich (University of Maryland, Baltimore County)

Discussant: Maricel Cigales (Behavior Services Inc.)

- Incidental Teaching of Stimulus Equivalency to Infants. SUSAN SCOTT and Gary Novak (California State University, Stanislaus)
- Operant Conditioning of the Visual Smooth Pursuit in Newborn Infants. JEAN-CLAUDE DARCHEVILLE, Laurent Madelain, Cathy Buquet, Jacques Charlier, and Yannick Miossec (Université de Lille III. France)
- Toward a Discrimination Between Children's Respondent and Operant Responses Denoting Fear.
   AIDA SANCHEZ, Jacob Gewirtz, and Martha Peláez-Nogueras (Florida International University)

### **Teaching Strategies in Behavior Analysis**

Chair: Pamela Osnes (University of South Florida)

- Successive Approximations to Single-Case Designs by Classroom Teacher Researchers. ROY MOXLEY (West Virginia University)
- Accelerating Learning through Direct Instruction: An Analysis of Data from a University Based Center. JANE HOWARD, Cathy Watkins, Shawn Huber, and Harold Stanislaw (California State University, Stanislaus)

### Will the Best in Behavioral Safety Systems Please Step Forward: Detecting and Shaping Quality

Chair: Beth Sulzer-Azaroff (The Browns Group)

Discussant: Dwight Harshbarger (Pareto Solutions, Inc.)

- MARK ALAVOSIUS (Behavior Safety Advantage)
- E. SCOTT GELLER (Virginia Polytechnic Institute and State University)
- BILL HOPKINS (Auburn University)
- TERRY MCSWEEN (Quality Safety Edge)
- THOMAS KRAUSE (Behavioral Science Technology, Inc.)
- STEVEN WARD (FMC Corporation)

Panel Discussion 5/26/98 11:00 AM- 12:50 PM Oceanic 6 CSE

### Welfare Reform and Cultural Design

Chair: Mark Mattaini (Columbia University)

- JOHN NEVIN (University of New Hampshire)
- JANET ELLIS (University of North Texas)
- RICHARD MALOTT (Western Michigan University)
- MARK MATTAINI (Columbia University)
- MARIA RUIZ (Rollins College)

#### #289

Paper Session 5/26/98 11:30 AM- 12:20 PM Oceanic 4 EDC

# Theoretical Issues In Education and Behavior Analysis

Chair: Tom Sharpe (Purdue University)

- Principles and Practice of Providing a Technological Alternative to Mechanism in Teacher Education.
   TOM SHARPE (Purdue University)
- Behavior Analysis as Seen by Conservative Christians. J. STONE (East Tennessee State)

### #290

#### INTERNATIONAL

Paper Session 5/26/98 12:00 PM- 12:50 PM Europe 1

### Treatment Alternatives for the Developmentally Disabled II

Chair: Michelle D. Corbin (Eastern Michigan University)

- "From Syringe to Spoon": Food Refusal in Mentally Retarded Children: Treatment and Follow-Up Effects. DANIEL SEYS (University of Nijmegen, The Netherlands) and Marion Obbink (De Winckelsteegh Resid. Facility, The Netherlands)
- A Weight Reduction Program based on an Analysis of the Eating Space in Terms of Concurrent Schedules of Reinforcement for Controlling and tobe Controlled Behaviors. Stephen Colyer (Western Maryland College) and MICHAEL CIAMPAGLIONE (Target, Inc.)
- The Alachua County ARC Comprehensive Prader-Willi Treatment Program: An Overview. William Bryan, Steve Drago, KEVIN JACKSON, and Mark Lister (Alachua County ARC)

#### #291

Paper Session 5/26/98 12:00 PM- 12:50 PM Asia 1 OBM

### Dealing with Key Variables in OBM

Chair: Brian Cole (CLG)

 Failing to Make a Profit and Feeling Bad. ELLYN BRECHER and Donald Hantula (Temple University) Tuesday, May 26

 A Comparison of the Effects of Goal Setting and Reinforcement. BRIAN COLE (CLG) and Bill Hopkins (Auburn University)

#292 Symposium 5/26/98 12:00 PM- 1:20 PM Oceanic 3 EDC

# Analysis of the Relation Between Instructional Variables and Student Behavior in Classroom Settings

Chair: Smita Shukla (Florida International University, Miami)

Discussant: Robert Horner (University of Oregon, Eugene)

- The Effect of Instructional Variables in Promoting Engagement of Elementary School Students in Resource Rooms. SMITA SHUKLA, Alexis Moreno, and Michael Brady (Florida International University, Miami)
- Effects of Instructional Variables on Engaged Behavior of Students with Severe Disabilities in General Education Classrooms. KENT LOGAN (Gwinnet County Public Schools)
- The Effects of Teachers' Instructional Behaviors on the Desirable and Undesirable Behaviors of Students with Emotional and Behavioral Disorders. PHILIP GUNTER (Valdosta State University)
- Observations of Inclusive Elementary Age Classrooms: Staff and Student Behaviors.
   MARGARET WERTS (Allegheny University of the Health Sciences)

#294 Symposium 5/26/98 12:00 PM- 1:50 PM Oceanic 8 CBM

# **Expanding the Application of Positive Behavior Support**

Chair: Donald Kincaid (West Virginia University Affiliated Center for Dev)

Discussant: C. Steven Holburn (Institute for Basic Research)

 Positive Behavior Support in the Classroom: Supporting a Child with Conduct Disturbances in School. CYNTHIA ANDERSON, Scott Spaulding (West Virginia University), and Donald Kincaid (West Virginia University Affiliated Center for Development)

Tuesday, May 26

- Positive Behavior Support in Medical Settings: Improving Adherence to Childhood Asthma Medication. SCOTT SPAULDING, Christina Adams (West Virginia University), Donald Kincaid (West Virginia University Affiliated Center for Development)
- Using Positive Behavior Support Strategies with Individuals and Families Involved with Child Protective Services. ALISA BAHL and Kurt Freeman (West Virginia University)
- Applying Person-Centered Planning Techniques to Team, Program, and Agency Goal Development.
   KURT FREEMAN (West Virginia University), Helen Panzironi, Donald Kincaid (West Virginia University Affiliated Center for Development)
- Managed Care Environments and Behavior Analysis. Intervention and Evaluation in Managed Care Environments. DAVID COLEMAN (Center for Children's Services)

**Examining the Influence of Establishing Operations: Methodological Innovations and Clinical Applications** 

Chair: Mark O'Reilly (University College Dublin)

Discussant: Richard Smith (University of North Texas)

- Correlation and Cause in Sleep Deprivation Analyses. CRAIG KENNEDY (Vanderbilt University)
- A Causal Analysis of the Influence of Sleep Deprivation on Escape-Maintained Aberrant Behavior. MARK O'REILLY (University College Dublin) and Giulio Lancioni (University of Leiden)
- The Effects of Attention on Choice within the Contexts of Preference Assessments. WENDY BERG, David Wacker, Jay Harding, and Stephanie Peck (The University of Iowa)

Perspectives on Selecting Textbooks for Teaching Behavior Analysis

Chair: Lawrence Fraley (West Virginia University)

- JOHN COOPER (Ohio State University)
- MICHAEL PERONE (West Virginia University)
- HOWARD FARRIS (Western Michigan University)

#295 Symposium 5/26/98 12:30 PM- 1:20 PM Northern Hemisphere A4

#296

Panel Discussion 5/26/98 12:30 PM- 1:20 PM Oceanic 2 EDC #297
Paper Session
5/26/98
12:30 PM- 1:20 PM
Oceanic 4
EDC

#298 Symposium 5/26/98 12:30 PM- 1:50 PM Asia 2 EAB

#299 Symposium 5/26/98 1:00 PM- 1:50 PM Oceanic 6 CSE JOHN STONE (East Tennessee State University)
 Improving Performance at School Settings using
 Behavior Analysis

Chair: Kevin Jones (Eastern Illinois University)

- A Classroom Example of Positive Peer Reporting to Improve the Social Interactions of a Socially Rejected Girl in First Grade. RUTH ERVIN, Elizabeth Johnston (Western Michigan University), and Patrick Friman (Father Flanagan's Boys' Home)
- Effects of Peer Praise on the Cooperation and Acceptance of Socially Rejected Delinquent Youth. KEVIN JONES (Eastern Illinois University)

## The Stability of Equivalence Classes: Effects of Reversing Baseline Relations

Chair: Philip Chase (West Virginia University)

Discussant: Joseph Spradlin (Shiefelbush Institute)

- The Influence of Procedural Factors on the Effects of Reversing Baseline Relations in Stimulus Equivalence. OLIVER WIRTH and Philip Chase (West Virginia University)
- Reversal of Stimulus Classes Established by Sensory Preconditioning. MICHAEL LAYNG and Philip Chase (West Virginia University) Variables Influencing the Sensitivity of Equivalence Patterns to Baseline Reversals: I. MARK GALIZIO, Jay Cole, Heather Wright, Carol Pilgrim (University of North Carolina at Wilmington)
- Variables Influencing Sensitivity of Equivalence Patterns to Baseline Reversals: II. CAROL PILGRIM, Kim Epting, Margery Ellege, and Mark Galizio (University of North Carolina at Wilmington)

# ABA Student Committee Sponsored Symposium: ABA Student Paper Contest Presentations

Chair: Mark Dixon (University of Nevada)

- Conceptual Differences in the Analysis of Stimulus Equivalence. MICHAEL CLAYTON and Linda Hayes (University of Nevada)
- Cognition and Causality: Theoretical and Empirical Perspectives of Modern Scientific Psychologies.
   DAVID WILDER (University of Nevada)

#300
Paper Session
5/26/98
1:00 PM- 1:50 PM
Europe 1
DDA

### Treatment Alternatives for the Developmentally Disabled III

Chair: Michelle D. Corbin (Eastern Michigan University)

- Person Centered Support and Applied Behavior Analysis. SUSAN MILLA (Kansas Neurological Institute)
- Application of Behavioral Technology to the Acute Psychiatric Hospital for Persons with Developmental Disabilities - Gearing Up for Managed Care - Part II. CARLA RATTI and Michael Levine (MHMRA Harris County)
- Course of ADHD in Preschoolers with Developmental Disabilities. BENJAMIN HANDEN (Western Psychiatric Institute and Clinic), Lourdes Caro-Martinez, and Andrea Lurier (University of Pittsburgh)

Tuesday, May 26

=SPECIAL EVENTS	7:00 AM	8:00 AM	9:00 AM	10:00	AM	11:00 AM	12:0	0 PM	1:00	P
Oceanic 1			#268a EAB Consideration		#278 E	AB -Session				
Oceanic 2			#273a TPC			#286 EDC		#296 E		
			#264 EDC		#277 E	Teaching	#292 I	Perspec DC	ctives	
Oceanic 3			School Wide.		Function		Analys	sis of th	e	
Oceanic 4				Fluency	<i></i>	Theore		Improv		
Oceanic 5					#280 T Hands	BA -On Field Traiı	ning			
Oceanic 6				CSE		#288 CSE Welfare Refo			#299 C ABA S	
Oceanic 7			#237b TPC What is Person			W GILLE TOTO	in uno.	••••	110110	
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Asia 3						Recent Advan	ices	The St	ability .	
Asia 4										
Asia 5										
			#261 DDA	#274 D	DA	#281 DDA	#290 I	DDA	#300 D	D
Europe 1			Review of #268b OTH	Promot	ing	Treatment	Treatn	nent	Treatm	en
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Europe 3										
Europe 4										
Europe 5										
Europe 6										
Europe 7										
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Europe 9										
Europe 10										
Europe 11										
Southern Hemisphere I										
Southern Hemisphere II										
Southern Hemisphere III										
Southern Hemisphere IV/V										
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Northern Hemisphere A2			#269 AUT Managing Eth					_		
Northern Hemisphere A3						#287 OBM Will the Best	in		]	
Northern Hemisphere A4			#270 DDA Refinements	of		#282 DDA Applications		#295 I Exami		
Northern Hemisphere BCD			Comments (			- spps.vantoits		1		1

### Sustaining and Supporting Members

Through their contributions, Sustaining and Supporting members help support the involvement of undergraduate and graduate students in behavior analysis, ABA's involvement in the Human Capital Initiative and the Accreditation Council for Persons with Disabilities. The following ABA members provided this support during the 1997 membership year.

### Sustaining Members

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### Personal Planner

ABA '98	Friday	Saturday	Sunday	Monday	Tuesday
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### **Specialty Area Index**

### **AUT: Autism**

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### CBM: Clinical; Family; Behavioral Medicine

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### CSE: Community Interventions; Social and Ethical Issues

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# DDA: Developmental Disabilities

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### DEV: Human Development Gerontology

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# EAB: Experimental Analysis of Behavior

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# TBA: Teaching Behavior Analysis

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### TOX: Behavioral Pharmacology and Toxicology

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### TPC: Theoretical, Philosophical, and Conceptual Issues

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#### 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).

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#### **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**

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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.

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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)

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Mail form and payment to: Association for Behavior Analysis

213 West Hall, Western Michigan University, 1201 Oliver Street, Kalamazoo, MI 49008-5052 Telephone: 616-387-8341/8342. FAX: 616-387-8354

Dues for all Membership Categories include Membership Renewal Dues subscriptions to The ABA Newsletter and The If you have previously been a member of Behavior Analyst, except Chapter/Adjunct ABA, check one of the following and enter Dues, which do not include The Behavior the amount due here: Analyst. One Year Three Years Category **□** \$230.00 **□** \$650.00 Sustaining **Personal Information** □ \$125.00 □ \$335.00 Supporting □ \$94.00 **\$222.00** Full NAME (Last, first, middle) \$94.00 □ \$222.00 Affiliate Emeritus **□** \$37.00 □ \$81.00 Fill out the following information ONLY if Student **□** \$37.00 changed: □ \$32.00 Chapter-Adjunct **□** \$66.00 Student Transition\* □ \$53.00 □ \$179.00 PREFERRED MAILING ADDRESS (for all ABA \*If you were a student last year and have received mailings) a graduate degree, you may apply for Full-member status at the transition rate. Send vita and an official transcript (or letter from advisor) with Preferred Mailing Address (cont'd.) form. You may take advantage of the special rate only once. CITY, STATE, COUNTRY, POSTAL ZIP CODE New Member Application Dues If you are joining ABA for the first time, WORK TELEPHONE # (please include area check one of the following and enter the and/or country codes) amount due here: One Year Three Years Category Sustaining **□** \$115.00 □ \$535.00 HOME TELEPHONE # (please include area □ \$70.00 ■ \$280.00 Supporting and/or country codes) \$54.00 **\$182.00** Full □ \$54.00 Affiliate **□** \$182.00 **□** \$70.00 Emeritus **\$26.00** FAX # (please include area and/or country □ \$26.00 Student codes) Chapter-Adjunct \$21.00 \$57.00 Verification of Student Status E-MAIL I, , certify **Method of Payment** is a full-time Make checks payable, in US dollars, through a US bank, to ABA or charge to your: student, intern, or resident at: □American Express □MasterCard □Visa If paying by credit card, please fill in Institution the following: Faculty Signature Name as it appears on you card Date Card Number Payment of Dues is subject to current federal, state, and local tax regulations. To determine the tax-**Expiration Date** exempt status of your payment, contact your local office of federal, state, or local tax information. Signature (Continued on next page)

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Degree Held		Check (🗹) any ABA- affiliated chapter(s) of	⊒	Southern California ABA
_		nich you are a member:		Tennessee ABA Texas ABA
List most recent degree received:		Alabama ABA		TriState ABA
10001104.		Association Scientifique pour la		Mark the ABA SIGs of
Year Received:	_	Modification du Comportment, Canada		which you are a member (M) or about which you
<del></del>	_	Australian Behavior Modification Association		ould like information (I).
Degree Received:		Behavior Analysis Association	_	Animal Trainer's Forum
Conferring Institution:		of Michigan Behavior Analysis Society of	_	Autism
Position Title		Illinois	_	BALANCE
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	0 0000 00 0	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		Behavior Analysis in Corrections Behavior Analysis in Education Behavioral Fitness Behavioral Gerontology Behavioral Safety Behaviorists for Social Responsibility Clinical Behavior Analysis Development & Behavior Analysis Direct Instruction Experimental Analysis of Human Behavior Interbehaviorists in ABA
Please check the one box that	_	Behavior Japanese ABA	_	Legal and Ethical Issues
most closely describes how you spend the majority of your time:		Asociacion Latinoamericana de	_	OBM Network
01 Administration		Analisis y Modificacion del Comportamiento	_	Rehabilitation & Independent Living
<ul><li>□ 02 Clinical</li><li>□ 03 Consulting / Staff Training</li></ul>		Midwestern Association of	_	Society for the Quantitative
04 Research		Behavior Analysis & Therapy Mississippi Association for	_	Analysis of Behavior
05 Student		Behavior Analysis	~	Standard Celeration Charters
☐ 06 Teaching☐ 07 Retired		New England Society of		Teaching Behavior Analysis
☐ 07 Retired ☐ 00 Other:		Behavior Analysis & Therapy New York State ABA	_	Verbal Behavior
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# **ABA '98 Convention Registration Form**

Mail form and payment to: Association for Behavior Analysis

213 West Hall, Western Michigan University, 1201 Oliver Street, Kalamazoo, MI 49008-5052

Personal Information	Registration for Entire Convention				
1 01 50Hai Anto Mation	Please Note: Discounts that are not taken w				
NAME (Last, first, middle)	<ul> <li>considered donations to ABA unless a written re</li> </ul>				
Fill out the following ONLY if changed:	is submitted.				
Tu out the jouowing ONLI if Changea.	(Friday 5/22-Tuesday 5/26). Choose your membership category from the list below:				
PREFERRED MAILING ADDRESS (for all ABA	in the appropriate amount: \$				
mailings)	Category	Fee			
	Sustaining, Supporting, Full, Affiliate	\$99.00			
CITY, STATE, COUNTRY, POSTAL ZIP CODE	Emeritus and Student Chapter-Adjunct	\$45.00 \$125.00			
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country codes)	Registration for One Day Check day(s) attending:				
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country codes)	☐ Sunday 5/24 ☐ Monday 5/25 ☐ Tuesday 5/26				
FAX # (please include area and/or country codes)	Choose your membership category from below and fill in the appropriate amount of days): \$				
E-Mail	Category	Fee			
Convention Name Badge	Sustaining, Supporting, Full, Affiliate	\$45.00			
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Print your name and affiliation as you would like them to appear on your badge.	Non-member Special Events & Materials	\$80.00			
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Make checks payable, in US dollars, through a US bank, to ABA, or charge to your:	Adult Sizes: L XL XXL / \$27 ea.	\$			
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	• Applicants:	Φ.			
Credit Card:  Date Received:	\$25 (before 4/15)	\$ \$			
Note: For registering as a member, you should be a	\$30 (after 4/15)	Ψ			
member for the 1998 calendar year. If you do not	• Employers: \$50/position (before 4/15)	\$			
wish to renew your membership for 1998, you should	\$65 (after 4/15)	<u>\$</u>			
register as a non-member. Presenters and authors					
must register for the convention.	Total Registration Payment Enc				
	Total of all items above (US\$ only):	\$			

## ABA '98 Workshop Registration Form

Pre-Convention Workshops, May 22 & 23, 1998

Select workshops from the list below (fees listed include material fees); (2) enter the total fee at the bottom of this page and on the convention registration form under "Workshop Fee Total". Please note the dates and times; DO NOT SELECT overlapping workshops. Workshop fees and convention registration may be paid with one check or credit card entry (see reverse side). Receipts and registration materials can be picked up at the Pre-Registration desk at the convention. You will not receive a receipt by mail. All workshops are subject to cancellation due to insufficient enrollment.

#### Friday, May 22

- 10:00 AM 5:00 PM: Standard Celeration Chart Reading..., LINDSLEY, Cooper, Gayler, Manring, Marinko & McGreevey, \$150 members, \$165 others
- 10:00 AM -5:00 PM: Practical Functional Analysis Procedures for Clinical and other Applied Settings, BONEM & Delprato, \$145 members, \$160 others
- 10:00 AM -5:00 PM Behavior Management for Children with Oppositional & Hyperactive Behavior, DANFORTH, \$125 members, \$140 others
- 10:00 AM -5:00 PM: Job Obtaining Behavior Strategies as a Part of President Clinton's Welfare Reform Plan, WESOLOWSKI, Zawlocki, & Rodriguez, \$165 members, \$180 others
- 10:00 AM –5:00 PM: A Requisite Primer: Stimulus Control Methodologies for Effective Instruction, STROMER & Cameron, \$120 members, \$135 others
- 10:00 AM –5:00 PM: Guided Self-Change: A Brief Motivational Intervention for Alcohol and Drug Abusers, SOBELL, \$135 members, \$150 others
- 6:00 PM 9:00 PM: Promoting Collaboration: A Behavior Analytic Perspective, DETRICH & Bartlebaugh, \$120 members, \$135 others
- 6:00 PM 9:00 PM: The Making of a Stable Family, LATHAM, \$80 members, \$95 others
- 6:00 PM 9:00 PM: A Systematic Approach for Designing Behavior Analytic Interventions, LUBIN & Alexander, \$80 members, \$95 others
- 6:00 PM 9:00 PM: The Treatment of Habit Disorders with Simplified Habit Reversal Procedures, MILTENBERGER & Wagaman, \$70 members, \$85 others
- 6:00 PM 9:00 PM: Posttraumatic Stress Disorder: Behavioral Treatment of Children with Developmental Disabilities, CAMERON & Putnam, \$75 members, \$90 others
- 6:00 PM 9:00 PM: The Pyramid Approach to Education, BONDY, \$80 members, \$95 others

#### Saturday, May 23

- 8:00 AM 11:00 AM: Parent-Child Interaction Therapy..., MCNEIL & Bahl, \$70 members, \$85 others
- 8:00 AM 11:00 AM: Brief Therapy for Stuttering..., MILTENBERGER & Wagaman, \$70 members, \$85 others

- 8:00 AM 11:00 AM: Radical Behaviourism & the Counseling Process..., WILLIAMS, \$72 members, \$87 others
- 8:00 AM 11:00 AM: A Parent Centered Approach to Behavior Change..., CIGALES, Branscum, Richardson, Millis, Merida & Ortiz, \$70 members, \$85 others
- 8:00 AM 11:00 AM: Person Centered Planning & Behavior Analysis, FREEDMAN, Anderson & Kincaid, \$80 members, \$95 others
- 8:00 AM 11:00 AM: Advanced PECS: Complex Lessons within the Picture Exchange..., FROST & Terzich, \$75 members, \$90 others
- 8:00 AM 11:00 AM: Applying the Ecobehavioral Model in Developmental Disabilities, HUYNEN & Lutzker, \$87 members, \$102 others
- 20. CANCELLED
- 8:00 AM 11:00 AM: Strategies for Managing Staffs' Implementation..., REID & Parsons, \$70 members, \$85 others
- 8:00 AM 11:00 AM: Sequential/Interbehavioral Data Collection & Analysis Strategies..., SHARPE, \$195 members, \$210 others
- 8:00 AM 11:00 AM: Intensive Early Intervention..., LARSSON, \$72 members, \$87 others
- 8:00 AM 11:00 AM: Increasing Social & Play Skills in Children with Autism, MCDONALD & Falleo, \$85 member, \$100 others
- 8:00 AM 11:00 AM: Prevention of Problem Behaviors..., MORRIER, Hynes, Bovey & Thomas, \$100 members, \$115 others
- 8:00 AM 11:00 AM: How to Design a Site Based Preschool Program..., SEBASTIAN & Agnew, \$70 members, \$85 others
- 8:00 AM 11:00 AM: Preparing Children with Autism..., WAGNER, Parsons, Rice & Whitney, \$100 members, \$115 others
- 8:00 AM 11:00 AM: Generalizing Applied Behavior Analysis..., WEISS, Wilde, Bowman, Peacock & Nelson, \$70 members, \$85 others
- 8:00 AM 11:00 AM: Answers, Responses & Rebuttals..., MCINTIRE, Pumroy & Smith, \$75 members, \$90 others
- 8:00 AM 11:00 AM: How to Develop, Produce & Use SAFMEDS, GRAF, \$90 members, \$105 others

Enter Workshop numbers and fees. Total all fe registration form. Return both forms to the AB	es. Enter total below and on the convention A office address on the convention registration form.
Name:	
Workshop #	\$
Workshop #	
Workshop #	\$
Total for Workshops	\$

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Prices include shipping and handling

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Recommendations of the Task Force on the Rigi Behavioral Treatment		£4.00	<b>ድድ</b> ሰለ	<b>•</b>	
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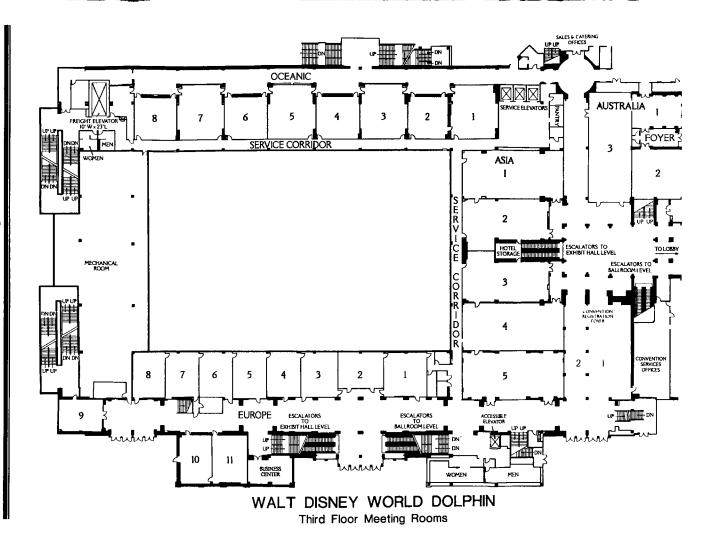
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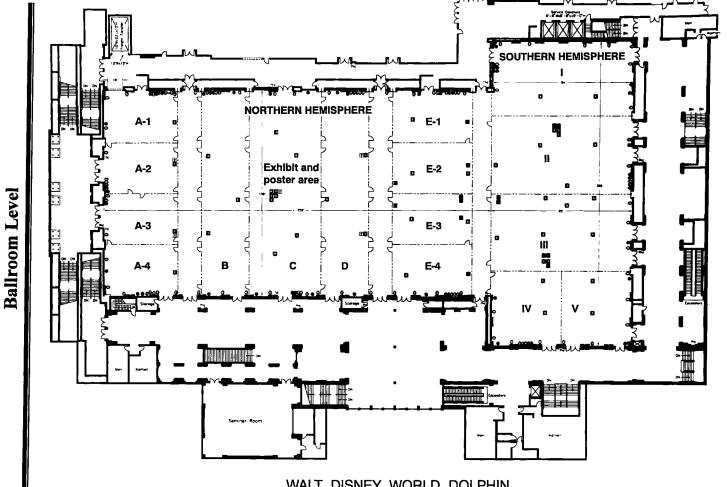
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Meeting Da	ate: I	May 22-26,	1998	·				
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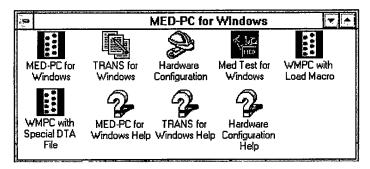


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