

25th anniversary
annual convention

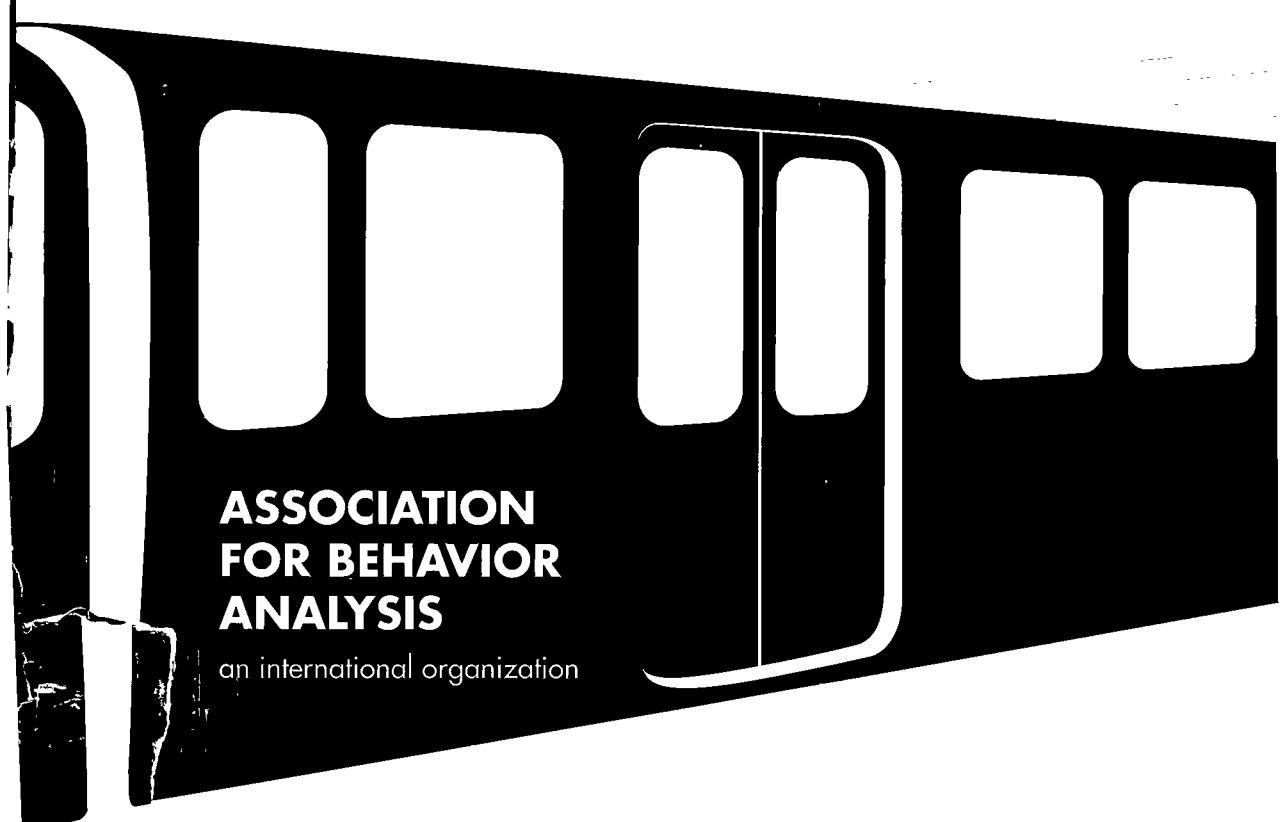
CHICAGO 1999

wednesday, may 26 through sunday, may 30, 1999

ABA convention program

**ASSOCIATION
FOR BEHAVIOR
ANALYSIS**

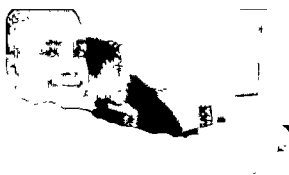
an international organization



At The New England Center for Children



each child's independence



is at the center of our attention.

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 on employment, graduate school programs and internships, visit our exhibition booth at the convention.



**The New England Center
FOR CHILDREN**

Independence through Educational Excellence

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



ASSOCIATION FOR BEHAVIOR ANALYSIS

an international organization

wednesday, may 26 through sunday, may 30

The Association for Behavior Analysis was founded in 1974 to promote the experimental, theoretical, and applied analysis of behavior.

A major purpose of the Association is to provide a forum for the discussion of issues and the dissemination of information pertinent to the members. Advancing behavioral science and its applications has become an international effort as witnessed by the countries represented by our members.

Acknowledgements

Program Board Coordinator

Gina Green, Ph.D., New England Center for Children

Program Chairs

Area I: AUT, CBM, CSE, DEV, TPC

Martha Pelaez-Nogueras, Ph.D., Florida International University

Area II: DDA, EAB, EDC, OBM, TBA, TOX, VRB

Frances K. McSweeney, Ph.D., Washington State University

Program & Convention Management Continuing Education Coordination

Maria E. Malott, Ph.D., Malott & Associates

Area Coordinators

AUT: Autism

Jack Scott, Ph.D., Florida Atlantic University

CBM: Clinical; Family; Behavioral Medicine

David E. Greenway, Ph.D., University of Southwestern Louisiana

CSE: Community Interventions; Social & Ethical Issues

Mark A. Mattaini, Ph.D., Columbia University

Richard Rakos, Ph.D., Cleveland State University

DDA: Developmental Disabilities; Autism

Kent R. Johnson, Ph.D., Morningside Learning Systems

DEV: Human Development; Gerontology

Jacob L. Gewirtz, Ph.D., Florida International University

Martha Pelaez-Nogueras, Ph.D., Florida International University

EAB: Experimental Analysis of Behavior

William L. Palya, Ph.D., Jacksonville State University

EDC: Education

Laura D. Fredrick, Ph.D., Georgia State University

OBM: Organizational Behavior Management

Linda Hayes, Ph.D., University of Nevada Reno

John Austin, Ph.D., Western Michigan University

TBA: Teaching Behavior Analysis

Roger Bass, Ph.D., Carthage College

TOX: Behavioral Pharmacology and Toxicology

Steven Dworkin, Ph.D., Bowman Gray School of Medicine
Christine Hughes, Ph.D., University of North Carolina, Wilmington

TPC: Theoretical, Philosophical, and Conceptual Issues

Michael Markham, Ph.D., Florida International University

VRB: Verbal Behavior

Mark Sundberg, Ph.D., Behavior Analysts, Inc.

SQAB: Society for the Quantitative Analyses of Behavior

William L. Palya, Ph.D., Jacksonville State University

Scheduling & Technical Support

Maria Gleeson, Association for Behavior Analysis
Timothy Butkiewicz, cyberMind
Tony Proios, Western Michigan University
Tabrez Sait, Western Michigan University

Graphic Design

Neil Simon and Tricia Hennessy, Design Center, Western Michigan University

Convention Assistance

Timothy R. Castañón, Association for Behavior Analysis
Lori H. Diener, Western Michigan University
Maria Gleeson, Association for Behavior Analysis
Jacalyn S. Smeltzer, Western Michigan University
Majda Seuss, Association for Behavior Analysis
Jim Harmon and Dawn Belton, Conferon, Inc.

Layout & Continuing Education Support

Majda Seuss, Association for Behavior Analysis

ABA Convention Presenters

This program contains the contributions of over 2000 participants from several countries. Thanks to their work, the Association for Behavior Analysis can offer this special convention program, including 33 workshops, 30 business meetings, 44 paper sessions (including 119 papers), 127 symposia (including 635 presentations), 32 panel discussions, 589 posters, 10 reunions/receptions, 24 invited presentations, and 10 special events. We appreciate all the support of the chairs of ABA's 21 Special Interest Groups. They have made significant contributions to the quality and richness of the 1999 convention program. Special thanks to the ABA staff for their dedication and quality work.

Table of Contents

Acknowledgements	2
About the Association for Behavior Analysis	5
Membership Information	6
Membership Registration Form	7
Convention Program	9
Registration & Convention Services	10
Convention Registration Form	11
Workshop Registration Form	12
Continuing Education	13
Job Placement Services	14
ABA 1999 Exhibitors	16
Convention Bookstore	21
Wednesday, May 26	23
Day Schedule.....	24
Workshops.....	26
SQAB Meeting	42
Thursday, May 27	45
Day Schedule.....	46
Special/Invited Events	48
Workshops	49
Convention Sessions	62
Friday, May 28	97
Day Schedule.....	98
Special/Invited Events	100
Reunions/Receptions.....	100
Convention Sessions	101
Saturday, May 29.....	165
Day Schedule.....	166
Special/Invited Events	168
Reunions/Receptions.....	168
Convention Sessions	169
Sunday, May 30.....	225
Day Schedule.....	226
Special/Invited Events	228
Convention Sessions	229
Sustaining and Supporting Members	252
Convention Travel Service Information	253
Hotel Reservation Request Form	254
Hotel Map.....	255
ABA Order Forms.....	256
Area Index	260
Author Index.....	261

About the Association for Behavior Analysis

Purpose

ABA 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. ABA publishes two scholarly journals, distributes a newsletter three times a year, provides support for continuing education credits and accredits behavioral programs.

Background

ABA was founded in May 1974 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, Marc N. Branch, A. Charles Catania, Barbara C. Etzel, Judith E. Favell, Richard M. Foxx, Sigrid S. Glenn, Israel Goldiamond, Don F. Hake, Philip N. Heline, Brian A. Iwata, James M. Johnston, 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 on page 7.

Executive Council

President (1997-2000)

Masaya Sato, Ph.D., Keio University

President-Elect (1998-2001)

Gina Green, Ph.D., New England Center for Children

Past President (1996-1999)

James M. Johnston, Ph.D., Auburn University

Applied Representative (1997-2000)

Jon S. Bailey, Ph.D., Florida State University

At-Large Representative (1998-1999)

Carol Pilgrim, Ph.D., University of North Carolina, Wilmington

At-Large Representative (1998-2001)

Jay Moore, Ph.D., University of Wisconsin-Milwaukee

Experimental Representative (1998-1999)

Marc Branch, Ph.D., University of Florida

Student Representative (1997-2000)

Peter-Cornelius Dams, M.S., Western Michigan University

Student Representative-Elect (1998-2001)

Amy Elliott, M.S., Western Michigan University

Past Student Representative (1996-1999)

Mark R. Dixon, Ph.D. Trinity Services, Inc.

Executive Director/Secretary-Treasurer (1993-1999)

Maria E. Malott, Ph.D., Malott & Associates

Membership Information

Sustaining and Supporting Members

Sustaining and Supporting members are eligible to vote on ABA business matters and to participate in the nomination and election of officers. Through their contributions, Sustaining and Supporting members support the involvement of students in the science and practice of behavior analysis. Benefits: Citation in the ABA Newsletter and the Program Book, subscriptions to The ABA Newsletter, *The Behavior Analyst*, and reduced convention registration fees. Requirement: Same as Full members.

Full Members

Full members are eligible to vote on ABA business matters and to participate in the nomination and election of officers. Full member dues help support the involvement of students in behavior analysis science and practice. Benefits: Subscriptions to the ABA Newsletter and *The Behavior Analyst*, and reduced convention registration fees. Requirements: See Voting Member Status Determination.

Affiliate Members

Affiliate members 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 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: Letter of recommendation from a voting member of ABA.

Emeritus Members

Emeritus members are persons over the age of 65 or retired. Benefits: Subscriptions to The ABA Newsletter and *The Behavior Analyst*, and reduced

convention registration fees.

Requirement: Send verification of age when first requesting this status.

Chapter/Adjunct Members

Chapter/Adjunct members are members of an ABA-Affiliated Chapter. Benefits: Subscriptions to the ABA Newsletter and special membership dues and convention registration fees. Requirement: Confirmation from Affiliated Chapter of your membership must be made annually.

Student Members

Student Members are full-time undergraduate or graduate students, residents, or interns. Benefits: Subscriptions to The ABA Newsletter and *The Behavior Analyst*, and reduced membership dues and convention registration fees. Requirement: Verification of student status.

Voting Member Status Determination

First time applications for Full, Sustaining, Supporting, or Emeritus membership, must show evidence of at least a Master's degree in behavior analysis or a related discipline; send a vita and complete the following checklist:

- Training included a minimum of one year's supervised experience in behavior analysis, my graduate project, thesis, or dissertation was in experimental or applied behavior analysis.
- Two or more years supervised experience in experimental or applied behavior analysis.
- Significant contributions to knowledge in behavior analysis evidenced by research publications, presentations at professional conventions, or by other comparable means. (Your vita should reflect such contributions.)

ABA 1999 Membership Form

Mail with payment to: ABA; 213 West Hall; WMU; 1201 Oliver St.; Kalamazoo, MI 49008

Dues for all Membership Categories include subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, except Chapter/Adjunct Dues, which do not include *The Behavior Analyst*.

Personal Information

NAME (Last, first, middle)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all mailings)

PREFERRED MAILING ADDRESS 2

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (with area and/or country codes)

HOME TELEPHONE # (with area and/or country codes)

FAX # (with area and/or country codes)

E-MAIL

Method of Payment

Make checks payable, in US dollars through a US bank, to ABA, or charge to your:

☐ American Express ☐ MasterCard ☐ Visa

If paying by credit card, please fill in the following:

Name as it appears on you card

Card Number

Expiration Date

Signature

Overpayments and discounts not taken by the applicant will be considered donations to ABA unless the ABA office receives a request for a refund in writing.

Membership Renewal Dues

If you have been a member of ABA in a previous year, check one of the following and enter the amount due here: \$ _____

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$ 230.00	<input type="checkbox"/> \$ 650.00
Supporting	<input type="checkbox"/> 125.00	<input type="checkbox"/> 335.00
Full	<input type="checkbox"/> 94.00	<input type="checkbox"/> 222.00
Affiliate	<input type="checkbox"/> 94.00	<input type="checkbox"/> 222.00
Emeritus	<input type="checkbox"/> 37.00	<input type="checkbox"/> 81.00
Student	<input type="checkbox"/> 37.00	NA
Chapter-Adjunct	<input type="checkbox"/> 32.00	<input type="checkbox"/> 66.00
Student Transition*	<input type="checkbox"/> 53.00	<input type="checkbox"/> 179.00

*If you were a student last year and have received a graduate degree, you may apply for Full-member status at the transition rate. Send vita and an official transcript (or letter from advisor) with form. You may take advantage of the special rate only once.

New Member Application Dues

If joining ABA for the first time, check one of the following and enter the amount due here: \$ _____

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$ 115.00	<input type="checkbox"/> \$ 535.00
Supporting	<input type="checkbox"/> 70.00	<input type="checkbox"/> 280.00
Full	<input type="checkbox"/> 54.00	<input type="checkbox"/> 182.00
Affiliate	<input type="checkbox"/> 54.00	<input type="checkbox"/> 182.00
Emeritus	<input type="checkbox"/> 26.00	<input type="checkbox"/> 70.00
Student	<input type="checkbox"/> 26.00	NA
Chapter-Adjunct	<input type="checkbox"/> 21.00	<input type="checkbox"/> 57.00

Yes, I Would Like to Contribute

\$5 to the Endowment Fund \$ _____

Verification of Student Status

I, _____,

certify that _____

is a full-time student, intern, or resident at (insert name of institution): _____

Faculty Signature: _____

Date: _____

Payment of dues is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information.

New Members:

Who referred you to ABA?

Permanent Address:

If your mail is returned as "non-returnable" to the address listed on the front of this form, ABA will send you mail to address:

Degree Held

List most recent degree received:

Year Received:

Degree Received:

Conferring Institution:

Position Title

Please check the one box that most closely describes your job title:

- ☐ 01 Administrator
- ☐ 02 Student
- ☐ 03 Consultant / Staff Trainer
- ☐ 04 Professor / Academic
- ☐ 05 Psychologist / Therapist
- ☐ 06 Researcher
- ☐ 07 Social Worker
- ☐ 08 Speech / Language Pathologist
- ☐ 09 School Teacher
- ☐ 00 Other:

Primary Activity

Please check the one box that most closely describes how you spend the majority of your time at work:

- ☐ 01 Administration
- ☐ 02 Clinical
- ☐ 03 Consulting / Staff Training
- ☐ 04 Research
- ☐ 05 Student
- ☐ 06 Teaching
- ☐ 07 Retired
- ☐ 00 Other:

Primary Discipline

Please check the one box that most closely describes your field of study:

- ☐ 01 Behavior Analysis
- ☐ 02 Behaviorology
- ☐ 03 Communication Disorders
- ☐ 04 Education
- ☐ 05 Medicine
- ☐ 06 Organizational Management
- ☐ 07 Pharmacology
- ☐ 08 Psychology
- ☐ 09 Social Work
- ☐ 00 Other:

Please check affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Australian Behavior Modification Association
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Belgium Association for the Study of Behavior Modification & Therapy
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ ALAMOC-Colombia
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour, Wales
- ☐ Florida ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi Association for Behavior Analysis
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norsk Atferdsanalytisk Forening

- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Sociedad Peruana de Analisis y Modificacion del Comportamiento (Peru)
- ☐ Sociedad Uruguaya de Analisis y Terapia de Comportamiento (Uruguay)
- ☐ Southeastern ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ TriState ABA

Write "M" by the Special Interest Groups (SIGs) of which you are a member. Write "I" by the SIGs about which you would like information.

- ___ Animal Trainer's Forum
- ___ Autism
- ___ BALANCE
- ___ Behavior Analysis in Corrections
- ___ Behavior Analysis in Education
- ___ Behavior and 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
- ___ Legal and Ethical Issues
- ___ Organizational Behavior Management Network
- ___ Rehabilitation & Independent Living
- ___ Society for the Quantitative Analysis of Behavior
- ___ Standard Celeration Charters
- ___ Teaching Behavior Analysis
- ___ Verbal Behavior

Convention Program

Presentation Formats

Addresses are presentations of theoretical, philosophical, or methodological issues.

Invited Event speakers are invited by a specialty area coordinator to present information that is new, innovative, or otherwise important to the specialty area. They are usually members of the Association.

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

Business Meetings are held during the convention by ABA committees, chapters, special interest groups, and other groups. Anyone may attend the meetings unless the meeting is specified as a "closed" meeting.

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

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

Specialty Areas and Codes

The schedule of sessions is arranged by specialty areas. Each specialty area includes all presentation formats. The following codes 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

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.

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.

Registration & Convention Services

General Information

If you have inquiries about a convention activity or session during the convention, visit the Convention Services Desk.

The On-site and Pre-registration Counters and the Convention Services Desk are located in the *Continental Foyer*. Hours are:

Wednesday, May 26	8 AM – 5 PM
Thursday, May 27	8 AM – 5 PM
Friday, May 28	8 AM – 5 PM
Saturday, May 29	8 AM – 5 PM
Sunday, May 30	8 AM – 1 PM

Registration

The ABA office must receive all convention fees by May 15, 1999. The ABA Office will not process registrations after this date.

Presenters are responsible for all costs associated with attending the 25th Annual ABA Convention at the *Chicago Hilton & Towers*. *Presenters must register for the convention.*

If you have pre-registered, you will receive your convention packet at the Pre-Registration Counter located in the *Continental Registration Area*.

Registration for Relatives

Family members attending only your presentation at the convention should register on your form. Include their name(s) and \$2.00/family member with your Convention Registration. Name badges will be prepared and placed in your advance registration packet or you may request them on-site.

Membership Dues

Membership dues must be paid with registration fees. Please include all forms in one envelope and all payments on one check, money order or charge.

Cancellations & Refunds

You may cancel convention registration and workshops or other events prior to May 1, 1999. A \$10.00 handling fee will be deducted from all refunds. Handling fees will not be deducted from events cancelled by ABA.

After May 1, 1999, only workshops and events cancelled by ABA are eligible for a refund.)

Pre-Convention Workshops

Admission to workshops is by ticket only. Workshops may be cancelled due to low enrollment, so advanced registration is advised.

ABA provides APA continuing education credit upon request for workshop attendance at no additional charge.

For a small fee, participants will also be able to obtain continuing education credits from the Florida Association for Behavior analysis and the California Psychological Association. For further information, see page 13.

Early registrants will receive their workshop ticket(s) in the Advanced Registration packets.

Job Placement Services (JPS)

Vitae, resumes, and position listings are available for review by JPS registrants at the JPS counter in the registration area. ABA will arrange interviews between applicants and employers during the convention. You may register for JPS at On-Site Registration or in advance (see page 14).

ABA Convention Store

The ABA Convention store carries over 800 books in areas related to behavior analysis. The ABA convention store is located in *Continental A*.

1999 Convention Registration Form

Mail with payment to: ABA; 213 West Hall; WMU; 1201 Oliver St.; Kalamazoo, MI 49008

Personal Information

NAME (Last, first, middle)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all mailings)

PREFERRED MAILING ADDRESS 2

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (with area and/or country codes)

HOME TELEPHONE # (with area and/or country codes)

FAX # (with area and/or country codes)

E-MAIL

Convention Name Badge

Print your name and affiliation as you would like them to appear on your badge

Method of Payment

Make checks payable, in US dollars through a US bank, to ABA, or charge to your:

☐ American Express ☐ MasterCard ☐ Visa

If paying by credit card, please fill in the following:

Name as it appears on you card

Card Number

Expiration Date

Signature

Note: To register as a member, you must be an ABA member for the 1999 calendar year. If you do not wish to renew your membership for 1999, you must register as a non-member.

Registration for Entire Convention

Presenters and authors must register for the convention.

Choose your membership category from the list below. Fill in the appropriate amount: \$ _____

Category	Fee
Sustaining, Supporting, Full or Affiliate	\$104.00
Emeritus and Student	\$47.00
Chapter-Adjunct	\$131.00
Non-member	\$236.00

One-Day Registration

Circle day(s) attending:

Thursday 5/27	Friday 5/28
Saturday 5/29	Sunday 5/30

Choose your membership category below and fill in the total (fee x # of days): \$ _____

Category	Fee
Sustaining, Supporting, Full or Affiliate	\$47.00
Emeritus and Student	\$47.00
Chapter-Adjunct	\$63.00
Non-member	\$84.00

Special Events & Materials

25th Anniversary Banquet \$45/ticket
(must be received by May 15) \$ _____

Sweatshirts with Chicago '99 Logo
Adult Sizes (circle size): L XL XXL \$27 ea. \$ _____

Short-Sleeved T's with Chicago '99 Logo
Adult Sizes (circle size): L XL XXL \$17 ea. \$ _____

Youth Sizes (circle size): S M L \$12 ea. \$ _____

Long-Sleeved T's with Chicago '99 Logo
Adult Sizes (circle size): L XL XL \$22 ea. \$ _____

Chicago '99 Mug \$5 ea. \$ _____

Donation to Support Student Presenters \$ _____

Registration for ABA '99 Convention \$ _____

Total Registration Payment Enclosed \$ _____

Workshop Registration Total \$ _____
(from page 12)

TOTAL PAYMENT (US\$ Only) \$ _____

ABA '99 Workshop Registration Form

Select workshops. Enter the total fee at the bottom of this page and on the reverse of this form. 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.

Wednesday May 26, 1999

1. 10 AM - 5 PM; *Standard Celeration Chart Reading and Charting*; Members \$150, Non-members \$165
2. 10 AM - 5 PM; *Creating Business Success through Behavior Change*; Members \$140, Non-members \$155
3. 10 AM - 5 PM; *Functional Analysis of Problem Behavior in Public School*; Members \$125, Non-members \$140
4. 10 AM - 5 PM; *Prevention of Severe Problem Behaviors in Individual...*; Members \$120, Non-members \$135
5. 10 AM - 5 PM; *Teaching Defiant Hyperactive Children to Follow Directions and Behave Well...*; Members \$125, Non-members \$140
6. 10 AM - 5 PM; *FAP Enhanced Cognitive Therapy for Depression*; Members \$115, Non-members \$130
7. 10 AM - 5 PM; *A Practical Introduction to Direct Observation and Measurement of Behavior in Applied Settings*; Members \$125, Non-members \$140
8. 10 AM - 5 PM; *Psychology and AIDS Education: Teaching a Behavior...*; Members \$135, Non-members \$160
9. 6 PM - 9 PM; *Sleep and its Disorders among Persons with...*; Members \$75, Non-members \$90
10. 6 PM - 9 PM; *The Pyramid Approach to Education*; Members \$95, Non-members \$110
11. 6 PM - 9 PM; *Beyond Training: An Analytical Process for Improving...*; Members \$100, Non-members \$115
12. 6 PM - 9 PM; *Keeping Customers Coming Back: A Model and Methodology...*; Members \$85, Non-members \$100
13. 6 PM - 9 PM; *School Violence: Assessment and Intervention*; Members \$70, Non-members \$85
14. 6 PM - 9 PM; *Essential OBM Consulting and Facilitation Skills...*; Members \$80, Non-members \$95
15. 6 PM - 9 PM; *Desktop and Network Data Sharing for OBM...*; Members \$120, Non-members \$135
16. 6 PM - 9 PM; *The Analysis and Treatment of Habit Disorders...*; Members \$70, Non-members \$85
17. 6 PM - 9 PM; *Building Fluency in Fine and Gross Motor ...*; Members \$90, Non-members \$105
32. 6 PM - 9 PM; *Improved Oral Presentations*; Members \$75, Non-members \$90

Thursday May 27, 1999

18. 8 AM - 11 AM; *Data Collection and Display via the Web*; Members \$120, Non-members \$135
19. 8 AM - 11 AM; *Building Conversational Skills for Children, Youths, and Adults with Autism: How to Use Script-fading Procedures*; Members \$110, Non-members \$125
20. 8 AM - 11 AM; *Intensive Early Intervention: Program Enhancements, Complex Treatment Methods, and Alternative Skills to Remediate Inadequate Treatment Progress*; Members \$72, Non-members \$87
21. 8 AM - 11 AM; *Using a Person-centered Planning Strategy to Develop Goals for People with Behavioral Challenges*; Members \$85, Non-members \$100
22. 8 AM - 11 AM; *The Making of a Stable Family*; Members \$70, Non-members \$85
23. 8 AM - 11 AM; *Munchausen Syndrome-by-Proxy: Assessment and Intervention*; Members \$70, Non-members \$85
24. 8 AM - 11 AM; *Sequential and Traditional Data Collection and Analysis Strategies Using Computer Technology: Hands-on Application of the BEST System*; Members \$145, Non-members \$160
25. 8 AM - 11 AM; *How to Develop, Produce and Use SAFMEDS*; Members \$90, Non-members \$105
26. 8 AM - 11 AM; *Developing an Individualized, Language-Based Curriculum for Young Children with Autism*; Members \$80, Non-members \$95
27. 8 AM - 11 AM; *Specialized Behavioral Techniques: Treating Young Children with ADHD or ODD without Medication*; Members \$75, Non-members \$90
28. 8 AM - 11 AM; *Keys to Discriminating Behavior Change Processes*; Members \$90, Non-members \$105
29. 8 AM - 11 AM; *Publishing and Marketing for Behavior Analysts: How to Get Going, Publish, and Use Distributors, Media, and the Internet*; Members \$75, Non-members \$90
30. 8 AM - 11 AM; *Techniques of Conceptual Analysis*; Members \$75, Non-members \$90
31. 8 AM - 11 AM; *A Stimulus Class Technology of Teaching and Some Areas for Applied Behavior Analysis*; Members \$80, Non-members \$95
33. 8 AM - 11 AM; *Promoting Positive School-Wide Educational Outcomes: Strategies for Academic and Behavioral Change*; Members \$70, Non-members \$85

Enter Workshop numbers and fees. and total on reverse side of this form.

Name: _____

Workshop # _____ \$ _____

Workshop # _____ \$ _____

Workshop # _____ \$ _____

Total for Workshops.....\$ _____

Continuing Education

General Information

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

The continuing education program is designed to meet academic needs of self-improvement and to provide continuing academic training for psychologists as required by many licensing associations and specialty boards. ABA maintains records 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. If you are interested in receiving CE credits for attending workshops at the 1999 ABA convention, please visit the continuing education desk on-site in the *Continental Foyer*.

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

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

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 a list of workshops qualified for MCEP. There will be an additional fee of \$15.00/workshop for MCEP.

Continuing Education for Certified Behavior Analysts and Associate Behavior Analysts

The Florida Association for Behavior Analysis, in cooperation with ABA, will coordinate 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) at the ABA 1999 convention in Chicago. All relevant materials will be available at the ABA continuing education desk, which will be located near the registration desk. For additional information, contact:

Marilyn Colon
FABA Continuing Education Program
Department of Psychology
Florida State University
Tallahassee, FL 32306
Phone: 850-644-2040
E-mail: colon@psy.fsu.edu

Ethics

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

Job Placement Services

The Job Placement Service at ABA has helped matched many employers and qualified job applicants in behavior analysis.

JPS offers the following services:

- ☐ Posts job positions at the convention and on the web
- ☐ Posts resumes and vitae at the convention and on the web
- ☐ Schedules interviews at the convention
- ☐ Offers workshops on professional development in behavior analysis for applicants at the ABA convention.

Who Should Participate in JPS?

Employers

Employers looking for skilled behavior analysts should register for JPS. Employers can post job positions on the ABA web, at the convention, can interview candidates and participate as a sponsor in the 3rd Annual Student Breakfast Fair.

Employers may purchase one or more of the following services:

- ☐ Package 1: Post Job on ABA Web Site \$50
- ☐ Package 2: Post Job on ABA Web Site, Post job at the convention, schedule interviews \$75
- ☐ Package 3: Sponsor the Student Breakfast Fair \$200, \$400, \$600
(Depending on size of your organization)

Applicants

Individuals searching for a position in behavior analysis are encouraged to register for JPS. Applicants can make their resume and vitae available at the convention for employers to view. Applicants can also attend JPS workshops, which feature topics on skill building in various areas of professional development.

Applicants may purchase one or more of the following services:

- ☐ Package 4: Vita on file at the convention for employers to review & Interviews scheduled at the convention \$35
- ☐ Package 5: Vita on file at the convention for employers to review, Interviews scheduled at the convention, Workshops..... \$40

JPS Workshops

Event # 139a: Using the Internet to Enhance Your Job Search Possibilities. Timothy Butkiewicz (cyberMIND)

Event # 229a: JPS Success Stories: Tips in Job Hunting and Interviewing from a Past JPS Applicant. Daniel Sikora (Meijer, Inc.)

How to Register for JPS

To Register for JPS, send your name, email address, payment, and package # to the ABA office. JPS Coordinators will contact you further for specific information.

ABA: Attention JPS
213 West Hall
1201 Oliver Street
Kalamazoo, MI 49008
Fax: (616) 387-8354
Phone: (610) 387-8341

Email: 76236.1312@compuserve.com

VISIT THE ABA
WEB SITE AT
www.wmich.edu/aba

The New School for the Learning Sciences

NSLS

The Virtual Campus

Beginning June 7, 1999!

Learning Sciences "Quick Study!"

Need information you might have missed in your graduate program?

Want to refresh or update your knowledge in an area?

Looking to improve your professional skills?

Curious about a topic and want a formal introduction?

Register now for noncredit* intensive short courses on topics such as:

Effective consulting

Teaching concepts

Understanding adaptive neural network simulations

Verbal Behavior: Uses with the developmentally disadvantaged

Emotions & emotional behavior: A contingency analytic approach

Deconstructing "generalization": How to promote transfer of learning

Evolutionary theory for non biologists

Talk-Aloud-Problem-Solving: An introduction

Introduction to the standard acceleration chart

Introduction to behavioral momentum

Introduction to topical and systemic functional analysis

* CEUs available for most courses

Check your ABA registration packet for June's Quick Study courses!

Sample course now on-line

Beginning October 4, 1999!

Master of Instructional & Performance Science

Completely on-line

Outstanding faculty

Rigorous training

Personalized schedule

Now accepting applications

www.nsls.com

Advanced training in the learning sciences from scientists and scholars throughout the world, for students and learners throughout the world

ABA 1999 Exhibitors

Exhibits are designed to be an integral part of your learning experience, and feature a range of new products, services, and technologies in behavior analysis. Join us in *Continental Ballroom B* for these and other interesting exhibits!

Association for Science in Autism Treatment (ASAT)

575 Coal Valley Road, Suite 109
Pittsburgh, PA 15025

ASAT is a non-profit national group of parents and professionals that is committed to disseminating accurate, scientifically sound information regarding autism and treatment for autism, and improving access to such treatment regardless of income, severity of condition, or age.

Bancroft NeuroHealth

P.O. Box 20, Hopkins Lane
Haddonfield, NJ 08033-0018

Bancroft NeuroHealth, a New Jersey Non-Profit Corporation, has been serving people with disabilities since 1883. Based in Haddonfield, New Jersey, Bancroft NeuroHealth serves more than 1,000 individuals with developmental disabilities and acquired brain injuries. With more than 140 sites throughout Southern New Jersey, Maine, Delaware and Louisiana, Bancroft NeuroHealth is internationally recognized as a leader in special education, rehabilitation, evaluation and research.

Brookes Publishing, Co.

P.O. Box 10624
Baltimore, MD 21285-0624

Context Press

933 Gear Street
Reno, NV 89503-2729

Context Press will be bringing all of your favorite books on topics such as scientific contextualism, behavioral development, developmental psychology, verbal behavior, epistemology, social and cultural psychology as well as clinical applications. There are several new books coming to the conference this year. These are:

Prescription Privileges for Psychologists: A Critical Appraisal, edited by Steven C. Hayes and Elaine Heiby

Autism: Behavior Analytic Perspectives, edited by Patrick M. Ghezzi, W. Lawrence Williams, and James E. Carr

Handbook for Applied Behavior Analysis, edited by John Austin and James E. Carr

Clinical Behavior Analysis, edited by Michael J. Dougher

Davidson Films, Inc.

668 Marsh Street
San Luis Obispo, CA 93401

Davidson Films presents *B.F. Skinner: A Fresh Appraisal*, a new 30-minute videotape narrated by Murray Sidman, Ph.D. Designed for use in undergraduate classes as an introduction to Skinner and his work, this new video includes archival footage and newly shot scenes in both regular and special education classrooms. From her father's home office, Julie Vargas reminisces about her father's work habits and parental role. Her sister diffuses the infamous "Baby in the Box" myth. The video introduces essential vocabulary and demonstrates the power of ideas while diffusing some of the controversies and misunderstandings that have so long plagued Behavior Analysis.

ABA 2000

If you are interested in exhibiting at the ABA 26th Annual Convention in Washington, D.C., visit the ABA convention service desk for information.

Different Roads to Learning

12 West 18th Street
New York, NY 10011

Different Roads to Learning produces materials for ABA home and center based programs, books, manuals, flashcards, software, and manipulatives.

Heartspring

8700 E. 29th Street
Wichita, KS 67226

Heartspring is a nationally known residential school that serves children ages 5 to 21 with multiple, severe disabilities. All students enrolled at Heartspring have mental retardation compounded by other disabilities such as autism, cerebral palsy, hearing and visual impairments, and behavioral disorders, as well as other psychiatric disorders. Students receive individualized special education and residential programming.

MED Associates, Inc.

719 ½ North 26th Street
Lafayette, IN 47904

MED Associates, Inc. manufactures standard and custom products for the behavioral pharmacologist, behavioral scientist, and neuroscientist. The product line includes modular test chambers and accessories for rodents, pigeons, and primates; modular computer interface systems; rotational, threshold, and open field activity systems; mazes; startle reflex testing; MED-PC® for Windows with Y2K, network, and file extraction features; and software for cumulative recording and other applications. Human reward and response systems will also be on display, including candy and token dispensers.

The New England Center for Children

33 Turnpike Road
Southboro, MA 01772-2108

Vincent Strully founded the New England Center for Children in 1975. The Center's primary mission is to increase the social skills of children, adolescents and young adults with autism and other developmental disorders through the use of applied behavior analysis (ABA).

Serving over 200 children and young adults from 69 Massachusetts towns and cities, as well as 10 other states and 4 foreign countries, The New England Center for Children provides comprehensive educational, residential and treatment programs designed to help students reach their full potential. Center programs include an Early Learning Program, Day School, Behavior Disorders Program, Staff Intensive Unit, Adult Program and Transition Program.

The Center seeks to further the understanding and treatment of autism and other developmental disorders through its dynamic on-site research program. Their research, which is disseminated nationwide, focuses on basic learning processes, teaching techniques for children with severe learning problems, managing challenging behaviors, communication training strategies, early intervention and the generalization and maintenance of treatment gains.

Psychotool.Com

Johannes-Gossner-Strasse 3
D-55252 Mainz-Kastel
Germany

The "art of creating behavior" is an interactive program on CD-ROM using PROMPTING + REINFORCING. It is designed as a practical, measurable experiment to change the behavior of a real person in a family or business environment.

Woodbine House

6510 Bells Mill Road
Bethesda, MD 20817

The Special-Needs Collection

Nearly forty titles about developmental disabilities for both professional and lay audiences. Three recent titles concerning applied behavior analysis include *Autism through the Lifespan*, *Right from the Start: Behavioral Intervention for Young Children with Autism* and *Activity Schedules for Children with Autism*. Additional titles on a wide variety of developmental disabilities plus inclusion, special education, siblings, parents' point-of-view, and more. Conference discount available for purchases on-site! Free book catalog.

Exhibitor Hours

ABA exhibitors will be open the following dates and times in *Continental B*, located on the first floor of the *Chicago Hilton & Towers*:

Thursday, May 27	9:00 AM - 5:00 PM
Friday, May 28	9:00 AM - 5:00 PM
Saturday, May 29	11:00 AM - 2:00 PM

Win a Weekend for Two at the *Chicago Hilton & Towers!*

Sign up to win a complimentary room for two nights at the *Chicago Hilton & Towers*. Visit the raffle table during exhibit hours in room *Continental B* to fill out a raffle ticket. The winner will be selected at 12:00 PM on Saturday, May 29 at the raffle table.

Visit the ABA EXPO

Friday, May 28
9:30 PM - 11:30 PM
International Ballroom North

*Graduate Training Programs, ABA Committees,
Special Interest Groups, Affiliated Chapters and more*

If you could give a child anything in the world, what would it be?



the gift of

peace

For children with developmental disabilities, peaceful behavior can open many doors—to more rewarding relationships with family, and even to new friendships. Unfortunately, aggressive behaviors are sometimes the only way they have to reach out.

At Heartspring, we discover what children are trying to say through aggressive behaviors, and then we teach them more positive, productive methods of communication. Through a data driven functional curriculum, functional analysis, positive behavior supports, behavior management programs, classroom instruction, and consistent, interdisciplinary team teaching, we help them make meaningful contact with the world around them. The result is more appropriate behavior that can result in many rewarding experiences with the child's community, school and home.

Call Heartspring today for gifts that will matter most to a special child.



HEARTSPRING

8700 East 29th Street North • Wichita, Kansas 67226

1-800-835-1043

www.heartspring.org



*The Association for Science
in Autism Treatment*

***Providing accurate, science-based information
Promoting access to effective treatment***

Board of Directors

Marissa Bennett	Catherine Maurice, Ph.D.
Joan Davin	Karla McGlothlin
Richard Foxx, Ph.D.	James Mulick, Ph.D.
Sigrid Glenn, Ph.D.	Susan Niederberger
Gina Green, Ph.D.	Lora Perry
John Jacobson, Ph.D.	Raymond Romanczyk, Ph.D.
Lawrence Lee, M.D.	Howard Schneider, Ph.D.
Suzanne Letso	Gerald Shook, Ph.D.
Kathy Mannion	Bridget Taylor, Psy.D.

For more information contact:

The Association for Science in Autism Treatment

575 Coal Valley Road, Suite 109 • Pittsburgh, PA 15025

Phone (412) 469-7600 • Fax (412) 469-7601

email ASAT@autism-treatment.org

ABA Convention Bookstore

The ABA bookstore is pleased to offer over 800 titles relating to the field of Behavior Analysis at the 1999 annual convention. The following categories of books will be represented:

- Clinical and Behavioral Medicine (CBM)
- Developmental Disabilities and Autism (DDA)
- Human Development (HD)
- Experimental Analysis of Behavior, Research and Animal Behavior (EAB/R/AB)
- Education, and Teaching Behavior Analysis (EDU/TBA)
- Organizational Behavior Management (OBM)
- Behavioral Pharmacology and Toxicology (TOX)
- Theoretical, Philosophical and Conceptual Issues in Applied Behavior Analysis (TPC)
- The Analysis of Verbal Behavior (VRB)
- Professional Development (PD)

Shipping Services

Shipping will be available if you would prefer to ship your books home. To inquire about this service, stop by the bookstore for more information.

Institutional Purchase Orders

ABA is proud to announce that, for the first time, the bookstore will accept institutional purchase orders as payment for bookstore purchases. ABA will bill your institution following the convention for the amount of the purchase. To take advantage of this opportunity, you must give the bookstore cashier a copy of the purchase order form complete with the full billing address and a list of items to be purchased.

Book Orders

Any title listed in the Convention Bookstore Catalogue may be ordered beginning May 26, through June 15, 1999. An additional fee will be added to all orders for shipping and handling costs. Catalogues and order forms can be found at the Convention Bookstore.

For more information please contact:

Jacalyn S. Smeltzer
ABA Convention Bookstore Coordinator
213 West Hall
1201 Oliver Street
Western Michigan University
Kalamazoo, MI 49008-5058
Telephone: (616) 387-8341,
E-mail: Jssmeltzer@aol.com, or 76236.1312@Compuserve.com

Meet the Author!!!

*Attention: Practitioners, Parents, Faculty, and Students,
Come Chat with **Ennio Cipani**, Author of...*

Helping Parents Help Their Kids A Clinical Guide to Six Child Problem Behaviors

Dr. Cipani has written a guide for clinicians and parents who work with or have children with behavior problems. In this book, he provides ways to address clinical issues in designing and implementing child behavior management plans. Parents will also find this book helpful because information is presented in a user-friendly format. The author is a Full Professor in the Ecosystem Child Clinical Psychology Program at the California School of Professional Psychology.

\$29.95 Paper 0-87630-952-X 1998 204 pages

***For more information about this title, please visit
our website at www.taylorandfrancis.com***

*Meet Dr. Ennio Cipani at the ABA
Conference Bookstore
on Friday, May 28, 1999 at 5:30 p.m.*



BRUNNER/MAZEL

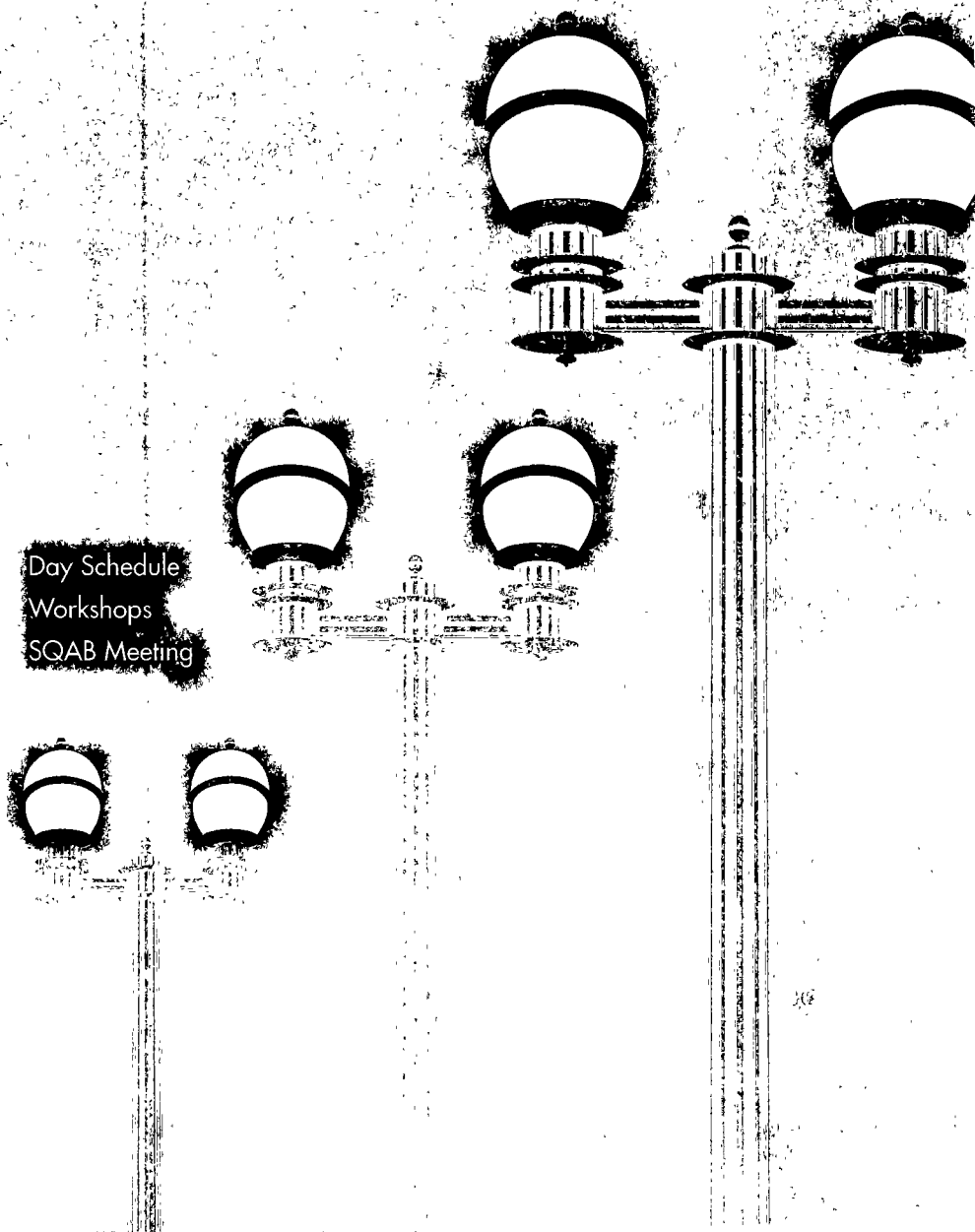
*a member of the Taylor & Francis Group
325 Chestnut Street, Philadelphia, PA 19106*

ASSOCIATION FOR BEHAVIOR ANALYSIS

an international organization

Wednesday, May 26

Day Schedule
Workshops
SQAB Meeting



	Room	7AM		8AM		9AM		10AM		11AM		12PM		1PM	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Lobby	Continental A														
	Continental B														
	Continental C														
Second Floor	Int'l Ballroom N														
	Int'l Ballroom S														
	Grand Ballroom														
	Boulevard A														
Third Floor	Boulevard B														
	Boulevard C														
	Waldorf Room	#1 SQAB Events (PALYA)													
	Astoria Room														
	Williford A														
	Williford B														
	Williford C														
	Marquette Room														
	Joliet Room														
	PDR 1														
	PDR 2														
	PDR 3														
Fourth Floor	PDR 4														
	PDR 5														
	PDR 6														
	PDR 7														
	4A														
	4B														
	4C														
	4D														
	4E														
	4F														
Eighth Floor	4G														
	4H														
	4I														
	Lake Ontario														
	Lake Michigan														
	Lake Huron														
	Lake Erie														

= Special & Invited Events

Ch:

= Chair

Legend

Room	2PM		3PM		4PM		5PM		6PM		7PM		8PM	
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Continental A														
Continental B														
Continental C														
Int'l Ballroom N														
Int'l Ballroom S														
Grand Ballroom														
Boulevard A	Workshop #6 (cont)								Workshop #9 Sleep and... (DURAND)					
Boulevard B									Workshop #11 Beyond... (DETRICH, et al.)					
Boulevard C									Workshop #32 (CARTER, et al.)					
Waldorf Room	#1 SQAB Events (cont)													
Astoria Room														
Williford A														
Williford B														
Williford C														
Marquette Room	Workshop #7 (cont)								Workshop #16 (MILTENBERGER)					
Joliet Room	Workshop #4 (cont)								Workshop #13 School... (WYATT, et al.)					
PDR 1														
PDR 2	Workshop #5 (cont)								Workshop #10 (BONDY, et al.)					
PDR 3														
PDR 4														
PDR 5														
PDR 6														
PDR 7														
4A	Workshop #8 (cont)								Workshop #14 Essential... (COLE, et al.)					
4B	Workshop #3 (cont)								Workshop #17 Building... (BINDER, et al.)					
4C	Workshop #1 (cont)								Workshop #12 Keeping... (CICERONE)					
4D	Workshop #2 (cont)								Workshop #15 (LAWTON, et al.)					
4E														
4F														
4G														
4H														
4I														
Lake Ontario														
Lake Michigan														
Lake Huron														
Lake Erie														

Workshops

Workshop #1

5/26/99

10:00 AM - 5:00 PM

Room 4C

Standard Celeration Chart Reading and Charting

OGDEN LINDSLEY, Ph.D. (Behavior Research Company), John Cooper, Ed.D. (Ohio State University), Jeremy Clofene, MS, Allison Cromey, M.A. (Illinois Institute of Technology), Bradley Frieswyk, M.A. (Morningside Learning Systems), Michael Fabrizio, M.A., Joanne M. Robbins, M.A. (Morningside Academy), Charles Merbitz (Illinois Institute of Technology)

Description - How to read and chart daily, weekly, monthly, and yearly Standard Celeration Charts. The dramatic learning results produced by Morningside Academy and Malcolm X College have attracted new attention to this powerful learning and performance analysis tool. Daily frequency monitoring has proven highly successful in applied behavior analysis, precision teaching, and organizational performance management. Standard Celeration Charts were developed to easily track frequency growth, changes in growth, variance, outliers, and to project outcomes. This repeat of the very highly rated workshop at ABA 94, 95, 96, 97, and 98 was requested by participants unable to attend those years.

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

Activities - Morning activities include 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. In the afternoon each participant charts from 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. This workshop is unique for teaching participants to read charts fluently before putting dots on charts. Practice sheets with 100 small 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, placing dots on charts accurately at 10 per minute is rapidly learned. No participant is ever without help.

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

Members - \$150 **Non-Members** - \$165

Learn about the

ABA International Exchange Program

at the ABA EXPO

Workshop #2

5/26/99

10:00 AM - 5:00 PM

Room 4D

Creating Business Success through Behavior Change

WILLIAM K. REDMON, Ph.D. Leslie Wilk Braksick, Ph.D. Paul Brown, Ph.D. (Continuous Learning Group, Inc.)

Description - Instructors will present a detailed view of recent advances in the application of behavioral theory and methodology in private sector businesses, primarily Fortune 500 companies. Subtopics will focus on the tools, processes and consulting methods that consistently lead to success and examples that illustrate how success can be achieved. A major focus of the workshop will be Reinforcement-Based Leadership (RBL), a comprehensive behavioral model for leaders that includes business strategy, behavior analysis and metrics components all integrated to bring about behavior change that drives workforce satisfaction competitive position and profitability. Instructors will describe how behavioral methods can be adapted to fit a variety of organizational cultures and industries including team-based organizations, high technology companies, traditional manufacturing businesses, and fast-growing entrepreneurial firms.

Objectives - Participants will, 1) Identify and describe the latest methods of applying behavior analysis to create and sustain business success; 2) Describe trends in private sector businesses, needs for behavioral technology and how these factors might shape the practice of OBM in the future; 3) Describe the profile of an effective behavioral consultant for the next decade including knowledge, skills and abilities that will drive success, 4) Identify topics, key content, and supporting materials for use in future training and

supervision of graduate-level OBM students.

Activities - The workshop will include lecture/discussion, interactive exercises and action planning. Instructors will provide an overview of the key elements of each topic area and provide examples to illustrate its defining features and uses. For selected topics, they will ask participants to use information from the overview to carry out a practical, interactive exercise called a Situation Buster(TM) to help extend learning. At the end of the workshop, participants will be asked to complete an idea log to document actions to be taken in follow-up to the session. The activities are designed to create new learning, limited application of new learning, and extension of the learning to situations outside the training.

Audience - This workshop is designed for teaching faculty from colleges and universities who teach OBM courses or manage internships or practice in OBM. It is not designed for consultants or students.

Members - \$140 **Non-Members** - \$155

Workshop #3

5/26/99

10:00 AM - 5:00 PM

Room 4B

Functional Analysis of Problem Behavior in Public School Settings

JANET ELLIS, Ph.D., Sandy Magee, M.S., Debi Alvey, Amy Crye, Vicki Hodge (University of North Texas)

Description - Iwata, et al's (1982) model of functional analysis is very appropriate for certain populations, especially when control over all environmental variables is possible. In public school settings where strict environmental control may not be possible, serious behavior problems (involving students with normal to above average intellectual and verbal skills)

requiring analysis and intervention abound. Modifications are required to the four basic experimental conditions. This workshop will provide extensive participant involvement, including opportunities to observe (via videotape) actual in-school functional analyses, take data on on-going behavior during functional analyses, and learn about successful modifications to the four basic assessment conditions for specified problem behaviors. Participants will conduct one experimental session, design data sheets for in- and out-of-class analysis conditions, and receive feedback. Additionally, for those participants who are interested in learning how to create interest in, as well as demonstrate importance of the functional analysis model for solving serious school behavior problems, strategies for accomplishing these goals will be presented.

Objectives - Participants will learn how to 1) modify the four basic functional analysis experimental conditions to meet the customized needs of students whose behavior requires functional analysis; 2) interact with professional school personnel (principals, psychologists, diagnosticians, counselors, classroom teachers) to gain their cooperation and help ensure continued referrals; 3) create individualized data sheets to best meet environmental challenges evoked by conducting functional analyses in applied settings; 4) gain cooperative access from teachers into their classrooms in order to observe target student's ongoing behavior across the school day; 5) develop training objectives based on outcomes of functional analysis and coach teachers to use these; and 6) provide problem-solving strategies for persons working in non-institutional settings.

Activities - Participants will be asked to record data on ongoing behavioral interactions in classroom settings and in analog settings during actual functional analyses (on videotape). Participants will

have the opportunity to design customized data sheets to use to observe ongoing behavior and as the basis for functional analysis undertakings in their educational/clinical/institutional settings. They will role-play providing feedback to teachers/paraprofessionals when training these classroom staff persons to assist in one or more of the experimental analysis conditions in the analog setting and to implement the functional analysis in their classroom setting (to ensure validity of the analog findings). Participants will engage in behavioral rehearsals, role playing, conducting one experimental condition in a functional analysis. Those participants interested in establishing an assessment system in their work setting will be given assistance in ways to create interest in functional analysis without threatening the purview of their colleagues. In summary, activities will include role-playing phases involved in functional analyses in applied settings, interacting with professionals in applied settings, and investigating marketing strategies for creating awareness of the importance of the functional analysis in changing problem behavior.

Audience - Individuals interested in functional analysis as the basis for remediation of seriously disruptive, inappropriate behavior of students in school classrooms, day-care centers, and other applied settings.

Members - \$125 **Non-Members** - \$140

Workshop #4

5/26/99

10:00 AM - 5:00 PM

Joliet Room

Prevention of Severe Problem Behaviors in Individuals with Developmental Disabilities

CHRISTINE E. REEVE, Ph.D.

(Baudhuin Oral School of Nova Southeastern University)

Description - The advent of antecedent-based interventions and those focusing on skill-building have allowed the field of behavior analysis to move from reactive to proactive methods. In other words, they have allowed us to begin to address prevention of severe problem behaviors rather than intervening after the problems have developed. This workshop will focus on a variety of factors in the classroom that can prevent and reduce the escalation and frequency of problem behaviors. The focus of strategies will include skill-building interventions, changes in the physical environment of the classroom, changes in routines of the day, and curriculum modifications.

Strategies that will be focused on in depth will include functional communication training, visual cueing, and arrangement of the physical environment. For each variable discussed, literature supporting its role in prevention of problem behavior will be discussed.

Objectives - Participants will learn skills that will include the following: (1) to identify and modify classroom strategies and factors that may affect the development and maintenance of problem behaviors; (2) to use a variety of prompting strategies including picture prompts and picture schedules; (3) to implement the teaching of functional communication skills to address typical functions of challenging behavior; (4) to engineer

classroom routines and presentation of tasks to prevent development of problem behaviors; and (5) to use augmentative communication strategies, including assistive technology, to prevent the development of problem behavior.

Activities - Training activities will include, but are not limited to: lecture, videotape vignettes of strategies, presentation of data and other empirical support for the strategies discussed, role playing strategies and problem-solving, and make-and-take activities of classroom materials.

Audience - This workshop is designed for teachers and other staff (e.g., school psychologists, speech pathologists) working with students with developmental disabilities. It will also be beneficial to practitioners working with children in the home and direct care staff in group homes.

Members - \$120 **Non-Members** - \$135

Workshop #5

5/26/99

10:00 AM - 5:00 PM

Room PDR 2

Teaching Defiant Hyperactive Children to Follow Directions and Behave Well with the Behavior Management Flow Chart

JEFFERY S. DANFORTH, Ph.D.

(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 Flow Chart (BMFC) 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 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 defiant and hyperactive behavior of children and youth.

Objectives - Participants will learn skills including an operative command defined as a directive requiring an immediate response in which the adult gets the child's attention, presents a reason, and uses the imperative form with the required response clearly labeled. Parents will learn to not respond to child whining or arguing, to praise desired behavior, to reprimand in close proximity to the child, immediately following the inappropriate behavior, with eye contact, using a firm voice to label the target behavior. Additionally, participants will learn to warn that the child will have to go to timeout if he/she does not comply. Aspect of timeout that will be discussed include a timeout preview, how timeout starts, labeling the behavior, ignoring the child, timeout duration, release contingent on calm behavior, and how to end timeout. Participants will learn how to present non-physical backup consequences that prevent timeout refusal. Finally, participants will also be able to vocalize the characteristics of ADHD and its relationship to defiant oppositional behavior.

Activities - The techniques used to train

parents and staff who work with disruptive children will be used to train workshop participants: modeling and role playing with feedback. Behavior management skills will be taught in a foreword chaining fashion, in the same order that they are presented in the flowchart 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 five 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. Training materials that may duplicated will be provided, as well as copies of relevant published manuscripts about BMFC and its efficacy.

Audience - The workshop is designed for teachers, direct care staff, or other professionals who work with children emitting disruptive behavior, professional trainers/managers who teach parents, teachers or other direct care staff to manage the disruptive behavior of children, and college instructors interested in teaching current methods in child management research. The purpose of this workshop is to train these individuals in the skills that can help children follow directions and behave well.

Members - \$125 **Non-Members** - \$140

Workshop #6

5/26/99

10:00 AM - 5:00 PM

Boulevard A

FAP Enhanced Cognitive Therapy for Depression

ROBERT J. KOHLENBERG, Ph.D.

Chauncey R. Parker, Madelon Y. Bolling,

Jonathan W. Kanter (University of Washington)

Description - Cognitive therapy (CT) is the most utilized short-term psychological treatment for depression. Most (but not all) of the empirical studies support its effectiveness and it is included in most lists of empirically validated treatments. Although behaviorists have often (and justifiably) criticized cognitive therapy for its mentalistic underpinnings, they have less frequently looked at it as a source of potentially useful techniques that might be incorporated into a comprehensive behavioral approach to treatment.

This workshop will introduce a behaviorally informed treatment that incorporates cognitive therapy methods and yet remains true to behavioral principles. This new treatment is based on 1) a radical behavioral analysis of the psychotherapeutic environment according to Functional Analytic Psychotherapy (FAP) (Kohlenberg & Tsai, 1991) and 2) a behavioral re-conceptualization of cognitive therapy (with a primary emphasis on the phenomena and methods discussed in Beck's 1979 *Cognitive Therapy for Depression*). The new treatment is known as FECT (FAP Enhanced Cognitive Therapy) and it is used to account for and to suggest ways to resolve the problems facing cognitive therapy (as identified by cognitive therapists) and to improve CT efficacy.

Objectives - The primary objectives are 1) to introduce a behavioral understanding of the psychotherapy environment in general

and a behavioral view of phenomena of interest to cognitive therapists; 2) to review the CT approach and how it is used; and 3) to demonstrate how application of the FAP-enhanced treatment.

Participants will also learn about 1) the use of reinforcement, specification of clinically relevant behaviors (including those of interest to cognitive therapists) and arrangement for generalization within the constraints of outpatient adult therapy; 2) the three important client behaviors and five therapist rules that guide treatment; 3) the role of the therapeutic rationale in outpatient treatment and the difference between the cognitive and behaviorally informed rationales; and 4) the various meanings of cognition and their relationship to the "contingency-shaped/rule-governed" distinction. Finally, we will review several of the standard forms used by CT therapists such as the Thought Record and Case Conceptualization forms, and offer FAP-enhanced versions that are more user-friendly for Radical Behaviorists.

Activities - Although the workshop is primarily didactic, participants will have opportunities to practice the methods within small groups and apply skills to clinical vignettes presented in transcripts, video, and/or audiotapes. For example, participants will practice 1) detecting clinically relevant behaviors (including cognitive behavior) that are the focus of FECT; 2) discriminating therapist behaviors that are called for by FECT; 3) presenting a behaviorally informed rationale; 4) assessing the client's reaction to the therapeutic rationale; 5) working with FECT case conceptualization; and 6) using methods of cognitive therapy in-session and for homework assignments.

Audience - The workshop is aimed at several audiences. One is the experienced behavior analyst who has little or no experience in adult outpatient treatments such as cognitive therapy or other

psychotherapies, and is interested in an introduction to the therapy techniques and a radical behavioral interpretation of the process. Another is the experienced behavior therapist who has used cognitive therapy and is interested in enhancing treatment with methods suggested by a radical behavioral view. No prior familiarity with FAP or CT is required and, as such, some participants will find portions of the workshop to be more in the nature of a review than a presentation of new material. Because clinical material is being presented, the workshop is open only to faculty, graduate students or professionals.

Members - \$115 Non-Members - \$130

Workshop #7

5/26/99

10:00 AM - 5:00 PM

Marquette Room

A Practical Introduction to Direct Observation and Measurement of Behavior in Applied Settings

D. DANIEL GOULD, Ph.D. Dan Cohen-Almeida (New England Center for Children)

Description - Direct observation and measurement of behavior is a hallmark of the behavior analytic approach. This workshop will provide hands-on training and practical guidelines for observation and measurement procedures in applied settings. The workshop will focus on identifying and prioritizing target responses, developing operational definitions, and selecting appropriate methods for measuring the target response and obtaining interobserver agreement data. Advantages and disadvantages of measurement methods will be discussed with emphasis on selecting the most accurate measurement methods possible given the limited resources in typical applied settings.

Objectives - Trainees will be able to (a) evaluate operational definitions using four specific criteria, (b) write operational definitions that meet the specified criteria, (c) identify appropriate measurement methods based on written descriptions and video-taped samples of behavior, (d) discuss advantages and disadvantages of various measurement methods for a variety of target responses, (e) select an appropriate methods for obtaining interobserver agreement data, and (f) select an appropriate method for calculating an index of interobserver agreement.

Activities - This workshop will emphasize trainee participation in a series of exercises. For operational definitions, trainees will (a) evaluate samples provided by instructors, (b) generate their own definitions from video-taped behavior samples, and (c) review and critique other trainees' definitions according to specific criteria. For measurement methods, trainees will (a) use a variety of measurement methods to record behaviors of varying frequency, duration, and temporal distribution; and (b) evaluate accuracy and interobserver agreement using sampling methods with varying parameters to measure the same target response.

Audience - This workshop is limited for clinicians, therapists, teachers, students, and anyone else who can benefit from an introduction to specifying, defining and measuring target responses. It may also be of interest to more advanced behavior analysts who are interested in establishing standards for operational definition and measurement within their agencies.

Members - \$125 Non-Members - \$140

Workshop #8

5/26/99

10:00 AM - 5:00 PM

Room 4A

Psychology and AIDS Education: Teaching a Behavior Analysis Course to Reduce High-Risk Sexual Behavior

THOMAS ARMON BRIGHAM, Ph.D.
Patricia Donahoe, Colin Peeler, Duane
Isava, Jenna Pierce, Heather Lindeman
(Washington State University), Alan Gross
(University of Mississippi)

Description - A one credit graded course in self-management and sexual decision making has been developed and experimentally demonstrated to affect students' knowledge, attitudes, and self-reported alcohol use and sexual behavior. A paper reporting the results is in press. The course has been approved as part of the university's regular academic program and enrolls approximately 200 students each semester. Because of the success of the class, the university is planning on expanding enrollment to 500 students per semester. Behavior analysts at the University of Mississippi and the University of Idaho have successfully replicated the basic course with appropriate modifications for the student populations. Teams of two peer instructors lead each section of 15 students. The peer instructors are trained and supervised by undergraduate course coordinators and an advanced graduate student. The faculty member of record then oversees the entire program. There are two texts associated with the class, "Self-management skills for your personal life: Dealing with school, friends, alcohol, and sex" and "The peer instructor's guide". Both are custom published by Harcourt Brace so that the text can be modified to fit the specific needs of the campus offering the course.

Objectives. The following major features of the course will be discussed: Relates

behavior analysis ideas to issues students deal with in their daily lives; Uses discussion, demonstration, and role play exercises to teach basic concepts and skills; Focuses on self-management skills and sexual decision making; Helps students understand personal risk as it relates to AIDS/HIV, other STDs, and sexual assault; Taught by teams of peer instructors who are rigorously trained in both the content of the course and how to teach; Taught in small sections to facilitate participation and learning; Rated by most students as the best course they have taken. The course texts will be reviewed and the specifics of how to teach each concept and skill will be demonstrated. Participants will also learn how to recruit, train, and supervise peer instructors. Finally, participants will be taught strategies for getting the course approved by the university catalog or academic review committee.

Activities - We have learned that for the course to be effective, it must actively involve all of the students and be fun! Participants will be sent the training materials in advance so that the workshop can be focused on demonstrating and practicing the skills required to set up and run the course. Teaching strategies and lessons will be demonstrated and then the participants will teach specific lessons and receive feedback. The workshop instructors are very experienced with the course and are prepared to discuss and answer questions about every aspect of the class.

Audience - The workshop is designed for college and university instructors who are seriously interested in learning how to implement the course at their own institution. The workshop would also be appropriate for advanced graduate students who are planning on an academic career.

Members - \$135 **Non-Members** - \$160

Workshop #9

5/26/99

6:00 PM - 9:00 PM

Boulevard A

Sleep and its Disorders among Persons with Developmental Disabilities

V. MARK DURAND, Ph.D. (University at Albany, SUNY)

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

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

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

Audience - People who are directly

responsible for the care of people who display sleep problems, including family members, direct care staff, teachers, psychologists, and special educators.

Members - \$75 **Non-Members** - \$90

Workshop #10

5/26/99

6:00 PM - 9:00 PM

Room PDR 2

The Pyramid Approach to Education

ANDREW S. BONDY, Ph.D. Beth Sulzer-Azaroff, Ph.D. (Pyramid Educational Consultants, Inc.)

Description - The Pyramid Approach to Education is a systematic model for designing effective educational environments for children and adults with special needs. It combines a broad-spectrum view of applied behavior analysis with an emphasis on functional activities and communication within a reinforcer-first paradigm. The approach emphasizes visually mediated functional communication strategies, including Picture Exchange Communication System (PECS). The base elements involve the basic elements of applied behavior analysis and identify issues related to what is important to teach and issues associated with why students may learn our intended lessons. The body of the pyramid is associated with how to arrange for effective lessons, including lesson design, prompting and error correction strategies along with factors associated with planning for generalization from the start of a lesson. Within this framework, behavior management issues are addressed with long-term strategies after functionally equivalent alternative responses are identified and, if necessary, taught. Elements are combined to enhance other key educational issues, including visually-mediated reward systems, individual picture and schedule following, requesting help,

break, and other concerns, as well as learning to wait and effectively dealing with life's vicissitudes. Quality assurance of data collection and analysis and staff development and training also will be addressed.

Objectives - The objective is for participants to identify key elements of the Pyramid Approach and its sequence of analysis. The model distinguishes factors associated with why and what we should teach from how to teach effective lessons. The workshop will address issues related to designing effective educational environments in school, home and community settings. Participants will be able to identify: 1) functional activities and materials corresponding to critical lessons; 2) strategies associated with "let's make a deal" prior to each lesson; 3) functional communication skills; 4) advantages of PECS and other visually mediated strategies; 5) strategies for identifying the functional control of educational goals as well as behavior management targets, resulting in functionally equivalent alternative responses; 6) lesson designs associated with distinct prompt and error-corrections strategies; 7) strategies incorporating generalization strategies from the beginning; 8) effective data collection and analysis techniques; and 9) quality assurance strategies for staff implementation of the Pyramid Approach.

Objective - The objective for this workshop is for participants to identify the key elements of the Pyramid Approach and its sequence of analysis with regard to children and adults with special needs. The model distinguishes factors associated with why and what we should teach from how to teach effective lessons. The workshop will provide an overview and brief description of the issues related to designing effective educational environments in school, home and community settings. Participants will be able to recognize: 1) functional activities

and materials corresponding to critical lessons, 2) strategies associated with "let's make a deal" prior to each lesson, 3) key functional communication skills that involve the learner as both "speaker" and "listener" 4) potential advantages of PECS and other visually mediated strategies, 5) strategies associated with identifying the functional control of educational goals as well as behavior management targets, resulting in functionally equivalent alternative responses, 6) a variety of lesson designs associated with distinct prompt and error-corrections strategies, 7) strategies incorporating generalization strategies from the beginning, 8) effective data collection and analysis techniques, and 9) quality assurance strategies associated with staff implementation of the overall Pyramid Approach.

Audience - Participants should have a core understanding of fundamental behavioral principles (such as familiarity with Sulzer-Azaroff and Mayer's Behavior Analysis For Lasting Change, 1991) 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.

Members - \$95 **Non-Members** - \$110

Germany's Contribution to
The ABA Expo
PSYCHOTOOL.COM
Self-Management via CD-ROM

e-mail: Learnps@aol.com (Dipl. Psych. Petra Nagel)
c_thiermann_99@yahoo.com (Claus Thiermann)

Workshop #11

5/26/99

6:00 PM - 9:00 PM

Boulevard B

Beyond Training: An Analytical Process for Improving Performance

RONNIE DETRICH, M.S. Christa Dahlstrom (Spectrum Center for Educational and Behavioral Development)

Description - Historically, when a performance problem exists within an organization the default solution is training; however, a careful analysis of the problem, the context, and the gap between existing and desired performance will often reveal that other non-training interventions are appropriate, effective, and efficient. Default solutions generally impose a structural and formal solution rather than a functional, analytical one.

This workshop is designed to expand the range of options for producing performance solutions. Performance solutions are defined as methods for supporting performance, which may include many methods other than training. In most instances, there are multiple solutions for a given performance problem. Addressing the primary sources of performance problems requires interventions at many levels from changing organizational structures, to improving information design, to influencing motivation, to sharpening stimulus control.

In this workshop, a specific analytical process will be taught that addresses the following questions:

- a) What is the performance problem?
- b) What variables contribute to the problem?
- c) What are the constraints on the solution?
- d) What will be the results of performance improvement?

e) What are the critical skills related to the performance?

This analytical approach assures that the solutions are functional rather than structural.

Objectives - Participants will be able to:

- 1) Identify the critical performance problem
- 2) Identify the constraints on performance solutions
- 3) Determine the source of the problem
- 4) Clearly state the outcomes of performance improvement
- 5) Determine from a variety of options which performance support is most appropriate
- 6) Design a performance solution

Activities - Instructors will use case studies from their own work to provide examples of performance supports. Participants will review these solutions in terms of the critical design features. Participants will also use the analytical process to develop solutions for performance problems that exist within their own work settings. This will occur through small group interaction during the workshop.

Audience - This workshop is appropriate for anyone who is responsible for dealing with performance problems and performance solutions in the workplace.

Members - \$100 **Non-Members** - \$115

Workshop #12

5/26/99

6:00 PM - 9:00 PM

Room 4C

Keeping Customers Coming Back: A Model and Methodology for Creating Loyal Customers

ROBERT CICERONE, Ph.D.

(Performance Systems for Success)

Description - The workshop applies the concepts and methods of Tom Gilbert and Geary Rummler to buyer loyalty. A buyer's repeat purchase are determined by the buyer's experiences with a supplier's core products or services, people, policies, procedures, and non-core functional activities. A supplier's reputation is put at risk every time a prospect or customer comes into contact with any of these aspects of the supplier. Each of these 'moments of truth' is an opportunity to enhance or lower the reputation of the supplier. This workshop will present the following model for creating loyal customers: Buyer loyalty = Buyer experience with supplier's core products or services + Buyer experience with supplier's policies, procedures, and non-core functions + Buyer experience with supplier's personnel. The workshop will also give participants practice using diagnostic job aids to uncover opportunities to improve the use of the following factors to manage performance that impacts customer loyalty: expectations, feedback, resources, consequences, skills/knowledge, capacity, motivation, and work processes.

Objectives - Participants will be able to use a job aid to reveal for each of four positions they select from their organizations 1) which employees need, but are not getting, four critical kinds of information about the expectations of their customers. That information includes features and benefits of their company's

core products or services that are important to the market, features of their company's procedures, policies and non-core functions that are important to the market, how prospects and customers expect to be treated by the company's employees, and requirements of customer contact employees for the work they receive from their internal suppliers. 2) A job-aid will reveal which employees need, but are not getting, four critical kinds of information about the level of satisfaction/dissatisfaction of their customers, including with the company's core-products or services, procedures, policies, and non-core functions, satisfaction with treatment by company employees, and customer contact employee's satisfaction with the work of internal suppliers. Finally, a job aid will reveal weaknesses in what is being done currently to use the following factors to manage performance that impacts buyer loyalty: expectations, feedback, resources, consequences, skills/knowledge, capacity, motivation, and work processes.

Activities - Participants will select four positions from an organization. Position 1, which has direct contact with customers; position 2, which manages position 1; position 3, which provides key internal support to position 1; and position 4, which manages position 3. Participants will then apply a diagnostic job aid to each of the positions to identify opportunities to improve the use of the following factors to manage performance that impacts buyer loyalty: expectations, feedback, resources, consequences, skills/knowledge, capacity, motivation, and work processes. Participants will then plan corrective actions. Additionally they will contribute to group discussions and complete a workshop evaluation form.

Audience - The workshop is for business people interested in enhancing their company's competitive position by increasing sales; expanding the customer

base; reducing customer turnover; increasing the benefits of investments in advertising, marketing, and selling; reducing the cost of acquiring new customers; reducing time spent "putting out fires"; and cutting costs of re-selling to lost customers.

Members - \$85 Non-Members - \$100

Workshop #13

5/26/99

6:00 PM - 9:00 PM

Joliet Room

School Violence: Assessment and Intervention

JOSEPH WYATT, Ph.D. (Behavior Analysis Digest), Sandra Kiser-Griffith, M.A. (Diversified Consulting)

Description - School violence is a nationwide problem that has received increasing attention in the media, although as yet behavior analysts have not widely addressed the issues of intervention and prevention. This workshop will address the implementation of a community-based team approach to school violence.

Objectives - Attendees will learn the incidence of school violence, its historical and contemporary explanations, including a behavior analytic explanation and a seven-point plan for prevention and intervention. Numerous cases and their commonalities will be presented.

Activities - Lecture/discussion with several brief videos and overheads is the general format of the workshop. Several handouts will be distributed. Audience members who work on a consulting or full-time basis with schools will be encouraged to share their experiences with and efforts to intervene upon school violence.

Audience - Professionals who work in schools or who consult in schools. This training is recommended for school psychologists, community behavioral health professionals who consult in

schools, and others who may be called upon to help develop an approach to school violence in their communities such as teachers, law enforcement officers, school counselors, and those in related professions.

Members - \$70 Non-Members - \$85

Workshop #14

5/26/99

6:00 PM - 9:00 PM

Room 4A

Essential OBM Consulting and Facilitation Skills for Soon to be Consultants

BRIAN L. COLE, Ph.D., Tracy Thurkow, Ph.D., Tim Nolan, Ph.D. (Continuous Learning Group)

Description - This workshop will focus on basic consulting and facilitation skills. Specifically, the workshop will include the following topics: Using behavior analysis to objectively communicate, providing objective feedback, facilitating meetings using flipcharts and other tips, and facilitating role-playing.

Objectives - At the conclusion of this workshop, participants will be able to use a proven communication technique to effectively communicate with clients; provide objective feedback to peers and clients, use recommended meeting tips and flip-charting techniques to conduct effective client and team meetings; and facilitate a variety of types of role-plays with a diverse audience.

Activities - Participants will be actively involved in an experientially-based workshop during which they will be involved with the following activities: practicing communicating in an objective manner during role-play sessions; Practicing providing effective feedback to others in subgroups; discussing effective meeting tips and flipcharting techniques;

and facilitating team meetings and role-play sessions in subgroups.

Audience - This workshop is primarily targeted towards graduate students enrolled in doctoral and Master's degree programs in behavior analysis.

Members - \$80 **Non-Members** - \$95

Workshop #15

5/26/99

6:00 PM - 9:00 PM

Room 4D

Desktop and Online Collection, Management and Sharing of Response Rate Data Using Java and Open Source Software

GEORGE W. LAWTON, Ph.D. (U-t-S Corporation), Kenneth Stephens (Operant Websites Inc.)

Description - Open source software is software that is distributed with source code included. Much of it is free over the Internet. This workshop will demonstrate response-rate data sharing using Java components and open source software.

Objectives - To teach practitioners how to use open source software and internet applications to collect, manage and share response rate data.

Activities - Attendees will learn the steps to obtain, download, install and set up a computer with the Linux operating system, a powerful multi-user, multi tasking operating system that is available free or for a small charge. Additionally, the use of custom software components will be addressed, as will the use of the Apache web server, the most widely used web server in the world. Attendees will listen to short lectures introducing techniques for electronic representation of response rate data. Each brief lecture presentation will be followed by a hands-on computer exercise demonstrating the loading and use of custom software.

Audience - Practitioners of OBM and precision training who need ways to present and share response rate data with other researchers, managers, trainers, teachers, or trainees.

Members - \$120 **Non-Members** - \$135

Workshop #16

5/26/99

6:00 PM - 9:00 PM

Marquette Room

The Analysis Treatment of Habit Disorders with Simplified Habit Reversal Procedures

RAYMOND G. MILTENBERGER, Ph.D. (North Dakota State University)

Description - In this workshop, participants will learn how to use a simplified habit reversal approach to treat habit disorders (tics, trichotillomania, nervous habits, and related disorders). Research has shown the multi-component habit reversal procedure to be one of the most effective methods for the treatment of habit disorders. Researchers have also identified the important components of habit reversal in an effort to simplify the treatment and have successfully used the simplified treatment with a variety of habit disorders. A review of this literature will be presented. The remaining focus of the workshop will be on teaching participants the simplified habit reversal approach and adjunct procedures to augment simplified habit reversal when necessary. Discussion will address such topics as methods for recording habit disorders, assessment of treatment outcome, compliance with treatment, and long-term maintenance. Finally the workshop will emphasize the importance of assessing the function of habit behaviors and present recent research on the functional analysis of habit behaviors.

Objectives - Participants 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 other nervous habits.

Activities - Information on the research and application of habit reversal procedures for a variety of habit disorders will be presented didactically. Recent research on the functional analysis of habit disorders will also be presented. Participants will be encouraged to ask questions and relate their own experiences with behavioral assessment and 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-play.

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

Members - \$70 **Non-Members** - \$85

The ABA Social

ABA Dance

with

Music & Cash Bar

Join the Fun!

Thursday, May 27

Grand Ballroom

9:30 p.m. - 1:00 a.m.

no ticket required; All registrants welcome

Workshop #17

5/26/99

6:00 PM - 9:00 PM

Room 4B

Building Fluency in Fine and Gross Motor Behavior Elements

CARL BINDER, Ph.D. (Binder Riha Associates), Giordana Malabello (The Australia Optimal Learning Center Pty Ltd.), Ann Desjardins (Cache Valley Learning Center) and Richard McManus (Life Force, Inc.)

Description - This workshop provides concepts, tools, and methods for developing fluency in behavioral elements - the most rudimentary fine and gross motor components that form the foundation for virtually every other type of skilled behavior. Dysfluency in these basic components blocks development of other skills in children and disabled individuals. Efficient Precision Teaching methods offer dramatic solutions in cases where students have had difficulty acquiring academic, self-care, vocational, and other types of skilled behavior. Workshop leaders will present behavior pinpoints, fluency standards (aims), guidelines for developing materials and procedures to build fluency, and data sets illustrating assessment and successful development of basic motor elements. In addition, they will discuss cases in which these methods have caused dramatic breakthroughs where traditional chaining and discrete trial approaches have failed. The workshop's aim is to introduce behavioral educators and clinicians to this largely unknown avenue for improving regular and special educational programs, and is presented by individuals who have done this type of work for many years, some of whom participated in the original efforts to apply Precision Teaching to behavior elements during the 1970's.

Objectives - Participants will be able to use tools and information provided in this

workshop to: identify behavior elements of fine and gross motor skills; determine competent levels of performance and conduct diagnostic assessments; analyze composite behavior into its elementary components; develop material and procedures for building fluent performance on behavior elements; and monitor progress toward fluency using Precision Teaching methods.

Activities - Activities include: presentation by facilitators of background, concepts and tools; viewing of slides and/or videotapes of clinical examples; group exercises demonstrating the effects of dysfluent behavior elements (e.g., using non-dominant hand, slow-paced responding prompted with a metronome, etc.); 15-second samples of participants' behavior to estimate competent levels; using the Learning Channel Matrix to classify behavior pinpoints; using worksheets to analyze vocational, self-care, and academic skill into behavior elements; brainstorming and discussion of materials for isolating and combining behavior elements; role-plays of practice procedures following models provided by facilitators; discussing implications for education, physical and occupational therapy, language training, and rehabilitation; and questions and discussion.

Audience - Practitioners or trainers involved in early education, rehabilitation, or other fields where development of fine and gross motor foundation skills is essential. Also researchers studying fluency in component/composite behavior relationships

Members - \$90 **Non-Members** - \$105

Workshop #32

5/26/99

6:00 PM - 9:00 PM

Boulevard C

Improved Oral Presentations

NED CARTER, Ph.D. (Virginia Polytechnic Inst. and State U), Kenneth Nilsson (Univ Hospital, Uppsala, Sweden) Lawrence Littleton (Virginia Polytechnic Inst. and State U) Thomas E. Boyce (Virginia Polytechnic Inst. and State U)

Description - Oral presentation skills play a vital role in individual success in both the public and private sectors. The workshop content is based on detailed practical analyses of speaker and audience behavior, which show that truly effective speakers prepare themselves to control and to be controlled by their audience. This workshop will assist participants in identifying variables initiating and maintaining audience attention, interest and participation. Emphasis is placed on using the principles of behavior analysis, particularly the analysis of verbal behavior, to improve speaker behavior.

Objectives - Participants will learn to identify high probability audience mands prior to appearing. Participants will learn techniques to promote audience mands. The workshop will also teach participants to identify and control extraneous stimuli in order to maximize audience attention.

Activities - Participants will take part in a series of exercises and structured role-playing sessions. Course content will be adapted to the interests of participants.

Audience - Behavioral analysts who desire to improve their presentation skills at meetings, conferences and in teaching. The workshop is appropriate for both novices and experienced public speakers. Participants are encouraged to bring real-life case examples for role-playing.

Members - \$75 **Non-Members** - \$90



Society for the Quantitative Analyses of Behavior

Tuesday Evening, May 25

Marquette Room

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

Wednesday, May 26

Waldorf Room

- 7:00-8:20 *Registration, Coffee and Pastries*
- 7:30-8:20 *Early Bird Breakfast Tutorial: Stephen R. Hursh & Stephen E. G. Lea*
- 8:20 **John A. Nevin** - President's Introduction
- 8:30 **Howard Rachlin** - Self-control and social cooperation
- 9:11 **Stephen E. G. Lea, Anke K. Unrath, & Paul Webley** - Time preference as a disposition: Relative impatience and the economic self
- 9:51 *Break*
- 10:06 **Colin F. Camerer** - Experience-weighted attraction learning in games and decisions
- 10:47 **Alvin E. Roth & Ido Erev** - Learning in strategic environments: Approximation and prediction
- 11:28 **Reinhard Selten** - Learning Direction Theory
- 12:18 *Lunch*
- 1:45 **Jose E. Burgos** - Cooperation as an emergent property of selection by reinforcement in artificial neural networks
- 2:26 **Luc-Alain Giraldeau** - Learning to exploit others optimally: Reaching solutions to a producer-scrourer foraging game
- 3:07 **Dave Stephens** - Self-control and game-theoretical models of cooperation and altruism
- 3:47 *Break*
- 4:02 **Drazen Prelec** - Learning from one's own actions in a self-signaling model
- 4:43 **George Ainslie** - An intertemporal bargaining model of will power
- 5:23 *Break*
- 5:30 **Business Meeting**

Wednesday Evening, May 26

Waldorf Room

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

\int QAB

Society for the Quantitative Analyses of Behavior

Thursday Morning, May 27

Waldorf Room

- 7:00-7:55 *Registration, Coffee and Pastries*
7:15-7:50 *Early Bird Breakfast Tutorial: Stephen E. G. Lea & Stephen R. Hursh*
8:00 **William M. Baum, Jed Schwendiman, & Kenneth E. Bell** - A simple view of choice
8:41 **Gene M. Heyman** - Framing and rationality in choice experiments
9:21 *Break*
9:38 **James E. Mazur** - Complex choice: Comparing models of concurrent-chain performance
10:19 **Suzanne H. Mitchell** - Cigarette smoking and self-control: Using discount functions to examine drug use
-



\int QAB is especially honored to have as its featured speaker

Reinhard Selten

Nobel Laureate, Economics 1994

\int QAB is sponsoring **Invited Preeminent Tutorials** during the normal ABA program. These presentations will also be available as inexpensive videotapes for classroom use.

Thursday Afternoon, May 27 - Waldorf Room

- Isidore Gormezano** - Reflex Conditioning (Chair: John W. Donahoe) 1:00-1:50
John W. Donahoe - Neural Networks (Chair: Kennon A. Lattal) 2:00-2:50
Michael T. Turvey - Nonrepresentational Perception (Chair: Philip N. Hingline) 3:00-3:50
Peter R. Killeen - Timing (Chair: Gregor Fetterman) 4:00-4:50

\int QAB also offers informal interactive **Breakfast Tutorials** (7:30 am Wednesday, and 7:15 am Thursday, *Waldorf*). This year the tutorials will provide an overview of the paradigmatic structure underlying the upcoming talks, and the significance of their research questions.

Visit the \int QAB web page for abstracts, etc: (<http://sqab.psychology.org>)

For further information, videotapes, or registration, contact:

William L. Palya, \int QAB Program Chair

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

palya@psychology.org 256-782-5641 voice 256-782-5680 fax

Convention Sessions

1

Special Event

5/26/99

7:00 AM-10:00 PM

Waldorf Room

SQAB

Chair: William Palya (Jacksonville State University)

See schedule on pages 42 and 43 for details.

D A V I D S O N F I L M S P R E S E N T S

BF SKINNER: A FRESH APPRAISAL

A new 30-minute videotape with Murray Sidman, PhD.

Designed for use in undergraduate classes as an introduction to Skinner and his work, this new video includes archival footage and newly shot scenes in both regular and special education classrooms. From her father's home office, Julie Vargas reminisces about her father's work habits and parental role. Her sister diffuses the infamous "Baby in the Box" myth. The video introduces essential vocabulary and demonstrates the power of the ideas while diffusing some of the controversies and misunderstandings that have so long plagued Behavioral Analysis.

SPECIAL CONFERENCE PRICE: \$200.

Good only until June 30, 1999. A \$50 savings from the regular price.



DAVIDSON *films*

668 Marsh Street • San Luis Obispo, California 93401
(805) 594-0422 • Toll Free (888) 437-4200 • Web: www.davidsonfilms.com

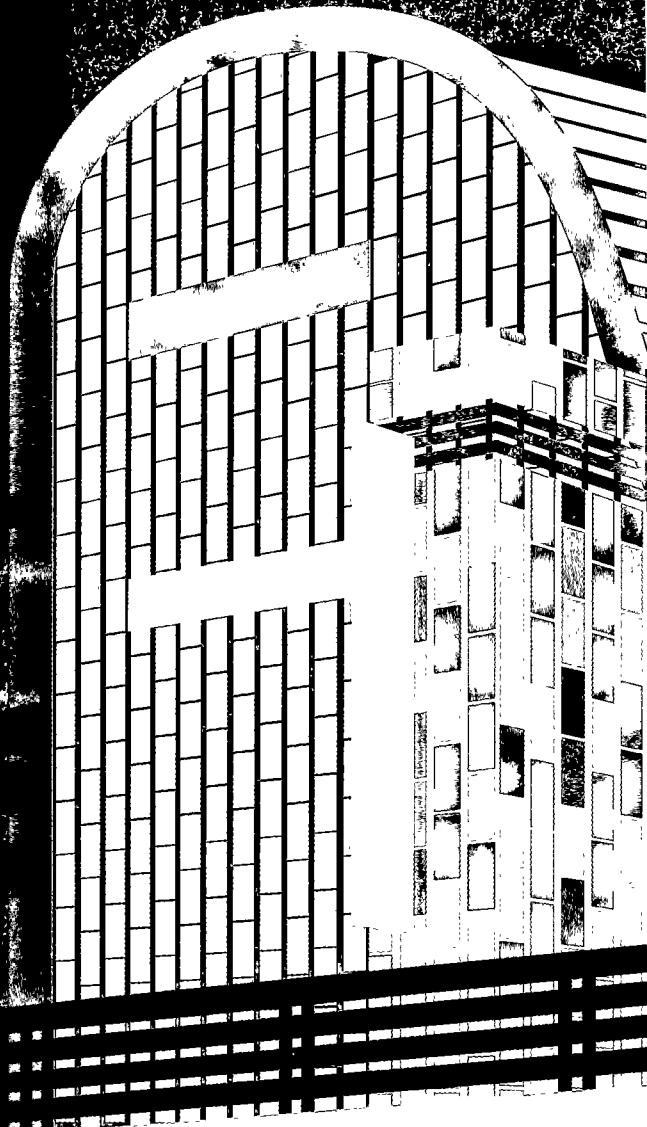


ASSOCIATION FOR BEHAVIOR ANALYSIS

an international organization

Thursday, May 27

Day Schedule
Special and Invited Events
Workshops
Convention Sessions
25th Anniversary Banquet
ABA Social and Dance



		7AM		8AM		9AM		10AM		11AM		12PM		1PM		
Room		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	
Lobby	Continental A															
	Continental B															
	Continental C														#12 AUT Ch: Foxx	
	Int'l Ballroom N															
	Int'l Ballroom S														#13 DDA Ch: Fisher	
Second Floor	Grand Ballroom									#6 Opening Event, SABA Awards						
	Boulevard A			Workshop #19(MCCLANNAHAN, et al.)												
	Boulevard B			Workshop #22 The Making...(LATHAM)												
	Boulevard C			#3 Int'l Devel B'fast		#4 Aff. Chptrs									#11 CBM Ch: Gifford	
Third Floor															#6a OBM RUMMLER	
	Waldorf Room	#2 SQAB Events (PALYA)														#2 SQAB
	Astoria Room															
	Williford A															
	Williford B															
	Williford C									#5 Newcomer's					#18 EDC Ch: Ellis	
	Marquette Room			Workshop #29... (MCINTIRE, et al.)												
	Joliet Room			Workshop #23... (WYATT, et al.)												
	PDR 1			Workshop #26... (PARTINGTON)												
	PDR 2			Workshop #20... (LARSSON, et al.)												
Fourth Floor	PDR 3			Workshop #33... (PUTNAM, et al.)												
	PDR 5			Workshop #28 Keys to... (BRUCE)												
	PDR 6			Workshop #30 Techniques... (HARZEM)												
	4A			Workshop #25 How to Develop... (GRAF)												
	4B			Workshop #27 Specialized... (GOLDEN)												
	4C			Workshop #21 Using...(FREEMAN, et al.)												
	4D			Workshop #18 Data... (STEPHENS, et al.)												
	4E			Workshop #24 Sequential... (SHARPE)												
	4F			Workshop #31 A Stimulus... (STROMER)												
	4K															
Eighth Floor	4M															
	Lake Ontario															
	Lake Michigan															
	Lake Huron															
	Lake Erie														#14 EDC Ch: Putnam	

= Special & Invited Events

Ch: = Chair

Legend

Room	2PM		3PM		4PM		5PM		6PM		7PM		8PM	
	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Continental A														
Continental B														
Continental C	#12 AUT (cont)		#31 AUT Ch: Castrogiovanni											
Int'l Ballroom N							POSTER SESSION							
Int'l Ballroom S	#13 DDA (cont)		#32 DDA Ch: Kincaid											
Grand Ballroom									25 th Anniversary Banquet					
Boulevard A	#20 OBM Ch: Houmanfar													
Boulevard B	#11CBM (cont)		#30 CBM Ch: Parker											
Boulevard C	#21 OBM Ch: Methot				#42 OBM Ch: Cigales									
Waldorf Room	#2 SQAB Tutorials													
Astoria Room														
Williford A														
Williford B														
Williford C	#18 EDC (cont)		#39 EDC Ch: Lindsley											
Marquette Room	#22 DDA Ch: Aujla		#35 DDA Ch: Stromer											
Joliet Room	#18a VRB (cont)		#33 VRB Ch: Midgley											
PDR 1	#15 CSE (cont)		#36 CSE Ch: Balcazar											
PDR 2	#16 DEV (cont)		#37 DEV Ch: Altus											
PDR 3	#17 TBA (cont)		#38 TBA Ch: Newman											
PDR 5														
PDR 6														
4A	#19 AUT Ch: Schreibman				#40 AUT Ch: Prickett									
4B														
4C			#26 OTH Ch: Nicolson											
4D	#7 TPC (cont)		#27 TPC Ch: Kraft											
4E	#8 CBM (cont)		#28 CBM Ch: Augustson											
4F	#9 (cont)	#23 TPC Ch: Campbell			#41 TPC Ch: Cole									
4K	#10 (cont)	#29 TOX Ch: Pitts												
4M														
Lake Ontario		#25 EAB Ch: Johnston												
Lake Michigan		#24 EAB Ch: Etzel												
Lake Huron														
Lake Erie	#14 EDC (con't)		#34 EDC Ch: LaRocca											

Special and Invited Events

Special Events	Invited Events
# 2 SQAB. Chair: William L. Palya.	# 6a Performance Anatomy (OBM). Chair: Linda J. Hayes. GEARY RUMMLER.
# 5 Newcomer's Session. Co-Chairs: Scott Wood and Jack Michael.	# 6b Free Operancy Fluency Building Compared to Discrete Trials with Autistic Preschoolers (DDA). Chair: Ogden R. Lindsley. GIORDANA MALABELLO.
# 6 Opening Event, Society for the Advancement of Behavior Analysis Awards. Chair: James M. Johnston.	# 18a Language Research in Autism: Implications for Our Understanding of Verbal Behavior (VRB). Chair: Gerald L. Shook. MICHAEL D. HIXON, JACK MICHAEL and ESTHER SHAFER.
# 49 ABA 25th Anniversary Banquet and Social. Chair: Masaya Sato.	
Breakfast	
# 3 International Development Committee Breakfast. Chair: Ned Carter.	

A B A

25th Anniversary Banquet

May 27, 1999

**Chicago Hilton & Towers
Grand Ballroom**

Program to include:

The Founding of ABA

The Freds

Convention Memories

A Behavioral Folly

The Aging of ABA

*Tickets are \$45 and may be purchased from the ABA office
no later than May 1, 1999.*

Workshops

Workshop #18

5/27/99

8:00 AM - 11:00 AM

Room 4D

Data Collection and Display via the Web

KENNETH R. STEPHENS (Operant WebSites, Inc.), George Lawton (U-t-S Corporation)

Description - Behavior analysts working in business environments are surrounded by technology that could support their objectives if they only knew how. Most clients who employ performance management and safety consultants have intranets as well as a corporate web site that could be used to collect behavioral data, store it, and display it. This workshop will acquaint participants with three levels of using the Web: accessing information through the Web, publishing static content on the Web, and publishing dynamic Web applications. Participants will become conversational about web technology, so that they can recognize business opportunities to employ it to support behavioral interventions. A shared computer with a self-contained web server will allow them to perform activities under supervision of the instructors.

Objectives - Participants will be able to:

- Define and explain terms and concepts applying to Internet technology
- Differentiate between a web page and a web application
- Discuss the potential for web applications to complement and enhance applications of behavior analysis in business and education
- Trace the data flow in a three-tier

web application architecture

- Discuss three methods for generating HTML "on the fly" for dynamic web applications
- Discuss techniques for activating the user interface of a web page or application.
- Discuss and define the various components of a web application based on Active Server Pages
- Discuss the advantages of Java and how it is used on client and server sides of a web application.

Activities - Participants will receive a detailed set of workshop instructional objectives and study guide. As the discussion/lecture addresses each of the knowledge-level objectives, the participants will take notes, and raise questions. Later, synthesis level objectives will be tested by allowing each participant to create, at block diagram level of analysis, a design for a dynamic web site which supports the collection, storage, and display of behavioral data. Teams of participants will work with computers equipped with web server software, and will create web pages using simple HTML commands. They will fill in missing data in partially completed Active Server Page files, exercising their knowledge of the components of a web application, and run it to collect and display data.

Audience - This workshop is targeted toward OBM analysts, trainers and others requiring automated or off-site data collection. Participants will need some minimal level of familiarity with computers, and a desire to learn more about the Internet (or intranet) and how they can use it as a tool to assist behavioral data collection.

Members- \$120 **Non-Members** - \$135

Workshop #19

5/27/99

8:00 AM - 11:00 AM

Room Boulevard A

Building Conversational Skills for Children, Youths, and Adults with Autism: How to Use Script-fading Procedures

LYNN E. MCCLANNAHAN, Ph.D.
Gregory S. MacDuff, Ph.D. Edward C.
Fenske, Ph.D. Patricia J. Krantz, Ph.D.
(Princeton Child Development Institute)

Description - Although most children and adults with autism learn to talk, many do not spontaneously initiate social interaction or engage in conversational turn taking. Initiations, when they occur, are often limited to demands (e.g., "I want . . ."). They seldom pertain to other peoples' activities and interests or to past or future events. It is possible that discrete-trial training contributes to this skill deficiency. In a discrete-trial paradigm, the teacher asks a question or gives an instruction, waits for the student to respond, and delivers response-contingent feedback; this format does not result in typical social exchanges. In addition, young peoples' failure to engage in spontaneous language may have an impact on the behavior of parents and caregivers; friendly inquiries and casual conversation are frequently ignored and may subsequently decline in frequency, with the result that people with autism are less likely to be exposed to give and take of ordinary conversation. Recent research on teaching people with autism to use conversational scripts that are subsequently faded offers a means of circumventing this dilemma.

Objectives - The workshop will review research on scripting social interaction and fading scripts, and will teach

participants how to apply this technology to diminish the social interaction deficits of toddlers, children, adolescents, and adults with autism. Instruction will include (a) how to use written and audiotaped scripts, (b) how to apply these procedures to readers and nonreaders, (c) how to collect data on people's scripted and unscripted verbal productions, (d) how to fade scripts, and (e) how to program for the generalization and maintenance of conversational skills.

Activities - Activities will include presentations accompanied by outlines, question-and-answer sessions, and videotaped examples of how to use script and script-fading procedures to promote the conversational language of people of different ages, and people with verbal repertoires that vary from single words to sentences or paragraphs. Brief practicum experiences will illustrate how to fade scripts and how to promote generalization and maintenance of social interaction skills. The workshop will conclude with information about how to troubleshoot procedural and practical problems.

Audience - The workshop is designed for teachers, clinicians, and parents who provide intervention for people with autism, and for their trainers, supervisors, and mentors.

Members - \$110 **Non-Members** - \$125

Workshop #20

5/27/99

8:00 AM - 11:00 AM

Room PDR 2

Intensive Early Intervention: Program Enhancements, Complex Treatment Methods, and Alternative Skills to Remediate Inadequate Treatment Progress

ERIC V. LARSSON, Ph.D. (REM Health), Angela Keene, Kara Riedesel (University of Kansas), Caroline Robillard, Maja Schmitt (Minnesota Intensive Early Intervention Project)

Description - In order to achieve the optimal prognosis in intensive early intervention for young children with autism or pervasive developmental disorder, the children should show a high rate of skill 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 that have been developed and validated to remediate them. Where skills are not showing satisfactory progress, methods will be presented: for teaching motor and vocal imitation skills; for developing generalized as opposed to rote comprehension skills; for developing auditory as opposed to visual discriminations; for developing creative conversation; for developing spontaneous speech; for preventing skill loss; for developing social interaction skills with peers; for replacing stereotyped noncompliance; and for regaining attending skills.

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

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.

Members- \$72 **Non-Members-** \$87

Workshop #21

5/27/99

8:00 AM - 11:00 AM

Room 4C

Using a Person-centered Planning Strategy to Develop Goals for People with Behavioral Challenges

KURT A. FREEMAN, M.A. (Father Flanagan's Boys' Home), Cynthia M. Anderson (Munro-Meyer Institute) Donald K. Kincaid (West Virginia University Affiliated Center for Developmental Disabilities)

Description - Person-centered planning is increasingly becoming part of the services provided to people with behavioral challenges and/or

developmental disabilities. Based on the underlying philosophy, various strategies can be used to help care-providers, family members, and agency personnel become and remain person-centered in the approaches they use to support individuals and/or families. In this workshop, a particular person-centered planning strategy, called Planning Alternative Tomorrows with Hope (PATH), will be presented in detail. PATH is a planning strategy that assists individuals, family members, and team members in developing appropriate and objective short and/or long-term goals for the future. The strategy involves also developing a time line for achieving those goals, and increases accountability by requiring people to commit to working on the goals. The PATH process fits well within a broader behavior analytic approach to intervening with people presenting with behavioral challenges. Specifically, completing the process provides access to information about how to best structure the environment to help the individual and/or family succeed.

Objectives - During the workshop, participants will be presented with information regarding when it is useful and appropriate to complete the PATH process. Specifically, participants will become familiar with who should participate in the process, as well as the types of problems that may best be addressed by planning in this manner. Participants also will be presented with the steps of the PATH process. Further, they will have the opportunity to learn and practice various team facilitation techniques that are involved when conducting a PATH. Finally, they will learn various group graphic techniques that are often useful when completing a PATH or other person-centered planning strategies.

Activities - Will include (a) didactic lecture and discussion to establish the rationale and conditions for using the PATH process; (b) interaction with examples of completed PATHs; (c) practice of team facilitation strategies to use when conducting a PATH, including practice completing several actual steps of the process; and (d) opportunities to practice utilizing group graphic techniques to document information produced while completing a PATH.

Audience - This workshop is appropriate for people who are already familiar with the person-centered values base and philosophy. Content of the workshop would be appropriate for behavior analysts, educators, therapists, other service providers, and family members of people presenting with behavioral challenges.

Members - \$85 **Non-Members** - \$100

Workshop #22

5/27/99

8:00 AM - 11:00 AM
Boulevard B

The Making of a Stable Family

GLENN LATHAM, Ed.D. (Utah State University)

Description - The workshop topic is taking coercion out of parenting. Parents attempt to manage behavior in ways they hope will be both effective and expedient. Unfortunately, they also tend to be negative. Non-coercive, 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. The workshop content is in three sections: 1) Parenting traps and how to avoid them, including criticism, sarcasm, threats, questioning, logic,

arguing, physical and verbal force, and despair; 2) Non-coercive response to inappropriate behavior using extinction, paired with correction procedures, the selective reinforcement of appropriate behaviors, and a stop, redirect, reinforce strategy; and 3) Responding to children when they behave well by acknowledging appropriate behavior in some appropriate way, intermittently, casually and briefly, and using "rich" verbal praise.

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

Activities - Participants will be involved in numerous role-playing and problem-solving activities. The content will be presented via lecture and demonstrations, and will be supported by guided notes and overhead transparencies that will highlight and illustrate key points. It will be very interactive.

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

Members- \$70 Non-Members- \$85

Workshop #23

5/27/99

8:00 AM - 11:00 AM

Joliet Room

Munchausen Syndrome-by-Proxy: Assessment and Intervention

JOSEPH WYATT, Ph.D. (Behavior Analysis Digest), Sandra Kiser-Griffith, M.A. (Diversified Consulting)

Description - Munchausen Syndrome-by-Proxy (MSBP) is a form of child abuse that is more common than was

previously thought. In this syndrome, a caretaker, most often a parent, repeatedly injures a child or makes a child ill so that the parent can then receive positive attention from medical professionals and others. About 8% of such cases prove fatal. More typically the abuse goes on for years, undetected, with smothering the most frequent method of injury to the child.

Objectives - Attendees will learn the incidence of MSBP, its description, common signs of it in both the child and the parent, and will become familiar with several high profile cases. Also, attendees will learn guidelines for assessment and for conducting a team-based intervention, as well as how to avoid wrongful accusations.

Activities - Lecture/discussion with several brief videos and overheads is the general format of the workshop. Several handouts will be distributed. Audience members will be encouraged to present their own actual or suspected cases for group discussion.

Audience - Professionals with little or no experience with MSBP are the target audience. This training is especially recommended for those who work with children 10 and under, although MSBP does occur with older children. Behavior analysts, psychologists, social workers, physicians, counselors, nurses and law enforcement officers will benefit from the training, as will those who train such professionals.

Members- \$70 Non-Members- \$85

Workshop #24

5/27/99

8:00 AM - 11:00 AM

Room 4E

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

TOM SHARPE, Ed.D. (Purdue University)

Description - The workshop will provide hands-on application of a sophisticated software package designed to collect and analyze discrete and time-based behavioral data. The program is particularly useful to advanced graduate students and behavioral psychologists interested in analyzing complex configurations of behaviors that are emitted at high rates, oftentimes overlap in time, and that are context-dependent. Discussion includes an introduction to 1) recommended procedures when collecting time-based data in the live setting and from videotape records, and 2) 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 as a function of workshop participation.

Objectives - Participants will exit with software-based data collection and analysis competencies in a Windows 95/98 environment, including the ability to 1) generate a time-based behavioral record using inclusive overlapping category systems, 2) perform traditional and sequential analyses and interpret Z score transformations, and 3) create and edit graphic data representations.

Activities - Activities include review of traditional behavior analysis recording

methods; introduction to and hand-on application of, a computer-based package designed to enhance behavior analyses of complex interactive environments; and detailed demonstration of data-collection features, discrete and sequential analysis capabilities, and within and across data-file graphic representation.

Audience - Advanced graduate students and behavioral psychologists working in experimental and applied settings who are interested in research and development related to the interactive nature of behavior in situational context. Those working in educational and social science settings and who are challenged with how to describe and analyze highly interactive behavioral transactions should find the workshop experience and complimentary software particularly appealing to a wide range of research and assessment applications.

Members- \$145 **Non-Members-** \$160

Workshop #25

5/27/99

8:00 AM - 11:00 AM

Room 4A

How to Develop, Produce and Use SAFMEDS

STEPHEN A. GRAF, Ph.D.
(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 20 years ago. Learners see information on the front of a card and attempt to say a brief appropriate response that 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. Users and practitioners have reported enhanced retention of material, endurance of behavior, ease of application to new material, and objective performance standards.

Objectives - Participants should be able to develop sets of SAFMEDS for content areas in which they teach or train that conform to the rules provided and explained in the workshop; produce SAFMEDS master from the Macintosh-based template for Microsoft Word provided as part of their materials; reproduce sets of SAFMEDS for students or trainees; and implement use of SAFMEDS in various settings, structuring practice timings to interface smoothly within classroom or training sessions.

Activities - Participants will practice with conversion of different types of information to SAFMEDS; discuss the use of the templates provided to produce SAFMEDS masters on the Macintosh to be printed as decks on card stock; discuss alternatives for making SAFMEDS available to students, clients, or trainees; demonstrate how to run timings with small or large groups; and discuss how to incorporate SAFMEDS into larger patterns of learning.

Audience - Participants of the workshop should either have competent subject matter repertoires and be interested in promoting fluent verbal behavior in specialty areas for students, clients or employees, or want to improve their own repertoires in a content area.

Members- \$90 Non-Members- \$105

Workshop #26

5/27/99

8:00 AM - 11:00 AM

Room PDR 1

Developing an Individualized, Language-Based Curriculum for Young Children with Autism

JAMES PARTINGTON, Ph.D.
(Behavior Analysts, Inc)

Description - Behavior Analysis has been of considerable assistance in developing effective teaching procedures for young children with autism. Ideally, each child should have an individualized curriculum that considers motivation and specific skills levels. The curriculum should result in intervention strategies that teach skills that allow him to acquire new skills from everyday interactions, and reduce the need for highly specialized instruction. Identification of basic learner skills is extremely important to the development of an effective curriculum. Because language delays are one of the defining characteristics of the diagnosis of autism, special emphasis must be placed on the development of the child's verbal skills. B. F. Skinner's analysis of verbal behavior provides a useful guide for analyzing a child's motivation and language skills, and for the development of a language-based curriculum. An assessment of language, based on Dr. Skinner's analysis of verbal behavior, and other basic learner skills will be reviewed along with a language-based curriculum and a skills tracking system to measure development of the child's verbal skills. B. F. Skinner's analysis of verbal behavior provides a useful guide for analyzing a child's motivation and language skills, and for the development of a language-based curriculum. In this workshop, an assessment of language,

Thursday, May 27

based on Dr. Skinner's analysis of verbal behavior, and other basic learner skills will be reviewed along with a language-based curriculum and a skills tracking system to measure a child's progress.

Objectives - There are several specific learner objectives: Participants will be able to: 1. Identify basic learner skills that are important to include in a curriculum for young children with autism; 2. Identify examples of B. F. Skinner's verbal operants; 3. Describe how curricular variables affect the motivation of young children with autism; 4. Identify how teaching a child to mand for reinforcers results in the development of several other important learner skills; 5. Identify components an initial behavioral language assessment such as to determine the most appropriate initial language intervention for young children with autism. Participants will review the components of a behavioral language assessment (based on the work of Dr. Skinner) and other basic learner skills such as to determine the most appropriate initial language-based intervention for young children with autism. A review of a specific sequence of learner skills will be presented for several verbal operant repertoires. A review of a specific learner's skills profile will be conducted, followed by an analysis of the student's educational priorities, and the selection of appropriate language-based instructional objectives for the learner.

Audience - This workshop would be appropriate for behavior analysts, teachers, and/or educators who are responsible for assessing skills or for the development or monitoring of skill development programs for young children with autism.

Members- \$80 **Non-Members-** \$95

Workshop #27

5/27/99

8:00 AM - 11:00 AM

Room 4B

Specialized Behavioral Techniques: Treating Young Children with ADHD or ODD without Medication

JEANNIE GOLDEN, Ph.D. (East Carolina University)

Description - Many young children today are labeled with Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD). Typically, these children exhibit problem behaviors such as: noncompliance, talking back, whining, tantruming, getting out-of-seat, nonattending, hitting, kicking, yelling, etc. The inability or unwillingness of parents, teachers and other professionals to control these behaviors often leads to prescribing medications for young children. The workshop presenter is a foster parent and has been a behavioral psychologist for 18 years. The presenter will provide participants information and training in the use of specialized behavioral techniques that are effective in changing the behaviors of these young children so that they can learn to exhibit appropriate behavior at home, in school and in other community settings without the use of medications.

Objectives - At the completion of this workshop, participants will be able to: 1. Name several specific problem behaviors that young children with ADD or ODD exhibit and specific appropriate behaviors to replace those problem behaviors. 2. Name and describe several preparatory/anticipatory techniques that encourage/invite appropriate behaviors in young children with ADD or ODD. 3. Name and describe several reinforcing

techniques that reward appropriate behaviors exhibited by young children with ADHD or ODD. 4. Name and describe several techniques that discourage/eliminate problem behaviors in young children with ADHD or ODD. 5. Name and describe several ways to encourage foster parents, teachers and day care providers to use the techniques above to eliminate the need to use medications with young children with ADD or ODD.

Activities - Participants attending the workshop will: 1. Receive handouts listing specific problem behaviors of young children with ADHD or ODD. 2. List specific appropriate replacement behaviors for young children with ADHD or ODD. 3. Receive handouts listing specialized behavioral techniques for teaching appropriate replacement behaviors to young children with ADHD or ODD. 4. Listen to descriptions, case examples and personal experiences of using these specialized behavioral techniques. 5. View videotaped and role-play demonstrations of these specialized techniques. 6. Role-play and practice these specialized techniques and receive feedback. 7. Ask questions about the use of these techniques with specific cases of the participants.

Audience - This workshop will be helpful to all individuals who work with young children diagnosed with ADHD or ODD, including: foster/adoptive parents, birth parents social workers, therapists, school counselors, teachers, day care providers, psychologists and psychiatrists.

Members- \$75 **Non-Members-** \$90

Workshop #28

5/27/99

8:00 AM - 11:00 AM

Room PDR 5

Keys to Discriminating Behavior Change Processes

GUY BRUCE, Ed.D. (Aubrey Daniels & Associates)

Description - Beginning students and even well-trained behavior analysts struggle with distinctions between "positive reinforcement," "negative reinforcement," "extinction of positive reinforcement," "extinction of negative reinforcement," "positive punishment," and "recovery from negative punishment." These confusions have a respectable history (Skinner, 1938; 1953). "Concept Analysis," (Tiemann and Markle, 1990) is a technique for identifying the critical attributes of concepts and principles. A concept analysis of the basic behavior change process reveals that each can be defined along the same two dimensions: 1) how behavior affects the environment, and 2) how environment affects behavior. These two dimensions can be illustrated graphically, revealing how each process is related to the others by its location on the diagram.

Objectives - By the end of this workshop, participants will be able to label examples of the eight basic behavior change processes. This skill is a key component in the analysis of behavior problems and the design of behavior change procedures to solve those problems.

Activities - Participants will practice labeling everyday examples of the eight behavior change processes, using a "job aid" developed from a concept analysis of those processes. The workshop will

be practice-intensive. The instructor will present examples of each process and ask participants to hold up the appropriate response card for each example. Participants will also have the opportunity to test their discrimination and generalization skills with new examples at the beginning and the end of the workshop.

Audience - This workshop will be useful to anyone responsible for analyzing behavior problems and designing behavior change procedures to solve those problems, as well as to individuals responsible for teaching those skills. Each participant will receive a set of workshop materials along with instructions on how to use them, which may be incorporated into his or her own training materials.

Members- \$90 Non-Members- \$105

Workshop #29

5/27/99

8:00 AM - 11:00 AM

Marquette Room

Publishing and Marketing for Behavior Analysts: How to Get Going, Publish, and Use Distributors, Media, and the Internet

ROGER W. MCINTIRE, Ph.D. Donald K. Pumroy, Ph.D. (University of Maryland)

Description - Behavior analyst professionals have expressed frustration in their efforts to use the trade-publishing field as a means of presenting our behavioral approach to the more general audience of teachers, parents, and professionals in overlapping psychological fields. Often in the trade market questions and objections to the behavioral approach interfere when attempting to present the behavioral view in the trade publishing media. The

workshop will review our best strategies in these publishing fields and give particular attention to marketing these publications through traditional distributors, the talk media, and internet. The instructors have experience in all of these avenues including a thriving independent publishing business. First, the instructors will present their experiences as authors proposing manuscripts to large publishers, selections of publishers, and matching manuscripts to specialty publishers. More recent methods of self-publishing, and cooperative publishing will be included. Production and marketing as an independent publisher will be a main focus. Marketing methods in the electronic media will be surveyed and the opportunities used by the instructors will be described.

Objectives - Participants will become familiar with the behind the scenes operations of book publishing and promotion by independent presses. They will also discuss the wide range of media selections available to the behavior analyst, as well as software that can enhance both production and marketing. Production considerations from cover design to reviews will be a part of the information that may benefit the participant.

Activities - In appropriate sized subgroups, participants will present their own publishing projects that are in the proposal stage as well as ones more developed. The experiences of the participants with productivity, organization, level of material, and selection of a target audience will be the subject of reports to the larger group. The instructors will summarize possible strategies and solutions to book promotion difficulties.

Audience - The workshop considers Behavior Analyst professionals and their

strategies in reaching a larger public audience. Participants with experience as authors and presenters of the behavioral approach are most likely to benefit from the workshop activities. Participants would include college faculty, authors in private practice, as well as authors in school psychology and teaching.

Members- \$75 Non-Members- \$90

Workshop #30

5/27/99
8:00 AM - 11:00 AM
Room PDR 6

Techniques of Conceptual Analysis

PETER HARZEM, Ph.D. (Auburn University)

Description - Reports of scientific findings and discussion of scientific issues entail one or both of two types of statements: those concerning empirical findings, and those concerning concepts. Generally, behavior analysts have highly trained skills in matters dealing with the analysis and presentation of data. Skills of conceptual analysis tend, on the other hand, not to receive as much attention. However, these skills are helpful, and sometimes essential, in examining theoretical statements and basic assumptions, and in debating, for example, with non-behaviorist psychologists, issues related to concepts such as 'mind', 'consciousness,' 'cognition,' and the like. This workshop presents these skills, and provides practice in the application of these skills.

Objectives - Participants will learn: 1. What are empirical and conceptual statements; 2. To Distinguish empirical statements from conceptual statements; 3. To distinguish the types of conceptual statements; 4. The techniques of assessing conceptual statements.

Activities - Participants will practice: 1. Identifying the dynamic features of word usage; 2. Critically assessing theoretical and conceptual statements; 3. Discussing such assessments.

Audience - Behavior analysts who have some experience of research and literature search

Members- \$75 Non-Members- \$90

Workshop #31

5/27/99
8:00 AM - 11:00 AM
Room 4F

A Stimulus Class Technology of Teaching and Some Areas for Applied Behavior Analysis

ROBERT STROMER, Ph.D. (Eunice Kennedy Shriver Center)

Description - Research on the formation of stimulus classes, particularly equivalence classes, is an active area of behavior analysis that has important implications for how one teaches communication, language, academic, independent living, and social skills. However, over 25 years of research on stimulus classes has yielded only a few demonstrations of the applied significance of the area. This workshop is intended for behavior analysts who would like to help change this state of affairs and explore some of the possibilities for applied research involving "a stimulus class technology of teaching." We will examine details of research methods, concepts, areas of prior applications, and directions for future study. To make broad contact with areas of application, we will consider an integrated conceptual framework that places the stimulus equivalence phenomenon in a context of feature and arbitrary stimulus classes. In addition, the relevance of this approach

Thursday, May 27

for addressing problems of programming generalization and transfer of behavior change will be considered, as well as the relationships between verbal and nonverbal behavior. To adapt the workshop to specific areas of interest, participants will be asked to acquaint themselves beforehand with background material at the instructor's website and contribute to a list of discussion topics.

Objectives - The objectives of this workshop will be to (a) give the participant a thorough understanding of selected research methods appropriate for applied analyses of stimulus class formation, (b) expose the participant to an integrated conceptual framework for applying a stimulus class technology of teaching, and (c) assist the participant to formulate a plan for conducting an original research project involving this technology.

Activities - As background, before attending the workshop participants will be asked to (a) read a paper titled "Classroom Applications for Stimulus Equivalence Technology" by Stromer, Mackay, and Stoddard that appeared in the *Journal of Behavioral Education* (1992, 2, 225-256), (b) formulate answers to a series of study questions prepared for that article, and (c) contribute to a survey of discussion topics to be addressed during the workshop. These materials are available electronically at the instructor's website: <http://www.Shriver.Org/Research/Psychological/Staff/Stromer>. (difficulties accessing these materials should be brought to the instructor's attention at rstromer@shriver.org). During the workshop, lecture and demonstrations will expand the content of the target article and reflect recent developments in applied research. Assessment data will be described to illustrate different

scenarios for future research. Discussions of current research will include applications in teaching symbol communications, reading, writing, number, and social skills. As a specific focus, the role of feature and arbitrary classes in the generalization and transfer of behavior change will be addressed. The participants' suggestions for discussion topics will be incorporated throughout the workshop. (Participants will have access to a list of the most frequently suggested discussion

Audience - topics that will be updated periodically through mid-May.) This "intermediate-level" workshop is designed for participants who (a) would like to further the applied analysis of a stimulus class technology of teaching, (b) have at least undergraduate academic training in the principles and methods of behavior analysis, (c) have actually used behavioral principles and methods in an applied setting to teach someone to perform a language, communication, cognitive, or academic task, and (d) have read the target article mentioned earlier. This workshop is open to a maximum of 25 participants.

Members- \$80 Non-Members- \$95

Workshop #33

5/27/99

8:00 AM - 11:00 AM

Room PDR 3

Promoting Positive School-Wide Educational Outcomes: Strategies for Academic and Behavioral Change

ROBERT F. PUTNAM, Ph.D.

Gretchen L. Jefferson (The May Institute) Lynn Petetit (Massachusetts Urban Project)

Description - School systems increasingly serve students who present with challenging academic and

behavioral issues. The systems current in place to manage the needs of these students are costly and inefficient. Further, these approaches rarely have an empirical basis. With the reauthorization of IDEA, educators have the additional task of including students with exceptional needs in general education settings. Responsible and successful inclusion of these students requires the use of validated assessment and intervention practices. The goal of this workshop is to teach participants empirically based district and school-wide strategies that will ensure positive academic and behavioral outcomes for all students. Participants will be provided an overview of the shortcomings of current practices for the identification and redemption of problems that interfere with educational success. A review of validated alternatives that provide useful formative and summative evaluation of student progress and outcomes also will be provided.

Objectives - Participants will receive training in the use of a problem-solving approach for the assessment and resolution of educational problems at the individual school and district levels. Special emphasis will be given to a) the early identification of those students who are at risk of the development severe behavior disorders and/or academic failure; b) identification of necessary behavioral support strategies within the district, and c) ongoing assessment of the efficacy of the supports for meeting the needs of students with challenging behavior within

the district. Participants will be taught how to provide recommendations for program improvements that are based on evaluation outcomes. Participants will be taught specific procedures for the development and implementation of empirically based behavioral support strategies at district-wide, school-wide, group and individual levels. Further training will be provided in the use of Curriculum-Based Measurement (CBM) which are standardized, short duration fluency measures of basic academic skills and the use of formative activities evaluation in making educational decisions for students. Instruction will include both a didactic presentation and guided practice in the development of district-wide and school-wide assessment practices. Participants will use the results of their assessment to determine the most appropriate empirically based behavior support strategies to effectively improve the social climate of the school and social skills development of individual students. Participants will also learn to administer and score Curriculum Based Measurement strategies.

Audience - Behavioral consultants, Administrators, Special Education Teachers and School Psychologists.

Members- \$70 **Non-Members-** \$85

Convention Sessions

2
Special Event
 5/27/99
 7:00 AM-11:00 AM
 Waldorf Room

SQAB

Chair: William Palya (Jacksonville State University)

See schedule on pages 42 and 43 for details.

3
 Breakfast
 5/27/99
 7:30 AM-9:00 AM
 Boulevard C

International Development Committee Breakfast

Chair: Ned Carter (Virginia Tech and Dept. of Occupational and Environmental Medicine, Uppsala, Sweden)

Purpose: To promote the internationalization of behavior analysis and ABA. To provide an opportunity for behavior analysts from around the world to meet and discuss issues of mutual interest.

4
 Business Meeting
 5/27/99
 9:00 AM-10:00 AM
 Boulevard C

Affiliated Chapters Meeting

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

Meeting for representatives of National and International Affiliated Chapters.

5
Special Event
 5/27/99
 10:00 AM-11:00 AM
 Williford C

Newcomer's Session

Chair: Jack Michael and Scott Wood (Western Michigan 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.

6
Special Event
 5/27/99
 11:00 AM-1:00 PM
 Grand Ballroom
Audiotaped

Opening Event, Society for the Advancement of Behavior Analysis (SABA) Awards

Chair: James M. Johnston (Auburn University)

- Distinguished Service to Behavior Analysis
 OGDEN LINDSLEY "Our Five Number Worlds™: Measurement Scales Made Clear"
- International Dissemination of Behavior Analysis
 Comunidad los Horcones, JUAN ROBINSON LOPEZ "Western Influences in Behavior Analysis Seen from a Walden Two"

- Public Service in Behavior Analysis
GERALD SHOOK "A Brief Overview of National Certification and Its Impact on All Behavior Analysts"
- Enduring Programmatic Contributions to Behavior Analysis
Princeton Child Development Institute,
PATRICIA J. KRANTZ & LYNN
MCCLANNAHAN "Behavior Analysis in Autism Intervention"

#6a

Invited Event

5/27/99

1:00 PM-1:50 PM

Boulevard C

OBM

6b

Invited Event

5/27/99

1:00 PM-1:50 PM

Marquette

DDA

7

Symposium

5/27/99

1:00 PM-2:50 PM

4D

TPC

Performance Anatomy

Chair: Linda J. Hayes (University of Nevada, Reno)

- GEARY RUMMLER (The Rummeler-Brache Group)

The OBM Network Award Invited Presentation

Free Operancy Fluency Building Compared to Discrete Trials with Autistic Preschoolers

Chair: Ogden R. Lindsley (Behavior Research Company)

- GIORDANA MALABELLO (University of Western Australia)

Talking and Doing in Behavior Analysis: Are They Related?

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

- **Pivotal Responses: Implications for Basic and Applied Research.** YVONNE BARNES-HOLMES and Dermot Barnes-Holmes (National University of Ireland, Cork)
- **Relational Frame Theory and Skinner's Verbal Behavior: A Possible Synthesis.** VERONICA CULLINAN and Dermot Barnes-Holmes (National University of Ireland, Cork)
- **Response Forms and Stimulus Objects.** BRYAN ROCHE, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Cork)
- **Behavioral Pragmatism: No Place for Reality and Truth.** DERMOT BARNES-HOLMES and (National University of Ireland, Cork)

8
Symposium
5/27/99
1:00 PM-2:50 PM
4E
CBM

Outpatient Evaluation and Treatment of Aberrant Behavior

Chair: Linda J. Cooper (The University of Iowa)

Discussant: David P. Wacker (The University of Iowa)

- **Behavior Management Laboratory at Queens College.** JENNIFER J. MCCOMAS, Hannah Hoch, Christian Benavides, Ron Lee and Daphna El-Roy (Queens College/Graduate School and University Center of CUNY)
- **The University of Kansas Medical Center Self-Injurious and Aggressive Behavior Service.** DAVID M. RICHMAN, Steve Lindauer and Kimberly Crosland (University of Kansas School of Medicine and University of Kansas)
- **Establishing Effective Outpatient Services and Training Utilizing Functional Analysis Technologies in a Small Liberal Arts College.** K. MARK DERBY, Emily DeWolf, Mary McManus, JaQuita Rogers and Stephanie M. Peck (Gonzaga University)
- **The Biobehavioral Unit at the National University of Ireland.** MARK F. O'REILLY, Patricia Noonan Walsh, John Hillery, Sean Carey, Lisa King and Oral Cummins (National University of Ireland, Dublin)
- **The Bio-Behavioral Outpatient Service of the University of Iowa.** WENDY BERG (The University of Iowa)

9
Paper Session
5/27/99
1:00 PM-2:20 PM
4F
TPC

Complex Behavior

Chair: Kimberly A. Becker (Eastern Michigan University)

- **Cumulative-Hierarchical Learning: An Important Concept in Understanding Complex Human Behavior.** MICHAEL D. HIXSON (Western Michigan University)

10
Symposium
5/27/99
1:00 PM-2:20 PM
4K
TOX

- **Welcome Back My Lovelies: Testing Models of Learning through Cumulative Records.**
DAVID A. ECKERMAN and Steven M. Kemp
(University of North Carolina at Chapel Hill)
- **An Approximation Between M. M. Bakhtin and B. F. Skinner for the Study of Language.**
MARIA E. PEREIRA (Catholic University of Sao Paulo PUC-SP)

Behavioral Pharmacology of Herbal Extracts

Chair: Barbara J. Kaminski

Discussant: Barbara J. Kaminski

- **The Effects of Over-the-Counter Herbal Preparations on Operant Behavior in the Rat.**
DEBRA J. SPEAR (South Dakota State University)
- **Melatonin Effects on Measures of Rat Running Activity.** BRADY J. PHELPS, Jessica J. Gallup and Tate D. Schoberlein (South Dakota State University)
- **Kava Reduces Daily Stress and Anxiety in Adults.** NIRBHAY N. SINGH (Virginia Commonwealth University) and Cynthia R. Ellis (University of Nebraska Medical Center)

11
Symposium
5/27/99
1:00 PM-2:50 PM
Boulevard B
CBM

Who Cares? Beyond the Rhetoric of Caring

Chair: Elizabeth V. Gifford (University of Nevada, Reno)

Discussant: Steven C. Hayes (University of Nevada, Reno)

- **Who Cares About Psychotherapy?** BARBARA S. KOHLENBERG (University of Nevada Medical School)
- **Who Cares About Supervision?** ELIZABETH V. GIFFORD (University of Nevada, Reno)
- **Who Cares About Undergraduate Education?** DAVID M. SAYRS (University of Nevada, Reno)
- **Who Cares About Training Programs?** MICHAEL ADDIS (University of Nevada, Reno)

12
Panel Discussion
5/27/99
1:00 PM-2:50 PM
Continental C
AUT

Science and the Treatment of Autism

Chair: Richard M. Foxx (Penn State University-Harrisburg)

- CATHERINE MAURICE (Author/Editor)
- SUZANNE LETSO (Connecticut Center for Child Development, Inc)
- JOHN W. JACOBSON (Independent Living Center for Children)
- JAMES A. MULICK (Ohio State University)

13
Symposium
5/27/99
1:00 PM-2:50 PM
International Ballroom
South
DDA

Functional Analysis and Treatment of Severe Destructive Behavior

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

Discussant: F. Charles Mace (University of Wales)

- **Identification and Use of Noncontingent Toys to Enhance the Effects of Extinction on Attention - Maintained Behavior.** ISER G. DELEON, Vanessa Rodriguez-Catter, Kris Keeney (Kennedy Krieger Institute) and Wayne F. Fisher (Johns Hopkins University School of Medicine)
- **Varying Parameters of Reinforcement in the Treatment of Pica Maintained by Automatic Reinforcement.** HENRY S. ROANE, Bobbi Boney, Kris Keeney, Han Leong Goh (Kennedy Krieger Institute) and Cathleen C. Piazza (Johns Hopkins University School of Medicine)
- **Long Term Effects of Noncontingent Reinforcement on Self-Injurious Behavior Maintained by Automatic Reinforcement.** JANA S. LINDBERG, Brian A. Iwata and Eileen M. Roscoe (University of Florida)

14
Symposium
5/27/99
1:00 PM-2:50 PM
Lake Erie
EDC

- **The Use of Within-session Fading Procedures of Noncontingent Reinforcement in the Treatment of Attention-Maintained Problem Behavior.** JOSEPH S. LALLI, Mitch Landreneau and Kelly Kates (University of Pennsylvania School of Medicine)
- **Integrating Choice Principles and the Functional Analysis Methods to Better Understand and Treat Destructive Behavior.** WAYNE W. FISHER (Johns Hopkins University School of Medicine), Iser G. DeLeon, Vanessa Rodriguez-Catter and Kelly Herman (Kennedy Krieger Institute)

Beyond Case Consultation: Increasing the Efficiency of Behavioral Consultation to Schools

Chair: Robert F. Putnam (May Institute/Harvard Medical School)

Discussant: George M. Sugai (University of Oregon)

- **Working with Public Schools to Establish and Monitor Systems That Support the Social-behavioral Needs of All Students.** GEORGE M. SUGAI, Terry L. Palmer and Shanna Hagan (University of Oregon)
- **Evaluating School and District-Wide Behavioral Support Services.** ROBERT F. PUTNAM and Marcie Handler (May Institute/Harvard Medical School)
- **Classroom Management Strategies.** SHANNA HAGAN and George M. Sugai (University of Oregon)
- **Development of a Positive School-Wide Behavior Support Plan.** GRETCHEN L. JEFFERSON (The May Institute)

15
Symposium
5/27/99
1:00 PM-2:50 PM
PDR 1
CSE

Behavior Analysis Hits the Road: Community-based Projects to Keep Travelers Safe

Chair: E. Scott Geller (Virginia Polytechnic Institute and State University)

Discussant: Ned Carter (Virginia Polytechnic Institute and State University and Dept. of Occ. and Env. Med., Sweden)

- **Applying Behavior Analysis to Child Safety Seat Misuse.** KELLI J. ENGLAND and E. Scott Geller (Virginia Polytechnic Institute and State University)
- **Increasing Bicycle Helmet Use on a College Campus: The Grateful Head Project.** MAYA J. JOHNSON, Steven W. Clarke (Virginia Polytechnic Institute and State University), Tim Ludwig, Robrina Walker and Brent Messick (Appalachian State University)
- **Having a Designated Driver: Does it Lead to Increased Levels of Passenger Intoxication?** MARY A. TIMMERMAN, Kent E. Glindemann, Ned E. Carter and E. Scott Geller (Virginia Polytechnic Institute and State University)
- **Effects of Driving Topography and Behavioral History on At-Risk Driving.** THOMAS E. BOYCE and E. Scott Geller (Virginia Polytechnic Institute and State University)

16
Symposium
5/27/99
1:00 PM-2:50 PM
PDR 2
DEV

Behavioral Developmental Stage and the Evolution of Intelligence in Animals

Chair: Michael Lampert Commons (Harvard Medical School)

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

- **Scoring the Stage of the Behavior of Computers and of Non-Primate Animals Using the General Model of Hierarchical Complexity.** MICHAEL LAMPERT COMMONS (Harvard Medical School)
- **Scoring the State of Performance of the Behavior of Great Apes Using the General Model of Hierarchical Complexity.** PATRICE MARIE MILLER (Salem State College)

17
Symposium
5/27/99
1:00 PM-2:50 PM
PDR 3
TBA

- **The Evolution of Abstract, Formal Operational and Beyond Formal Operational Stage Reasoning in Humans.** PATRICE MARIE MILLER (Salem State College), Miriam Chernoff (Harvard School of Public Health) and Michael Lamport Commons (Harvard Medical School)
- **Structures as Causes of Behavior and Developmental Psychobiology's Radical Alternative.** PATRICIA M. MEINHOLD (The Summit Centre for Preschool Children with Autism)

Learning Behavior Analysis: Teachers as Researchers

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

Discussant: Chris McDonough (Fred S. Keller School)

- **The Use of Respondent Conditioning to Elicit Vocalizations: A Replication Study.** GINA M. FELICIANO (Fred S. Keller School)
- **An Analysis of Respondent Conditioning on Inducing Vocalizations.** SO-YOUNG YOON and Donna Vasquez (Fred S. Keller School)
- **Generalization of a Replacement Mand Through Differential Reinforcement and Programming for Generalization.** JOANNA TSIOURI (Fred S. Keller School)
- **An Analysis of Transfer of Stimulus Control.** DEBORAH MEINBURG and So-Young Yoon (Fred S. Keller School)
- **Increasing Verbal Behavior to Decrease Peer Assaults.** AMY DAVIES LACKEY (Fred S. Keller School)
- **Comparing Paired-Choice and Multi-Choice Options on the Selection of Reinforcers.** SUSAN M. SILVESTRI and Janet S. Twyman (Fred S. Keller School)
- **Assessing Stimulus Equivalence and Applying Outcomes to Teaching Procedures.** KIMBERLY KWASNIK-VOGT (David Gregory School)

- **Comparison of Two Performance Criteria on the Retention of Sight Words.** TINA C. HANRATTY and Janet S. Twyman (Fred S. Keller School)
- **The Effects of Increased Teacher Reinforcement of Social Behaviors through a Changing Performance Criteria.** TRICIA L. SEACORD (Fred S. Keller School)

18
Symposium
5/27/99
1:00 PM-2:50 PM
Williford C
EDC

A Closer Look at BATSS Functional Analyses in Elementary and Middle Schools: What's New and Why

Chair: Janet Ellis (University of North Texas)

Discussant: Richard G. Smith (University of North Texas)

- **Overview of BATSS Accomplishments in 1998-99: Where Do We Go from Here?** JANET ELLIS (University of North Texas)
- **A Unique Approach to Stimulus Preference Assessments.** DEBI ALVEY (University of North Texas)
- **What To Do When the Teacher Functions as an Aversive Stimulus.** VICTORIA HODGE (University of North Texas)
- **Functional Analysis in the Classroom: Pros and Cons of Using Teachers as Therapists.** AMY CRYE (University of North Texas)
- **Extinction Procedures: Analysis and Treatment of Functionally Related Problem Behaviors in an Elementary School Setting.** SANDY MAGEE (University of North Texas)

18a
Invited Event
5/27/99
2:00 PM-2:50 PM
Joliet
VRB

Language Research in Autism: Implications for Our Understanding of Verbal Behavior

Chair: Gerald L. Shook (Behavior Analysis Certification Board)

- JACK MICHAEL (Western Michigan University)
- MICHAEL D. HIXSON (Western Michigan University)
- ESTHER SHAFER (The Central School of Speech and Drama)

19
Symposium
5/27/99
2:00 PM-3:20 PM
4A
AUT

Teaching Children with Autism Using Video Techniques

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

Discussant: Marjorie Charlop-Christy (Claremont College)

- **Individualized Video Priming Techniques to Help Children with Autism in Transition Situations.** CHRISTINA WHALEN, Laura Schreibman and Aubyn Stahmer (University of California, San Diego)
- **Video Modeling for Children with Autism.** Karen Pierce, MICHELLE SHERER, Laura Schreibman and Bellisha Bitton (University of California, San Diego)
- **A Comparison of Video Modeling with *in vivo* Modeling.** LOC LE (Claremont Graduate College)

20
Symposium
5/27/99
2:00 PM-3:50 PM
Boulevard A
OBM

Performance Improvement Practices in the Behavior Analysis Program at the University of Nevada, Reno

Chair: Ramona Houmanfar (University of Nevada Reno)

Discussant: Richard K. Fleming (Auburn University)

- **Staff Retention in Human Service Projects at a Self Capitalized Graduate Program.** MONICA M. GARLOCK, Jason M. Raleigh and Ramona Houmanfar (University of Nevada, Reno)
- **Training Assessment at Four Field Experience Settings in a Self Capitalized Academic Program.** ANDREW P. LOYD, Timothy M. Weil, Nicholas M. Berens, Ramona Houmanfar and Linda J. Hayes (University of Nevada, Reno)
- **Cost-Benefit Analysis as a Basis for Performance Improvement.** DAVID RICHARDS, Ramona Houmanfar and Linda Hayes (University of Nevada, Reno)
- **Effects of Time Allocation Recording System on Employee Compensation.** CRISTIN D. HARRISON, Ramona Houmanfar and Linda Hayes (University of Nevada, Reno)

Thursday, May 27

21
Symposium
5/27/99
2:00 PM-3:50 PM
Boulevard C
OBM

Behavioral Safety: Contingency Management in Large Scale Implementations

Chair: Laura L. Methot (Saint Mary's University)

Discussant: John Austin (Western Michigan University)

- **Large Scale Implementations: More Than a Consideration of Size.** GRAINNE MATTHEWS (Quality Safety Edge)
- **An Analysis of the Individual Contingencies and Metacontingencies Required for Successful Large Scale Implementation.** JUDY L. AGNEW (Aubrey Daniels & Associates)
- **Behavioral Safety: Designing Contingencies for Large Scale Systems within a Single Site.** DEE TINLEY SMOOT (Liberty Mutual Insurance Group)

22
Paper Session
5/27/99
2:00 PM-2:50 PM
Marquette
DDA

Research Reviews in Developmental Disabilities

Chair: Neelu Aujla (Florida International University)

- **A Synthesis of Research on Self-Determination: Where Have We Been and Where Might We Go?** DAVID W. TEST (Special Education Program UNC Charlotte)
- **Full Inclusion for Students with Severe Disabilities: An Evaluation of the Published Outcome Data.** JOHN GERDTZ (Saint Mary's College of California)

23
Paper Session
5/27/99
2:30 PM-3:50 PM
4F
TPC

The Methodology of Behaviorism

Chair: Erika C. Campbell (Eastern Michigan University)

- **Was John B. Watson a Methodological or Metaphysical Behaviorist?** JAMES T. TODD (Eastern Michigan University) and Edward K. Morris (University of Kansas)
- **The "Future" in Psychological Perspective.** LINDA J. HAYES (University of Nevada, Reno)
- **Some Conceptual Topics of Problem Solving.** MELANIA MOROA (Pontificia Universidade Catolica de Sao Paulo)

24
Symposium
5/27/99
2:30 PM-4:20 PM
Lake Michigan
EAB

Applied and Basic Stimulus Control

Chair: Barbara C. Etzel (University of Kansas)

Discussant: Shahla Ala'i-Rosales (University of North Texas)

- **Requesting Attending on Verb Acquisition in Children with Autism.** VICKI MADDAUS KNAPP and Donald M. Baer (University of Kansas)
- **Is Reinforcing Unprompted Attending Preferable to Instructing "Look at Me," in Children with Autism.** KENDA MORRISON (University of Kansas)
- **The Effects of Forced - Choice Comparisons and a Neutral - Response Comparison on Stimulus Overselectivity.** JORGE GARCIA (University of Kansas)
- **Changing Children's Stimulus Control Hierarchies on Unfamiliar Cross Modal Discrimination.** REBECA PEREZ-MENON (University of Kansas)
- **The Effects of Interspersed Instructions on Accuracy and Self-Injurious Behavior.** RITA YBARRA, Jesus Rosales-Ruiz and Shahla Ala'i-Rosales (University of North Texas)
- **Control Over Therapist Initiations as a Reinforcer for the Behavior of a Child with Autism.** WILLIAM H. EDWARDS, Jesus Rosales-Ruiz and Shahla Ala'i-Rosales (University of North Texas)
- **What is the Role of Stimulus Control in Behavioral predictions Made by the Matching Law?** AIDA PARRA (University of Kansas)

25
Symposium
5/27/99
2:30 PM-4:20 PM
Lake Ontario
EAB

An Update on Canine Olfactory Detection Studies at Auburn University

Chair: James M. Johnston (Auburn University)

Discussant: Karen Pryor (Sunshine Training Books and Videos)

- **Effects of Extraneous Odors on Dogs' Olfactory Detection of Illicit Pharmaceuticals.** PAUL WAGGONER, Barbara Beck, Cindy Edge (Institute for Biological Detection Systems) and Meredith Jones (Auburn University)

- **Canine Detection Odor Signatures for Explosives: An Update.** ELLIOTT PALETZ, Teresa Boussom, Matthew Cicoria (Auburn University), Barbara Beck, Marc Williams, and Cindy Edge (Institute for Biological Detection Systems)
- **Preliminary Characterization of the Dog's Sniffing Behavior.** TERESA BOUSSOM, Patricia Cornwell (Auburn University), Mark G. Williams and Paul Waggoner (Institute for Biological Detection Systems)
- **Generalization of Dog's Detection Responses across Different Smokeless Powders.** TERESA BOUSSOM, Mathew Cicoria (Auburn University), Leslie G. Busbee, Mark G. Williams, Jennifer Edmonds and Marc Williams (Institute for Biological Detection Systems)
- **Durability of Dogs' Odor Discrimination Performance after Intervals without Training.** MARK WILLIAMS, Leslie Busbee and Karen Rader (Institute for Biological Detection Systems)
- **Determination of Canine Search and Detection Endurance Capabilities.** MEREDITH JONES, Patricia Cornwell (Auburn University), Leslie Busbee, Jennifer Edmonds and Marc Williams (Institute for Biological Detection Systems)
- **Development and Performance of a System for the Interdiction of Large Vehicle Bombs That Employs Interrogation of Remotely Collected Samples by Dogs.** JEFFERY LANGSTON, Lacy Black (Auburn University), John Pybass, Marc Williams and Paul Waggoner (Institute for Biological Detection Systems)

26

Symposium

5/27/99

3:00 PM-4:50 PM

4C

OTH

Behavior Analytic Applications in Health and Human Performance

Chair: Amanda Nicolson (Florida State University)

Discussant: Daryl Siedentop (Ohio State University)

- **Society's Approach to Food, Fitness, and Overweight: Recipe for Disaster.** WILLIAM HARTMAN (California Pacific Medical Center)

27
Symposium
5/27/99
3:00 PM-4:50 PM
4D
TPC

- **Survey of Mental Health Needs in Micronesia: A Model for World-Wide Assessment and Development of Clinical Behavior Analysis Programs to Meet Global Mental Health Needs.** CARMENNE A. CHIASSON, Lisa C. Santiago, Vida E. Legaspi and Tracy Cruz (University of Guam)
- **The Future of Behavior Analysis in Corporate Wellness and Health Promotion.** AMANDA NICOLSON (Florida State University)

Conceptual and Experimental Analyses of Social Behavior

Chair: John R. Kraft (University of New Hampshire)

Discussant: Bernard Guerin (University of Waikato)

- **16 Ways That Acting Alone Can Be Social Behavior.** BERNARD GUERIN (University of Waikato)
- **Explaining Helping: Are Humans Altruistic?** CYNTHIA M. ANDERSON (West Virginia University)
- **Group Choice: An Ideal Free Distribution of a Social Phenomenon.** JOHN R. KRAFT (University of New Hampshire)
- **Dress for Success: An Evolutionary Perspective.** DIANE F. DICLIMENTE and Donald A. Hantula (Temple University)
- **Attitudes About Gay Men: A Behavior Analytic View of Stereotyping.** KURT A. FREEMAN (Father Flanagan's Boys' Home) and Philip Chase (West Virginia University)

28
Symposium
5/27/99
3:00 PM-4:50 PM
4E
CBM

Empirical Investigations of Acceptance and Change in Experimental and Clinical Contexts

Chair: Erik M. Augustson (University of Alabama at Birmingham School of Medicine)

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

- **An Investigation of the Relation between Stage of Change and Psychological Adjustment in Patients Experiencing Chronic Pain.** ERIK M. AUGUSTSON (University of Alabama at Birmingham School of Medicine)
- **Instructional Control Over Anxiogenic Responses Induced by Repeated Inhalations of 20% co2-Enriched Air: Implications for Acceptance-Based Interventions.** JOHN P. FORSYTH, Mark Canna and Bruce F. Chorpita (State University of New York, Albany)
- **What Are Behavior Therapists Actually Doing? Rating Therapist Behavior in Acceptance-Based Psychotherapy.** ELIZABETH V. GIFFORD and Steven C. Hayes (University of Nevada, Reno)
- **ACT vs. CBT: A Conceptual and Empirical Comparison.** EDELGARD WULFERT (State University of New York, Albany)

29
Paper Session
5/27/99
3:00 PM-4:20 PM
4K
TOX

Dopamine Behavior Neurotoxicity

Chair: Raymond C. Pitts (University of North Carolina, Wilmington)

- **Experimental Basis for Substitution Therapies for Drug Abuse.** JOHN R. GLOWA (Louisiana State University Medical Center - Shreveport)
- **Dopaminergic Compounds Differentially Affect DRH Performance in Rats.** ERIN B. RASMUSSEN and Christopher Newland (Auburn University)
- **Developmental Exposure to Methylmercury Affects High-Rate Behavior in the Older, but Not the Younger, Rat.** CHRISTOPHER NEWLAND and Erin Rasmussen (Auburn University)

30
Symposium
5/27/99
3:00 PM-4:50 PM
Boulevard B
CBM

Behavior Analysis; Finally Catching Up with Itself. The Self and Its Importance in Clinical Intervention

Chair: Chauncey R. Parker (University of Washington,
Department of Psychology)

Discussant: Barbara S. Kohlenberg (University of
Nevada Medical School, Reno, Dept. of Psychiatry)

- **"Kill Yourself Each Day": Advice from an
ACT Therapist.** KELLY G. WILSON
(University of Nevada, Reno)
- **I Think, I Feel, I Want; or Do I? The
Response "I", "I x", and Private vs. Public
Stimulus Control.** CHAUNCEY R. PARKER,
Jonathan W. Kanter and Robert J. Kohlenberg
(University of Washington)
- **A Measure of Public and Private Stimulus
Control of the Experience of Self: The
Experience of Self Scale (EOSS).** JONATHAN
W. KANTER, Chauncey R. Parker and Robert J.
Kohlenberg (University of Washington)
- **A Behavior-Analytic Approach to Some of the
Problems of Self: A Relational Frame
Analysis.** IAN STEWART, Dermot Barnes and
Bryan Roche (University College Cork, Ireland)

31
Symposium
5/27/99
3:00 PM-4:50 PM
Continental C
AUT

Of Classrooms, Tacts, Mands, Discrete Trials and PECS: Is There a Connection Here?

Chair: Anthony Castrogiovanni (Bancroft NeuroHealth
Center for Autism Research and Educational Services)

Discussant: Beth Sulzer-Azaroff (Pyramid Educational
Consultants, Inc.)

- **The Pyramid Education' Classroom Model:
Training Effects on Staff Behavior and Child
Outcomes.** ANDREW S. BONDY (Pyramid
educational Consultants, Inc.), Nancy Neef (Ohio
State University), Anthony Castrogiovanni
(Bancroft NueroHealth Center for Autism
Research), Maureen Barber-Carey and Robert
Gullick (The Gertrude A. Barber Center)
- **From Tacts to Mands.** MATTHEW TINCANI,
Stein Lund and Anthony Castrogiovanni (Bancroft
NeuroHealth Center for Autism Research)

Thursday, May 27

32
Symposium
5/27/99
3:00 PM-4:50 PM
International Ballroom
South
DDA

- **From Mands to Tacts.** JOHN BARNARD (Bancroft NeuroHealth Center for Autism Research)
- **Prepositions: DTI Tact / CEO Mand.** DAVID SIDENER, Anthony Castrogiovanni (Bancroft NeuroHealth Center for Autism Research), and Philip Himeline (Temple University)
- **Using PECS in Conjunction with DTI to Build Communicative Skills.** BOBBI KAEPLER and Anthony Castrogiovanni (Bancroft NeuroHealth Center for Autism Research)

Multiple Outcomes in School-Based Positive Behavior Support

Chair: Donald K. Kincaid (West Virginia University Affiliated Center for Developmental Disabilities)

Discussant: Meme Eno-Heineman (University of South Florida)

- **Training School-based Teams: Teaching Teachers Positive Behavior Support.** SCOTT A. SPAULDING, Vicki A. Lumley, Ethan S. Long (West Virginia University) and Donald K. Kincaid (West Virginia University Affiliated Center for DD)
- **Positive Behavior Support in the Schools: Looking at Data on Challenging Behavior** VICKI A. LUMLEY, Scott A. Spaulding (West Virginia University) and Donald K. Kincaid (West Virginia University Affiliated Center for DD)
- **How Do We Measure the Broad Ecological Outcomes of Positive Behavior Support?** KARLA ANHALT (West Virginia University) and Donald K. Kincaid (West Virginia University Affiliated Center for DD)
- **The Use of Interview Questions to Assess the Effectiveness of Positive Behavior Support.** PETER A. GIROLAMI, Suling Cheng (West Virginia University) and Donald K. Kincaid (West Virginia University Affiliated Center for DD)
- **Social Validation of Positive Behavior Support: A Summary of Findings.** ETHAN S. LONG, Scott A. Spaulding (West Virginia University) and Donald K. Kincaid (West Virginia University Affiliated Center for DD)

33
Symposium
5/27/99
3:00 PM-4:50 PM
Joliet
VRB

The Objective Analysis of Subjective Behavior: William Stephenson's Q Methodology

Chair: Bryan D. Midgley (University of Kansas)

Discussant: Donald M. Baer (University of Kansas)

- **On Q: A Q-Technique Primer.** BRYAN D. MIDGLEY and Edward K. Morris (University of Kansas)
- **Subjective Behavior Analysis.** STEVEN R. BROWN (Kent State University)
- **Is Subjectivity Operant?** DENNIS J. DELPRATO (Eastern Michigan University)
- **An Empirical Probe of Subjective Probability Notions.** ROBERT M. LIPGAR (University of Chicago Medical Center)

Issues in Education

Chair: Yasmin LaRocca (Florida International University)

- **Teacher Education Reform: Is There a Place for ABA at the Table?** SUSAN B. HERSH (The Ohio State University)
- **International Distance Learning Networks.** ROBERT N. WOLL (N. Woll and Company, Inc.)
- **Parent Training: The Relationship Between Parenting, Parent Training, and Youth Anti-Social Behavior.** MICHELLE MARCHANT and K. Richard Young (Utah State University)
- **Reliability and Validity of Play-Based Assessment: Should We Throw the Baby Out with the Bathwater?** VALERI A. FARMER-DOUGAN and Yvette Cornett (Illinois State University)

34
Paper Session
5/27/99
3:00 PM-4:50 PM
Lake Erie
EDC

35
Symposium
5/27/99
3:00 PM-4:50 PM
Marquette
DDA

Stimulus Class Technology of Teaching Individuals with Developmental Disabilities to Read and Spell

Chair: Robert Stromer (Eunice Kennedy Shriver Center)

Discussant: Joseph E. Spradlin (Parsons Research Center)

- **Assessing Stimulus Classes Prerequisite for Teaching Generalized Reading Skills.** MICHAEL J. CAMERON (Evergreen Center)

36
Panel Discussion
5/27/99
3:00 PM-4:50 PM
PDR 1
CSE

- **Matching to Complex Samples as a Method to Teach Reading.** CHRISTOPHER J. MASALSKY (The May Institute)
- **The Use of Oral Naming to Improve Visual Matching-to-Sample Performances.** DEBRA S. FLUSSER (Eunice Kennedy Shriver Center)
- **Computerized Instruction Improves the Written Spelling of Action Words.** SHARON S. WANG (Eunice Kennedy Shriver Center)
- **Learning to Write the Names of Foods Using Computerized Spelling Intervention.** KRISTIN M. LOMBARD (Eunice Kennedy Shriver Center)

Preventing Dropout Among High School Students with Disabilities

Chair: Fabricio E. Balcazar (University of Illinois at Chicago)

- LORETHA COLE (University of Illinois at Chicago)
- MIA COUTLER (University of Illinois at Chicago)
- TERESA GARATE-SERAFINI (University of Illinois at Chicago)
- CHRISTOPHER B. KEYS (University of Illinois at Chicago)
- GEORGE ORTIZ (University of Illinois at Chicago)
- TINA RITZLER (University of Illinois at Chicago)

37
Symposium
5/27/99
3:00 PM-4:50 PM
PDR 2
DEV

Behavioral Gerontology: Increasing Engagement and Independence of Older Adults

Chair: Deborah E. Altus (University of Kansas)

Discussant: David P. Wacker (University of Iowa)

- **Increasing Independent Dressing by Persons with Dementia.** KIMBERLY ENGELMAN, Deborah E. Altus and R. Mark Mathews (University of Kansas)
- **Increasing Engagement at a Senior Center Through Intergenerational Activities.** PAMELA K. XAVERIUS and R. Mark Mathews (University of Kansas)

38
Symposium
5/27/99
3:00 PM-4:50 PM
PDR 3
TBA

- **Examining the Impact of Elder Cottages on Residents and Their Caregivers.** DEBORAH E. ALTUS, Pamela K. Xaverius, R. Mark Mathews (University of Kansas) and Karl Kosloski (University of Nebraska, Omaha)
- **Increasing Resident-to-Resident Social Interactions in a Skilled Nursing Facility.** NICK C. JACKSON and Elizabeth L. Winterton (Eastern Washington University)

Preaching to the Unconverted: Discussing Behavior Analysis with People Who Are Not Members of ABA

Chair: Bobby Newman (Association in Manhattan for Autistic Children)

Discussant: Bobby Newman (Association in Manhattan for Autistic Children)

- **Sex and Elementary Principles of Behavior 4.0.** RICHARD W. MALOTT (Western Michigan University)
- **Taking Issue with "Issues": It's Behavior We're Talking About.** RICHARD M. FOXX (Pennsylvania State University)
- **Two Do's and Don'ts of Talking to Special Interest Groups about Applied Behavior Analysis: Parent's Groups, The New Age, Ethical Culture Personal Trainers and Martial Artists.** BOBBY NEWMAN (Association in Manhattan for Autistic Children)
- **Getting Behavior Analysis a Fair Shake: Accurate Representations of Behavior Analysis.** W. JOSEPH WYATT (Marshall University)

39
Symposium
5/27/99
3:00 PM-4:50 PM
Williford C
EDC

Toward An Inquiry Model: Unhitching from Teacher-Directed Instruction

Chair: Ogden R. Lindsley (Behavior Research Company)

Discussant: Ogden R. Lindsley (Behavior Research Company)

- **Reasoning and Inquiry: A Procedural Interpretation** T. V. JOE LAYNG (The New School for the Learning Sciences)

40
Panel Discussion
5/27/99
3:30 PM-4:50 PM
4A
AUT

- **Real-World Procedures for the Teaching of Reasoning and Inquiry.** MICHAEL A. FABRIZIO (Morningside Academy)
- **Real-World Procedures for the Teaching of Self-Evaluation.** BRAD FRIESWYK (Morningside Learning Systems)
- **What an Inquiring Student Looks and Sounds Like.** JOANNE K. ROBBINS (Morningside Learning Academy)
- **The Current Repertoire of Student-Centered Approaches.** KENT JOHNSON (Morningside Academy, Morningside Learning Systems)

An Interdisciplinary Approach to Automatic Reinforcement in Autism

Chair: James R. Prickett (Woodward State Hospital-School)

- JAMES R. PRICKETT (Woodward State Hospital-School)
- MORGAN BOYVEY (Woodward State Hospital-School)
- REGINALD NWATUROUCHIA (Woodward State Hospital-School)
- TERESA WILKINSON (Woodward State Hospital-School)

41
Paper Session
5/27/99
4:00 PM-4:50 PM
4F
TPC

Evaluating Our Current Practice

Chair: Matthew L. Cole (Eastern Michigan University)

- **Behavior Analysis and Casino Gambling.** W. SCOTT WOOD (Drake University)
- **Are We Really Satisfied with Social Validity?** REBECCA S. MORRISON (The Ohio State University)

42
Paper Session
5/27/99
4:00 PM-4:50 PM
Boulevard C
OBM

System Approaches to Organizational Change

Chair: Maricel Cigales (Liberty Healthcare Corp.)

- **When We Speak of Business Ethics.** SUSAN M. HILBERT and Donald A. Hantula (Temple University)

43
 Poster Session
 5/27/99
 5:00 PM-6:30 PM
 International Ballroom
 North
 AUT

- **At the Heart of Process Change is Behavioral Change: A Case Illustration in a Large Business.** MARIA E. MALOTT (Malott & Associates), April J. Brown and Missy Reardon (Meijer, Inc.)
 - **A Comparison of the Effects of Individual vs. Group Public Performance Posting in a Retail Setting.** JOHN AUSTIN and Arielle Kardell (Western Michigan University)
1. Contextualized Behavioral Support for Families of Young Children with Autism. WILLIAM D. FREA and Douglas Moes (California State University, Los Angeles)
 2. Teaching Children with Autism to Ask Questions in Integrated Preschool Settings: A Comparison of Constant and Progressive Time Delay. STACEY L. SHOOK, Felix F. Billingsley and Ilene S. Schwartz (University of Washington)
 3. Intensive Early Intervention: Developing Generative Auditory Discriminations by Shaping a Recall Interval after Visual Prompting. JULIE WALDOCH and Eric V. Larsson (REM Health)
 4. Longitudinal Pro-Social Skills Training for a Brother with Autism and His Infant Sibling. LEASHA M. BARRY and George S. Singer (UCSB)
 5. Changes in Solitary Play following Training in Cooperative Play. ERIK JAHR and Sigmund Eldevik (Habilitation Services, Akershus, Norway)
 6. Using Topographical Fading to Develop the Skill of Motor Imitation. ANGELA M. KEENE and Eric V. Larsson (REM Health, Inc.)
 7. Effects of an Auditory Patterning Procedure to Establish Basic Auditory-Visual Discrimination in Children with Autism and Related Disabilities. ANNE R. CUMMINGS (Private Practice) and W. Lawrence Williams (University of Nevada, Reno)
 8. Increasing Toy Initiations and Decreasing the Stereotypical Behavior of a Two-Year-Old Child with Autism. KRISTINA HENSLEY, Shahla Ala'i-Rosales and Domonique Randall (University of North Texas)
 9. Data Based Strategies to Facilitate Acquisition of Object Identification in Young Children with Autism. RANDY HOROWITZ and Joanne Gerenser (The Genesis School)

10. Parent-Assisted Modification of Pivotal Social Skills for a Child Diagnosed with Pervasive Developmental Disorder. STEPHEN D. A. HUPP, David Reitman and Andrea Ridgeway (Louisiana State University)
11. Increasing Appropriate Play Skills in a Four-Year Old Boy with Autism. SHARON BELIZAIRE, Ana Moore and Irfa Karmali (Babies Prep School, Inc.)
12. Increasing Vocal-Verbal Behavior in a Two-Year Old Student with Severe Language Delays. GLENIS PUIG, Susan Mariano and Irfa Karmali, (Babies Prep School, Inc.)
13. Teaching a Four-Year Old Student Diagnosed with PDD to Wash His Hands without Protesting. ALVA HALE, Christine Kelly and Jeanne Speckman (Babies Prep School, Inc.)
14. Teaching a Four-Year Old to Identify Her Name in Print. BERNADETTE WILLIAMS, Ana Moore and Irfa Karmali (Babies Prep School, Inc.)
15. Teaching a Three-Year Old Student Diagnosed with Autism to Follow Simple Directions. GLENIS PUIG, Susan Mariano and Irfa Karmali, (Babies Prep School, Inc.)
16. Using a Token Economy to Increase Participation in Group Activities. CHRISTINE KELLY and Jeanne Speckman (Babies Prep School, Inc.)
17. Decreasing Tantrums during Transition from Bus to Class Using Differential Reinforcement of Incompatible Behaviors. FARASHA WILLIAMS and Jeanne Speckman (Babies Prep School, Inc.)
18. Teaching Preschoolers with Autism to Play a Memory Game. ERIN C. SWEENEY, Stacey L. Shook and Ilene Schwartz (University of Washington)
19. The Effect of Reinforcement on Variety of Responses in Toy Play for Children with Autism. BRIAN S. FEFFERMAN, Jennifer J. McComas, Sandi Lev (Queens College, CUNY), Dana R. Reinecke and Claire L. Poulson (The Graduate School and University Center, CUNY)

44
 Poster Session
 5/27/99
 5:00 PM-6:30 PM
 International Ballroom
 North
 CBM

20. Generalized Imitation and Peer Modeling of Pantomime as a Function of Peer Reinforcement in Preschoolers with Autism. MARCIA J. GRANICK, Sharon Toledo (Queens College, CUNY), Dana R. Reinecke and Clarie L. Poulson (The Graduate School and University Center, CUNY)
21. Parent Training to Reduce the Noncompliant and Off-task Behavior of Children Diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD). Heather L. Ringeisen, ANDREA C. PFEIL and Steven Shapiro (Auburn University)
22. The Attention Training System: Application to the Classroom. JODI A. POLAHA and Keith D. Allen (Munroe-Meyer Institute, University of Nebraska Medical Center)
23. Teaching the Former Drug Abusing Parent Behavioral Parenting Skills. JOHN P. SMAGNER, Meredith H. Sullivan and Elsie M. Pinkston (The University of Chicago)
24. Rule-governed Behavior Applied to a Unique Case Design. Sergio Sánchez, MARIA I. BARRETO and Henry Borja (ALAMOC-Colombia Affiliated Chapter)
25. Development of an Application of a Coding System for the Analysis of Maternal Reactions to Child Distress: Maternal Coping Strategies. CARMENNE A. CHIASSON, Tracy Cruz, Lisa C. Santiago and Sandra Ann B. Vila (University of Guam)
26. Direct Coaching of Head Start Teachers: An Effective Training Method. ALISA B. BAHIL and Cheryl B. McNeil (West Virginia University)
27. Training Techniques for Parents of Children with Attention Deficit Hyperactivity Disorder. ALICIA S. PERRY (Auburn University & Kennedy Krieger at Johns Hopkins), Audra Crutchfield, Steven K. Shapiro, Stephanie Bethke and Ami Wilson-Key (Auburn University)
28. Using Functional Assessment to Increase Food Intake and Decrease Mealtime Behavior Problems for an 18 Month-old Boy. PETER GIROLAMI and Joseph R. Scotti (West Virginia University)

29. A Behavioral Economic Analysis and Treatment of Food Refusal in an Autistic Child with a Gastrostomy Tube. Flavia M. Ploog, Melissa Powell, Katherine M. Johnson, Beth Duncan and Ann Gaynier (Caritas Peace Center)
30. The Use of Behavioral Momentum in Facilitating Bed-going Behaviors in Young Children. MARYBETH LONG, and Michael B. Ehlert (Brigham Young University)
31. A Functional Analysis of Twins with ADHD. JOHN M. HUETE, Rena Sorenson, Julie T. O'Connor and Patricia Kurtz (Kennedy Krieger Institute)
32. Stimulus Fading in the Behavioral Treatment of an Adolescent's Food Selectivity. JANE BARBIN and Bridget A. Shore (Kennedy Krieger Institute)
33. Program Evaluation and Cost-effectiveness of Intensive Inpatient Behavioral Treatment of Pediatric Feeding Disorders. LAURA RIZOL, Bridget A. Shore, Cathleen Piazza and (Kennedy Krieger Institute)
34. An Evaluation of the Effects of High-Probability and Low-Probability Food on Consumption in the Treatment of Severe Food Refusal. DEBRA OAKLEY, Bart Sevin, Charles Gulatta and Cathleen Piazza (Kennedy Krieger Institute)
35. Behavioral Assessment of Mealtime Emesis. DEIDRE KNAPP, Bridget A. Shore, Bart Sevin and Cathleen Piazza (Kennedy Krieger Institute)
36. The Utility of Behavioral Assessments in the Treatment of Food Selectivity by Texture. CHARLES HAMMEL, , Bridget A. Shore, Cathleen Piazza, and Bart Sevin (Kennedy Krieger Institute)
37. An Evaluation of Procedures for the Functional Assessment and Brief Treatment of Mealtime Behavior Problems. TAMI L. GALENSKY, Raymond G. Miltenburger, Jason Stricker and Matt Garlinghouse (North Dakota State University)
38. Use of Outside Meal Assessments to Augment Assessment of Food Refusal Behaviors for Children with Growth Failures. BARBARA E. RANKIN, Linda J. Cooper, David P. Wacker, Kimberly A. Brown and Barbara J. Ohlund (University of Iowa)

45
 Poster Session
 5/27/99
 5:00 PM-6:30 PM
 International Ballroom
 North
 CSE

39. Age and Gender Differences in Vehicle Following Distances and Use of Turn Signals. MADELENE K. AVIS, Havalah Neboschick and Christina A. Senser (Virginia Polytechnic Institute and State University)
40. Evaluating Relationships Between Driving Topography and Speed. KELLY M. SHAMBERGER and Holly Gates (Virginia Polytechnic Institute and State University)
41. A Field Study of Participation in Drinking Games at University Fraternity Parties. BRIAN N. LEA, R. J. Bower, Lia C. Brosenne, Diana F. Lee and Kent E. Glindemann (Virginia Polytechnic Institute and State University)
42. Substitution and Recovery of Gambling Preferences: A Natural Reversal Design from Large-scale Public Gambling. CHARLES A. LYONS (Eastern Oregon University) and BRADY J. PHELPS (South Dakota State University)
43. A Field Study of Factors Influencing the Use of Designated Drivers in a Community Setting. MARY A. TIMMERMAN, Benjamin M. Grossman, Brian N. Lea and Sarah Booth (Virginia Polytechnic Institute and State University)
44. Persistence in Gambling as a Function of Jackpot Size in Large Public Lotteries. CHARLES A. LYONS (Eastern Oregon University)
45. Crisis in ABI: The Role of Behaviour Analysis in a Multi-disciplinary Model. Kelley Anstey and John R. Davis (Acquired Brain Injury Behaviour Services, West Park Hospital), Monica Gemeinhardt, Caron Gan and Elsa Meulmeester Choremis (Bloorview MacMillan Centre)

Thursday, May 27

46
 Poster Session
 5/27/99
 5:00 PM-6:30 PM
 International Ballroom
 North
 DDA

46. Assisting Families to Use Self-Monitoring Procedures in Community Settings. DEBORAH BAILIN, Lee Kern (Lehigh University), and Alexandra Hilt (Syracuse University)
47. Sexual Abuse of Colombian Childhood: A Contextual Analysis. SONIA E. GOMEZ TORO and Aldo Hernandez (Universidad Catolica de Colombia)
48. Traditional Social Work Counseling and ABA Parent Training: A Data-based Investigation. JESSENIA GUZMAN and Nyla Lamm (Babies Prep School, Inc. and Columbia University School of Social Work)
49. The ABC's of Handwashing in Preschool Children. JENNIFER DRESSEL and Edward K. Morris (Department of Human Development)
50. Longitudinal Assessment of a Behavioral Parent Training Program with an Incarcerated Population. MAURA L. MCCOOL and Lisa Johnson-Sharpe (Resource Development Institute)
51. Effect of Reinforcement on Kept Appointments by Teen Mothers. DAVID A. COLEMAN, JR. (Center for Children's Services)
52. Self-Restraint and Self-Injury: A Demonstration of Separate Functions and Response Classes. JOHN T. RAPP (University of Nevada, Reno) and Raymond G. Miltenberger (North Dakota State University)
53. A Procedure for When Time-Out Works at Home but Community Outings Remain Difficult. CHRISTIE P. ENZINNA (Behavior Treatment and Training Center)
54. Increasing Non-contingent Reinforcement Schedules within a Session. MITCHELL W. LANDRENEAU and Joseph S. Lalli (Children's Seashore House)
55. Use of the Dual Diagnosis Treatment & Training Services by Kansans with Dual Diagnosis. Brett E. Hemstreet and KATHLEEN M. DRAKE (Dual Diagnosis Treatment & Training Services)

56. Evaluating Methods of Reinforcer Presentation Methodologies: Choice, Constant and Fixed Presentation. GEORGE P. LINKE, JR., Terry J. Page, Eric Eberman (Bancroft NeuroHealth), David Roll (Long Island University: C.W. Post) and Effie Kymissis (Alpine Learning Group)
57. The Use of an Icon Exchange Program to Increase Compliance in a 10-year old Child Diagnosed with Autism. CHRISTINA D. VERSAVAGE, Summer Lucas (Western Michigan University), Tawnya Frazier (Kalamazoo Regional Educational Service Agency) and James H. Kaye (Kalamazoo Regional Educational Service Agency)
58. An Empirically Derived Consequence for the Treatment of Automatically Maintained Vomiting and Escape Maintained Aggression, Disruption and Self Injury in a Naturalistic Environment. MARCUS F. CIANFRANI, David M. Wilson, George P. Linke, Jr., Margaret A. Walsh, Tammi S. Ferguson, Cyndee Burch and Terry J. Page (Bancroft NeuroHealth)
59. Increasing Response Effort Using Wrist Weights to Reduce Self-Injurious Behavior. MARK E. WILDMON, Steuart Watson (Mississippi State University), and Kimberly Ray (University of Mississippi Medical Center - Child Development Clinic)
60. The Effects of Noncontingent Escape on Self-injury Maintained by Negative Reinforcement. ROBERT G. ORLANDO, D. Daniel Gould, and John J. Healey (The New England Center for Children)
61. Functional Analysis of Self-Injurious Behavior in an Individual with Lesch-Nyhan Syndrome. ANNA E. BERGEN, Stephen W. Holborn and Richard A. Stock (Department of Psychology, University of Manitoba) and Valdine Scott-Huyghebaert (Department of Psychology, St. Amant Centre Inc.)
62. The Use of Functional Analysis in Assessing the Function of Mealtime Problem Behaviors. PETER A. GIROLAMI, Marianne Tressler and Joseph R. Scotti (West Virginia University)

63. Assessment and Treatment of Self-Injury with Multiple Forms and Functions. ANGELA M. GONZALEZ, Richard G. Smith, Robert Churchill and Duy D. Le (University of North Texas)
64. Comparison of Brief Descriptive and Functional Analyses for Food Acceptance in Individuals Chronically Refusing Food. VALDINE C. SCOTT-HUYGHEBAERT, Lisa Shwartzman and Lucille Cenerini (St. Amant Centre), Stephen Holborn, Anna Bergen, Lester Michelle and Ryan Brolund (University of Manitoba)
65. A Comparison of Simultaneous vs. Sequential Reinforcement for Increasing Food consumption in Children with Food Selectivity. MICHAEL D. DELIA, Cathleen C. Piazza, Han-Leong Goh, Blake Lancaster, Dan Hendrickson, Dawn Resau, Audrey B, Blakely-Smith and Henry S. Roane (The Kennedy Krieger Institute The Johns Hopkins School of Medicine)
66. Assessment of the Food Preferences of Children with Autism. TODD CASTINE, William H. Ahearn and Karen Nault (The New England Center for Children)
67. Functional Analysis and Treatment of Mouthing. CHRISTINE MORSE and Flint Simonsen (The New England Center for Children)
68. A Case Study of an Intensive In-Home Treatment of Food Refusal. KELLIE A. HILKER and Jennifer E. Dawson (Louisiana State University)
69. Use of Differential Reinforcement and an Activity Rotation Protocol to Reduce Aggressive and Self-Injurious Behavior in a 17-year-old with Severe Developmental Disabilities. STEPHANIE EISCHEN, Alana Kane, Adrianna Amari (Kennedy Krieger Institute), and Keith Slifer (The Johns Hopkins University School of Medicine)
70. Decreasing Sins of Negative Affect and Correlated Self-Injury in an Individual with Mental Retardation and Mood Disturbances. MAUREEN VAN STONE, Iser G. DeLeon (Kennedy Krieger Institute), Steven E. Lindaur (University of Kansas) and Wayne W. Fisher (The Johns Hopkins University School of Medicine)

71. Improving Treatment of Self-Injurious Behavior Through the Use of Organizational Behavior Management Procedures. ANNE M. LA FORCE, James F. Phillips and Rodney E. Realon (The Murdoch Center)
72. Outpatient Treatment of Covert Self-Injury Using Restraint Fading and Competing Stimuli. ROBERT HARRELL, Whitney Odenwald (Kennedy Krieger Institute), Patricia Kurtz and Wayne W. Fisher (The Johns Hopkins University School of Medicine)
73. An Analysis of Choice Making in the Treatment of Self-injurious Behavior. JAY HARDING, David Wacker, Wendy Berg, Nathan Call and Anjali Barretto (The University of Iowa)
74. The Effects of Response Effort on Self-Injury and Competing Responses Maintained by Automatic Reinforcement. LIMING ZHOU, Jerry Goff (Arlington Developmental Center) and Brian A. Iwata (University of Florida)
75. Utilizing a DRA Procedure to Reduce Restraint Use for Severe Handmouthing Behavior. JAY COLE, Jerry Goff (Arlington Developmental Center) and Brian A. Iwata (University of Florida)
76. The Use of Risperdal to Reduce Self-Injurious Behavior. LORRIE KIMURA (Murdoch Center)
77. Empirical Determination of Feedback Functions for Simple Schedules. BARRY E. ADELMAN (University of New Hampshire)
78. Prospective Influences on Within-Session Responding III: Signaling the Switch. CAROLYN S. DAVIS (McNeese State University)
79. Acquisition and Reversal of Generalized Taxonomic. J. GRAYSON OSBORNE, Louis Koppel (Utah State University) and Nathan Call (University of Iowa)
80. Inhibitory After-Effects and Excitatory Stimulus Effects of Qualitatively Different Reinforcers. TERRY W. BELKE (Department of Psychology)
81. An Investigation of Overt Verbal Behavior and Equivalence Relations in Mildly Mentally Retarded Adults. RUTH ANNE REHFELDT and Thane Dykstra (Trinity Services, Inc.)

47
 Poster Session
 5/27/99
 5:00 PM-6:30 PM
 International Ballroom
 North
 EAB

82. Selective Attention in Humans: A Systematic Replication of Ray's (1969) Study. FREDY REYES, Amy Crye and Sigrid Glenn (University of North Texas)
83. Tests for Functional Equivalence and Transitivity in Long-Evans Rats. ANDREA J. HAAS, Connie L. Colbert, Jose Portocarrero and Michael R. Markham (Florida International University)
84. Response Persistence on a Response-independent Reinforcement Schedule Following Immediate and Delayed Reinforcement. ADAM H. DOUGHTY and Kennon A Lattal (West Virginia University)
85. Unit Price Theory and the Concentration of Sucrose Reinforcers. SARA J. ESTLE and James D. Dougan (Illinois Wesleyan University)
86. Yes, Virginia, There is an Operant-respondent Distinction. MATTHEW E. ANDRZEJEWSKI, Leslie R. Cohen, Claudia D. Cardinal and(Temple University)
87. Elasticity of Money as a Reinforcer: Assessing Multiple Compositions of Unit Price. KJETIL VIKEN, Fredy Reyes, Jorge R. Reyes, Richard Anderson and Cloyd Hyten (University of North Texas)
88. Elasticity of Money as a Reinforcer: Assessing the Effects of Unit Price Descriptions on Demand. JORGE R. REYES, Kjetil Viken, Richard Anderson, Fredy Reyes, and Cloyd Hyten (University of North Texas)
89. From the Research Setting to the Classroom: Applying a Behavioral Technology for Teaching Sight-Words in a School Setting. JOANNE B. KLEDARAS, Melissa J. Potter (Protestant Guild Learning Center), William V. Dube, Debra S. Flusser, and William J. Mcilvane (E. K. Shriver Center)
90. Resurgence of Previous Learning History on Problem Solving. KYLE E. FERGUSON and Linda J. Hayes (University of Nevada, Reno)
91. Identity Matching-to-sample in Cebus Apella. Romariz S. Barros and OLAVO F. GALVÃO (Universidade Federal do Pará)
92. Effects of REM Sleep Deprivation on a Multiple Schedule of Free-Operant Avoidance. CRAIG H. KENNEDY (Vanderbilt University)

48
 Poster Session
 5/27/99
 5:00 PM-6:30 PM
 International Ballroom
 North
 EDC

93. Calories Attenuate Activity-Based Anorexia. LOUIS KOPPEL and C. D. Cheney (Utah State University)
94. Increases or Decreases in Reinforcer Variety May Produce Behavioral Contrast. HANNA C. RUE, Cam L. Melville and Jeffrey N. Weatherly (McNeese State University)
95. Variability is a Dimension of the Behavior: A Replication of Cohen, Neuringer & Rhodes (1990). MARCOS ALEXANDRE DE MEDEIROS (Pontificia Universidade Catolica de Sao Paulo - Brazil)
96. Discrimination of Private and External Events by Asthmatics. ANGELICA CAPELARI (Universidade Catolica de Sao Paulo)
97. An Error Drill and a Reward System on Teaching the Signed Alphabet to a Hard-of-Hearing Preschool Child. THOMAS F. MCLAUGHLIN and Pam Kruse (Gonzaga University)
98. Interventions Based on Functional Assessment to Increase Special Education Teachers' Data Collection, Data Analysis and Application of Decision Rules. STEVEN D. GOODMAN and R. Wayne Fuqua (Western Michigan University)
99. Shaping Reading Persistence in a Client with Chronic Schizophrenia. Merilee McCurdy, Christopher H. Skinner and Jennifer T. Freeland (Mississippi State University)
100. Instructional Sequencing. GEORGE NOELL (Louisiana State University). Amanda M. VanDerHeyden (Louisiana State University), Ernest Whitmarsh and Susan Gatti (Louisiana State University)
101. IDEA 1997: Behavior Analysis Here WE Come. KIMBERLY P. WEBER and Mark Derby (Gonzaga University)
102. Using Self-monitoring to Improve the Academic Performance of Elementary Students with Developmental Disabilities. MYRON J. SMITH (WhiteHall City Schools) and Ralph Gardner (The Ohio State University)

103. The Effects of Three Participation Variables on Picture Comprehension. DAVID F. BICARD (The Ohio State University)
104. Validation of a Modified - But Still Standard! - Precision Teaching Chart. NORMAND GIROUX (Quebec Society for Autism) and Jacques Forget, D.Ps. (University of Quebec at Montreal)
105. Effects of Choice of Stimuli as a Reinforcer for Task Responding in Children with and without Developmental Disabilities. KATHLEEN M. SOLER, Ronald C. Martella and Nancy E. Marchand-Martella (Eastern Washington University)
106. Interspersal of Known Items to Increase Sight Word Recognition in Children with Mental Retardation. MELISSA KNIGHT and Denise E. Ross (Florida Atlantic University)
107. Physical and Verbal Prompts to Increase Capital Letter Formation in an Adolescent with Mental Retardation. REBECCA PAYNER (Florida Atlantic University)
108. Comparison of Data Collection Systems for Generalization of Treatment from an Inpatient Hospital to a School Setting. Rena J. Sorensen, Alma H. Suter, Traci F. Perigano, MARILYN D. CATALDO and Julia O'Connor (Kennedy Krieger Institute)
109. Teacher Ratings of Behavior Function: Effects of Training and Correlation between Existing Measures. KARI ANDERSON (Spectrum Center), Tonita C. Baines and Ruth A. Ervin, (Western Michigan University)
110. A Home-Based Program and a School-Based Program: Different Effects on Skill Acquisition? C. DENA SAXE, Stacy Hamilla and Marie Ossi (Giant Steps School)
111. The Effectiveness of Increasing Opportunity to Respond on the Elimination of Disruptive Behavior and on Student Learning. IOANNA TSIOURI and So Young Yoon (Columbia University)

49
Special Event
5/27/99
6:30 PM-1:00 AM
Grand Ballroom
Audiotaped

ABA 25th Anniversary Banquet and Social

Chair: Masaya Sato (Keio University, Japan)

The 25th ABA convention banquet program will tentatively include the following events:

- The Founding of ABA
- The Freds
- Convention Memories
- A Behavioral Folly
- The Aging of ABA

Thursday, May 27

The OBM Network Award Committee
is delighted and proud to recognize

Geary A. Rummser

co-author of

Improving Performance:

How to Manage the White Space on the Organization Chart

and recipient of the

1999 OBM Lifetime Achievement Award

We invite you to welcome Dr. Rummser at the
award presentation followed by

Dr. Rummser's Invited Address: Performance Anatomy
(May 27 from 1:00 - 1:50 p.m.)

The New England Center for Children, Inc.®

Congratulates
our Director of Research,
Gina Green

on her election to the office of the president
of The Association for Behavioral Analysis.

*Please join us for a reception in her honor,
Friday, May 28, 1999 • 7:30 to 9:30 pm*



The New England Center
FOR CHILDREN

Independence through Educational Excellence

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



ASSOCIATION FOR BEHAVIOR ANALYSIS

an international organization

Friday, May 28

Don Schacht's
Special and Invited Events
Sessions Receptions
Convention Sessions
Presidential Scholar's Address
ABA/Expo

		7AM		8AM		9AM		10AM		11AM		12:00 PM-		1PM		2PM	
Room		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	1:30 PM		:30	:00		
Lobby	Continental B																
	Continental C					#64 AUT Ch: Larsson				#86 AUT Ch: Bondy					#102 AUT Ch: Scott		
	Int'l Ballroom N											POSTER SESSION					
Second Floor	Int'l Ballroom S		#50 Student Breakfast					#80 OTH Ch: Dams						#103 OTH Ch: Bailey			
	Grand Ballroom																
	Boulevard A					#61 OBM Ch: King				#84 OBM Ch: LaRocca					#99 OBM Ch: Oliver		
	Boulevard B					#62 CBM Ch: Wilson				#85 CBM Ch: Fisher					#100 CBM Ch: Greenwa y		
	Boulevard C					#63 OBM Ch: Bush								#101 OBM Ch: Harshbar ger			
	Waldorf Room					#72 DDA Ch: Vollmer				#87 DDA Ch: Duarte					#111 DDA Ch: Drake		
Third Floor	Astoria Room																
	Williford C					#73 EDC Ch: Austin				#83b EDC VARGAS					#112 EDC Ch: Adams		
	Marquette Room			#50a Prog. Comm Mtg.				#75 DDA Ch: Progar					#108 DDA Ch: Piazza				
	Joliet Room					#65 VRB Ch: Sundberg							#104 VRB Ch: Michael				
	PDR 1			#55 Health SIG		#70 CSE Ch: Fleisig				#82 CSE Ch: Jacobson					#94a CSE Ch: Biglan		
	PDR 2					#71 DEV Ch: Bijou				#83 DEV Ch: Greenspoon					#109 DEV Ch: Novak		
	PDR 3			#55a ONTABA				#76 TBA Ch: Bass					#110 TBA Ch: Bass				
	4A			#51 NWABA		#56 AUT Ch: Celiberti							#95 AUT Ch: Geronser				
	4B																
	4C			#52 Correctional					#77 OTH Ch: Lipsett					#96 OTH Ch: Shook			
Fourth Floor	4D			#53 JABA		#57 TPC Ch: Corbin				#78 TPC Ch: Ballesteros					#97 TPC Ch: O'Reilly		
	4E			#54 Editorial		#58 CBM Ch: Aujla				#79 CSE Ch: Ahearn					#98 CBM Ch: Weinberg		
	4F					#59 TPC Ch: Cordaro		#74 TBA Ch: Layng									
	4G																
	4K					#60 TOX Ch: Schaal								#113 TOX			
	4M			<div><div></div> = Special & Invited Events Ch: = Chair Legend</div>													
Lake Ontario			#69 EAB Ch: DeMarse							#107 EAB Ch: Pinkston							
Lake Michigan	Ch:		#68 EAB Ch: Saunders				#83a EAB MALONE										
Lake Huron			#67 EAB Ch: Shahan							#106 EAB Ch: Bruner							
Eighth Floor	Lake Erie					#66 EDC Ch: Williams		#81 EDC Ch: Albin					#105 EDC Ch: Horner				

	2PM :30	3PM :00 :30	4PM :00 :30	5PM :00	5:30 PM- 7:00 PM	7PM :00 :30	8PM :00 :30	9PM :00 :30
Continental A								
Continental B								#150 ABA EXPO! 10PM-12AM INT'L NORTH
Continental C	#102 AUT (cont)							
Int'l Ballroom N					POSTER SESSION			
Int'l Ballroom S	#103 (cont)	#119 OTH Ch: Cawmer	#127 PRES. SCHOLAR				#148 Reception for Gina Green	
Grand Ballroom								
Boulevard A	#99 OBM (cont)	#123 OBM Ch: Perez				#134a Martial Arts	#149a BASIL & CABA Hosp Ste	
Boulevard B	#100 CBM (cont)	#124 CBM Ch: Pinkston						
Boulevard C	#101 OBM (cont)						#147 ABA Student Social	
Waldorf Room	#111 (cont)	#121 DDA Ch: Peck						
Astoria Room						#142 DEV SIG		
Williford C	#112 EDC (cont)							
Marquette Room	#108 DDA (cont)							
Joliet Room	#104 (cont)						#149 Project 12-Ways	
PDR 1	#117 CSE Ch: Huntley					#143 Lesbigay		
PDR 2	#109 (cont)	#120 DEV Ch: Fredericks				#144 OBM SIG		
PDR 3	#110 TBA (cont)							
4A	#95 (cont)	#118 AUT Ch: Schneider				#135 ABA Student Com		
4B								
4C	#96 OTH (cont)					#136 Soc. Resp.		
4D	#97 TPC (cont)					#137 Inter- Behaviorists	#145 University of Florida	
4E	#98 CBM (cont)	#122 CBM Ch: Romano				#138 Teaching		
4F	#114 DDA Ch: Shea					#139 Gerontology		
4G						#139a JPS Wkshp		
4K	#113 TOX Ch: Roll					#140 Animal Trng	#146 Drake University	
4M						#141 Cal-ABA		
Lake Ontario	#116 EAB Ch: Lieving							
Lake Michigan	#115 EAB Ch: Barnes-Holmes							
Lake Huron	#106 EAB (cont)	#126 EAB Ch: Powell						
Lake Erie	#105 EDC (cont)	#125 EDC Ch: Bernstein						

Special and Invited Events

Special Events

- # 127 **Presidential Scholar Address.** Chair: Masaya Sato. DR. HIDEO NISHIOKA.
- # 134a **Martial Arts Workout.** Chair: Bobby Newman.
- # 150 **ABA EXPO**

Invited Events

- # 65 **Conceptual Issues in the Analysis of Verbal Behavior (VRB).** Chair: Mark L. Sundberg. SAM LEIGLAND, BILL POTTER, WILLIAM S. VERPLANCK and DAVID C. PALMER.
- # 77 **Current Trends in Operant Techniques with Man's Best Friend (OTH).** Chair: Mark Lipsett. STEVE LINDSAY, MARGE GIBBS and STEVE WHITE.
- # 83a **Origins of Radical Behaviorism in the History of Psychology (EAB).** Chair: William M. Baum. JOHN C. MALONE, JR.
- # 83b **Contingency-based Instruction: Past, Present, and Future (EDC). Contingency-based Instruction: Past, Present, and Future.** Chair: Laura Fredrick. JULIE S. VARGAS.
- # 94a **Twenty Years of Research and Treatment in Child Maltreatment: Project 12-Ways (CSE).** Chair: Anthony Biglan. JOHN R. LUTZKER and BRANDON F. GREEN.

- # 100 **Is Clinical Radical Behaviorism Remaining True to Its Roots? (CBM).** Chair: David E. Greenway. STEVEN C. HAYES, PHILIP N. HINELINE, SAM LEIGLAND, ROBERT J. KOHLENBERG and KURT SALZINGER.
- # 102 **Rate-Based and Free Operant Responding with Individuals with Autism (AUT).** Chair: Jack Scott. R. DOUGLAS GREER, PATRICK E. MCGREEVY, CLAUDIA CLARK and RICHARD MCMANUS.
- # 119 **The Animals Who Benefit from Applied Operant Techniques (OTH).** Chair: Catherine Crawmer. C. THAD LACINAK, TIMOTHY J. SULLIVAN and KEN RAMIREZ.

Reunions/Receptions

- # 145 **30th Anniversary Reunion of the Behavior Analysis Program at the University of Florida.** Chair: Henry S. Pennypacker.
- # 146 **Drake University Graduates.** Chair: Christie P. Enzinna
- # 147 **1st Annual ABA Student Social.** Chair: Amy J. Elliott
- # 148 **The New England Center For Children Reception for ABA President Gina Green.** Chair: Bert Lannon
- # 149 **20 Years of Project 12-Ways.** Chair: Brandon F. Greene
- # 149a **BASIL and CABA Hospitality Suite.** Chair: Charles Merbitz

Breakfast

- # 50 **Student Breakfast.** Chair: Peter-Cornelius Dams.

Convention Sessions

50

Breakfast

5/28/99

7:30 AM-9:00 AM

International Ballroom

South

Student Breakfast

Chair: Peter-Cornelius Dams (Western Michigan University)

Sponsors:

- Continuous Learning Group
- Kansas Autism Learning Center
- Morningside Academy
- New England Center for Children
- NSSA: The Martin C. Barell School
- Spectrum Center for Educational and Behavioral Development

50a

Business Meeting

5/28/99

8:00 AM-8:50 AM

Marquette

Program Committee Meeting

Program Committee Co-Chairs: Frances McSweeney (Washington State University) and Martha Pelaez-Nogueras (Florida International University)

- AUT: Jack Scott (Florida Atlantic University)
- CBM: David E. Greenway (University of Southwestern Louisiana)
- CSE: Mark A. Mattaini (Columbia University) and Richard Rakos (Cleveland State University)
- DDA: Kent R. Johnson (Morningside Learning Systems)
- DEV: Jacob L. Gewirtz (Florida International University) and Martha Pelaez-Nogueras (Florida International University)
- EAB: William L. Palya (Jacksonville State University)
- EDC: Laura D. Fredrick (Georgia State University)

Friday, May 28

- OBM: Linda Hayes (University of Nevada Reno) and John Austin (Western Michigan University)
- TOX: Steven Dworkin (Bowman Gray School of Medicine) and Christine Hughes (University of North Carolina, Wilmington)
- TBA: Roger Bass (Carthage College)
- TPC: Michael Markham (Florida International University)
- VRB: Mark Sundberg (Behavior Analysts, Inc.)
- SQAB: William L. Palya (Jacksonville State University)

51

Business Meeting
5/28/99

8:00 AM-8:50 AM
4A

Northwestern Association for Behavior Analysis

Chair: David R. Schmitt (University of Washington)

Purpose: To provide information about the Northwestern Association for Behavior Analysis (an affiliated chapter) for prospective members and present a preliminary program for the fall 1999 meeting in Seattle.

52

Business Meeting
5/28/99

8:00 AM-8:50 AM
4C

Behavioral Analysis in Correctional Settings

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

Purpose: To elect a new Chairperson and to discuss how we can involve more behavioral analysts in the area. Individuals who work with juvenile services, the welfare systems, and substance abuse treatment are welcome.

53

Business Meeting
5/28/99

8:00 AM-8:50 AM
4D

JABA Business Meeting

Chair: F. Charles Mace (University of Wales)

Purpose: To discuss JABA policies and journal outcomes of the previous year.

54

Business Meeting
5/28/99

8:00 AM-8:50 AM
4E

Education and Treatment of Children: Editorial Review Board Meeting

Chair: Dan E. Hursh (West Virginia University)

An open discussion of journal policies and procedures with a status report on manuscript flow and publication information.

55
Business Meeting
5/28/99
8:00 AM-8:50 AM
PDR 1

SIG for Health, Sports, and Fitness

Chair: Kim D. Lucker (Florida State University)

To gather ABA members interested in health, sports, and fitness issues in Applied Behavior Analysis. We will discuss preset and future opportunities and directions in the field. In the meeting we will also discuss defining the role of the group.

55a
Business Meeting
5/28/99
8:00 AM-8:50 AM
PDR 3

Exploring a Canadian Perspective for Accreditation of Behavior Analysis

Chair: Joel Hundert (Behavior Institute)

ONTABA (Ontario Association for Behavior Analysis) welcomes Canadians to a discussion on a Canadian perspective on accreditation. Members of other international affiliates are also welcome.

56
Panel Discussion
5/28/99
9:00 AM-10:50 AM
4A
AUT

Exposing Undergraduates to ABA: A Discussion of Various University Based Models of Involvement

Chair: David Celiberti (Douglass Developmental Disabilities Center)

- DAVID CELIBERTI (Douglass Developmental Disabilities Center)
- MARY JANE WEISS (Rutgers University)
- SHAHLA ALA'I-ROSALES (University of North Texas)
- SIGRID S. GLENN (University of North Texas)
- RAY ROMANCZYK (State University of New York at Binghamton)

57
Paper Session
5/28/99
9:00 AM-10:20 AM
4D
TPC

Extension of Applications of Behavior Analysis

Chair: Michelle D. Corbin (Eastern Michigan University)

- **Multi-Brand Purchasing as Matching, Consumer Choice as Melioration: From the Observation of Aggregate Buying to its Operant Interpretation.** GORDON R. FOXALL (Keele University)
- **Further Thoughts on Methodological Behaviorism.** JAY MOORE (UW-Milwaukee)
- **The Outer-Inner, Public-Private, Overt-Covert Behavior Continuum Assumption: Evidence from Psychophysiology.** STEPHEN R. FLORA (Youngstown State University)

58
 Paper Session
 5/28/99
 9:00 AM-10:20 AM
 4E
 CBM

Behavioral Interventions

- Chair: Neelu Aujla (Florida International University)
- **The Effectiveness of a Behavioral One-Session Exposure Treatment for Small Animal Phobias.** ELLEN I. KOCH, Jane Luterek and C. Richard Spates (Western Michigan University)
- **A Comparison of the Etiology, Maintenance, and Treatment of Compulsive Shopping and Kleptomania.** VICTORIA T. STOUT (Southern Illinois University at Carbondale)
- **Dysphagia in an Infant with Oxygen Dependency and the Parsimonious Transfer from Respondent to Operating Stimulus Control.** NYLA LAMM (Columbia University College of Physicians and Surgeons)

59
 Paper Session
 5/28/99
 9:00 AM-9:50 AM
 4F
 TPC

Understanding Neural Networks

Chair: Amy Cordaro (Eastern Michigan University)

- **Recurrent Connections in Selectionist Neural Networks: Implications for Autistic Behavior.** JOSE E. BURGOS (Universidad Catolica Andres Bello)
- **Causality in Digital Simulations with Artificial Neural Networks.** JOSE E. BURGOS (Universidad Catolica Andres Bello)

60
 Symposium
 5/28/99
 9:00 AM-10:50 AM
 4K
 TOX

Abused Drugs and Temporally Organized Operant Behavior

Chair: David W. Schaal (West Virginia University)

Discussant: Raymond C. Pitts (University of North Carolina at Wilmington)

- **Effects of Morphine on Behavior under Fixed-Interval and Clocked Fixed-Interval Schedules in Pigeons.** JENNIFER L. JOHNSON and David W. Schaal (West Virginia University)
- **Effects of Morphine on Chained Schedule Performance in Pigeons.** LORI M. MURRAY, David W. Schaal (West Virginia University) and Amy L. Odum (University of Vermont)

61
Symposium
5/28/99
9:00 AM-10:50 AM
Boulevard A
OBM

- **Effects of Morphine and Food Deprivation on Temporally Organized Behavior.** TODD W. KNEALING and David W. Schaal (West Virginia University)
- **Effects of d -amphetamine: Changes in Temporal Discrimination or Rate-Dependency?** AMY L. ODUM (University of Vermont), Jennifer L. Johnson, Lori M. Murray and David W. Schaal (West Virginia University)

Future Concerns and Research in Behavioral Safety

Chair: Jennifer L. King (University of Nevada, Reno)

Discussant: Mark A. Alavosius (ABACUS Group)

- **Behavioral Safety Research: Where Have We Been and Where Do We Go Next?** JANET BARNETTE (Florida State University)
- **An Analogue Study of Factors Impacting Safe Work Behaviors.** MICHAEL R. JOHNSTON, Cristin D. Harrison and Linda J. Hayes (University of Nevada, Reno)
- **The Effects of Trained Observing on the Hygienic Behavior of the Observer.** CRISTIN D. HARRISON, Jennifer L. King, Linda J. Hayes (University of Nevada, Reno) and John Austin (Western Michigan University)
- **Effects of Variable Pay on Occupational Safety in Human Services.** HOLLY JANCZAK (Trinity Services, Inc), Linda J. Hayes (University of Nevada, Reno) and Mark Alavosius (ABACUS)

62
Symposium
5/28/99
9:00 AM-10:50 AM
Boulevard B
CBM

Acceptance and Commitment Therapy: Data from Four Sites

Chair: Kelly G. Wilson (University of Nevada)

Discussant: Patrick C. Friman (Father Flanagan's Boys' Home)

- **Dissemination of ACT in a Managed Care Setting** STEVEN C. HAYES (University of Nevada)
- **Modification of Bulimia-Related Behavior in the Context of Acceptance and Commitment Therapy.** HEATHER M. NASH and Richard Farmer (Idaho State University)

- **ACT and FAP through Several Cases.** CARMEN LUCIANO, Gomez-Martin Serafin and Huertas Francisca (University of Almeria)
- **The Treatment of Chronic, Severe Substance Dependence with Acceptance and Commitment Therapy.** KELLY G. WILSON, Steven C. Hayes, Elizabeth V. Gifford and Grace Chang-Judson (University of Nevada)

63

Symposium

5/28/99

9:00 AM-10:50 AM

Boulevard C

OBM

Preparing Individual and Organizations for Change Using Behavioral Concepts and Tools

Chair: Karen M. Bush (Continuous Learning Group, Inc.)

Discussant: Paul Brown (Continuous Learning Group, Inc.)

- **An Overview of the Change Process: from Individual Behavior Change to Organizational Change.** JULIE SMITH (Continuous Learning Group, Inc.)
- **Breakthrough Leadership at Sierra Pacific: Preparing Individuals to Recognize the Need for Behavior Change.** STEVE PENDELL (Sierra Pacific)
- **Reinforcement-Based Leadership: Helping Individuals Learn the Tools for Behavior Change.** TRACY THURKOW (Continuous Learning Group, Inc.)
- **Leadership at Bayer: Building a Leadership Curriculum to Support Personal and Organizational Change.** KAREN M. BUSH (Continuous Learning Group, Inc.)

64

Symposium

5/28/99

9:00 AM-10:50 AM

Continental C

AUT

Intensive Early Intervention: Conceptual and Research Issues Regarding Efficacy

Chair: Eric V. Larsson (REM Health Inc)

Discussant: Stephen C. Luce (The University of Chicago)

- **The Role of the Concept of the Response Class in Examining the Efficacy of Intensive Early Intervention.** KARA RIEDESEL, Angela Keene (University of Kansas) and Eric V. Larsson (REM Health)

65
 Invited Event
 5/28/99
 9:00 AM-10:50 AM
 Joliet
 VRB

- **A Framework for Evaluating Progress and Planning Interventions in Language Development: The Complex Conditional Discrimination.** ANGELA KEENE, Kara Riedesel, Julie Waldoch (University of Kansas), Dawn Banken (University of Minnesota) and Eric V. Larsson (REM Health)
- **The Effects of Treatment Intensity upon Clinical Progress in Intensive Early Intervention.** JEFF PIONKOWSKI, Eric V. Larsson (REM Health), William Schwandt (Metropolitan State University) and Angela Keene (University of Kansas)
- **Developing Standards for Long-Term Program Evaluation of Intensive Early Intervention.** MAJA SCHMITT, Caroline Robillard (Minnesota Intensive Early Intervention Project) and Eric V. Larsson (REM Health)

Conceptual Issues in the Analysis of Verbal Behavior

Chair: Mark L. Sundberg (Behavior Analysts, Inc.)

Discussant: W. Scott Wood (Drake University)

- **Verbal Behavior and the Concept of Reinforcement: Complex Issues and Directions for Research.** SAM LEIGLAND (Gonzaga University)
- **Protocol Analyses: Some Additional Considerations.** BILL POTTER (CSU Stanislaus)
- **Self is a Four-Letter Word.** WILLIAM S. VERPLANCK (University of Tennessee)
- **Structural Regularities in Verbal Behavior.** DAVID C. PALMER (Smith College)

66

Paper Session
5/28/99

9:00 AM-10:20 AM
Lake Erie
EDC

Teaching Math and Reading

Chair: Betty Williams (Whitworth College)

- **Development and Implementation of a PSI Math Program for Elementary through High School Students.** C. J. CONARD, Jud E. Cornish and Christine A. Cornish (Fairbanks Country Day)
- **Morningside Math Program.** JEFF B. NYQUIST and Heather Campbell (Northern Michigan University)
- **Middle School is Not Too Late to Learn to Read.** LAURA D. FREDRICK, Marie C. Keel and Daphne Greenberg (Georgia State University)

67

Symposium
5/28/99

9:00 AM-10:50 AM
Lake Huron
EAB

Choice, Changing Over, and Local vs. Molar Control

Chair: Timothy A. Shahan (University of Vermont)

Discussant: Philip N. Hineline (Temple University)

- **Changing Over and Reinforcement Delays.** TIMOTHY A. SHAHAN and Kennon A. Lattal (West Virginia University)
- **Performance under VI Schedules: Changeovers and Engagement Bouts.** RICHARD L. SHULL and Scott T. Gaynor (University of North Carolina-Greensboro)
- **Local Responding and Overall Reinforcement Likelihood.** JAMES S. MACDONALL (Fordham University)
- **Matching vs. Foraging Theory.** WILLIAM M. BAUM (University of New Hampshire)
- **Local vs. Molar Contingencies: Which Are Fundamental?** BEN A. WILLIAMS (University of California, San Diego)

68
Symposium
5/28/99
9:00 AM-10:50 AM
Lake Michigan
EAB

The Role of Training Structure in the Establishment of Stimulus Equivalence: Recent Data and Emerging Interpretations

Chair: Richard R. Saunders (Institute for Life Span Studies, University of Kansas)

Discussant: Joseph E. Spradlin (Institute for Life Span Studies, University of Kansas)

- **Differential Equivalence Test Outcomes as a Function of Training Structure and Class Number.** PER HOLTH and Erik Arntzen (University of Oslo, Norway)
- **Acquired Equivalence Effects Following Many-to-One vs. One-to-Many Training in Pigeons** PETER J. URCUIOLI (Purdue University) and Erik Arntzen (University of Oslo, Norway)
- **The Interactive Effects of Training Directionality and Class Size on Class Formation: Parametric Data and Theoretical Analyses.** LANNY FIELDS, Kenneth F. Reeve, Barbara J. Adams and Sharon A. Hobbie (Queens College and the Graduate School and University)
- **Tests within and across Subjects with Mental Retardation for the Effects of Training Structure on Equivalence Class Establishment.** RICHARD R. SAUNDERS (Institute for Life Span Studies, University of Kansas) and Julie E. McEntee (Department of Human Development and Family Life, University of Kansas)

69
Paper Session
5/28/99
9:00 AM-10:50 AM
Lake Ontario
EAB

The Analysis of Sequential Behavior

Chair: Thomas B. DeMarse (Arizona State University)

- **The Roles of Discriminative Stimuli within Response Sequences.** ALLISTON K. REID, Susan Kelly and Corey Weaver (Wofford College)
- **A Stimulus Sampling Model of Sequential Behavior.** THOMAS B. DEMARSE and Peter Killeen (Arizona State University)

70
 Paper Session
 5/28/99
 9:00 AM-10:20 AM
 PDR 1
 CSE

- **Behavioral Momentum within Response Sequences.** ALLISTON K. REID, Michelle Rayborn, Heather Bratt and Louise Buchholz (Wofford College)
- **Two-Response Sequences, the Generalized Matching Law, and Sequential Analysis.** SUSAN M. SCHNEIDER and Michael C. Davison (University of Auckland)

Cultural and Ethical Issues in Behavior Analysis

Chair: Neal N. Fleisig (Professional Crisis Management Association)

- **Is There Such a Thing as Too Much Freedom?** Jeanie Zsombok (The Center for Cognitive and Behavioral Therapy) and KIM KILLU (University of Michigan-Dearborn)
- **Cultural Practices in Children Exposed to Violence.** BLANCA PATRICIA BALLESTEROS, Amanda Rey and Fernando Cortes (Konrad Lorenz Foundation University)
- **Crisis Management - Is it Safe?** NEAL N. FLEISIG (Professional Crisis Management Association)

71
 Symposium
 5/28/99
 9:00 AM-10:20 AM
 PDR 2
 DEV

Contemporary Issues in Children's Learning and Reinforcement

Chair: Sidney W. Bijou (University of Nevada)

Discussant: Maricel Cigales (Liberty Health Care Corp.)

- **Review and Critique of Infant Conditioning Studies.** HISELGIS PEREZ (Florida International University)
- **Infant Laughter: A Basis for the Study of Parent-Infant Interaction.** YASMIN LARROCCA (Florida International University)
- **Choice, Presentation, and Stimulus Variation as Processes That Influence the Efficacy of Reinforcers.** GUILLERMO RAMON (Florida International University)

72
Symposium
5/28/99
9:00 AM-10:50 AM
Waldorf
DDA

Evaluations of Functional Analysis Methods

Chair: Timothy R. Vollmer (University of Florida)

Discussant: Cathleen C. Piazza (Johns Hopkins University School of Medicine)

- **Further Analysis of Idiosyncratic Variables Affecting Functional Analysis Outcomes.** CAROLE M. VAN CAMP, Dorothea C. Lerman, Michael E. Kelley, Henry S. Roane, Stephanie A. Contrucci and Christina M. Vorndran (Louisiana State University)
- **The Interactive Role of Antecedent and Consequent Manipulations during Functional Analyses of Self-Injurious Behavior.** APRIL S. WORSDELL, Brian A. Iwata, Sonya M. Fisher, Juliet Conners, Sung Woo Kahng and Rachel H. Thompson (University of Florida)
- **The Role of Discriminative Stimuli in Functional Analyses Conducted Using Multielement Designs.** JULIET CONNERS, Brian A. Iwata, Sung Woo Kahng, Gregory P. Hanley and April Worsdell (University of Florida)
- **Further Analysis of Within-Session Response Patterns during Functional Analyses: The Role of Establishing Operations in Clarifying Ambiguous Outcomes.** HENRY S. ROANE, Dorothea C. Lerman, Michael E. Kelley and Carole M. Van Camp (Louisiana State University)

Friday, May 28

73

Symposium
5/28/99

9:00 AM-10:50 AM
Williford C
EDC

Performance Analysis: Diagnostic Methods and Data from Four Performance Management Applications

Chair: John Austin (Western Michigan University)

Discussant: Jon S. Bailey (Florida State University)

- **The Behavior Engineering Model at Work on a Small Scale: Using Task Clarification, Employee Self-Monitoring, and Public Posting to Improve Customer Service at an Insurance Agency.** RYAN OLSON, Julie Wellisley and John Austin (Western Michigan University)
- **Improving the Quality of Care Services in a Nursing Home.** JEANINE PLOWMAN and John Austin (Western Michigan University)
- **A Process-Based Approach to Decreasing Server Greeting Times in a Restaurant.** KRISTIN RAVITCH and John Austin (Western Michigan University)
- **Improving the Performance of Customer Service Representatives at a Retail Home Furnishing Store.** CHRISTINA TERENCE and John Austin (Western Michigan University)

74

Panel Discussion
5/28/99

10:00 AM-11:20 AM
4F
TBA

On the Definition of "Contingency" and Its Importance to a Science of Behavior

Chair: T. V. Joe Layng (The New School for the Learning Sciences)

- T. V. JOE LAYNG (The New School for the Learning Sciences)
- GREGORY STIKELEATHER (Conductive Ventures)
- MICHAEL P. LAYNG (West Virginia University)
- PAUL T. ANDRONIS (Northern Michigan University)

75
Symposium
5/28/99
10:00 AM-11:50 AM
Marquette
DDA

Advances in Functional Communication Training: Rules and Contingencies

Chair: Patrick R. Progar (Children's Seashore House)

Discussant: Richard G. Smith (University of North Texas)

- **Sensitivity to Changing Contingencies during Functional Communication Training: Lack of Rule-Governance.** REO WEXNER and Patrick R. Progar (Children's Seashore House)
- **The Effect of Differential Reinforcement on Varied and Appropriate Verbal Responding to Social Questions.** RONALD LEE, Jennifer McComas and Jennifer Jawor (Queens College and the Graduate School/CUNY)
- **Teaching Children with Autism to Make Conversational Exchanges: The Use of Naturally Embedded Textual Stimuli.** RANDI A. SAROKOFF, Bridget A. Taylor and Claire L. Poulson (Queens College and the Graduate School/CUNY)
- **Teaching Children with Autism to Make Conversational Statements about Preferred Activities: Combining Incidental Teaching and the Systematic Fading of Auditory Prompts.** BRIDGET A. TAYLOR, Kelly Hinds, Jennifer Jefferies and Olga Montoya (Alpine Learning Group, Inc.)

76
Symposium
5/28/99
10:00 AM-11:50 AM
PDR 3
TBA

Behavior Analysis Graduate Programs

Chair: Roger Bass (Carthage College)

Discussant: Roger Bass (Carthage College)

- **Masters Program in Applied Behavior Analysis at the University of Maryland-Baltimore County.** A. CHARLES CATANIA (University of Maryland-Baltimore County)
- **An Undergraduate Specialization in Developmental Disabilities.** ALAN E. HARCHIK (University of Massachusetts)
- **Special Education Program at the University of Oregon.** GEORGE M. SUGAI (University of Oregon)

- **University of Wisconsin-Milwaukee's Masters and Ph.D. Concentrations in Behavior Analysis.** MARSHALL DERMER (University of Wisconsin-Milwaukee)
- **Behavior Analysis at Ohio State University.** RALPH GARDNER, III (Ohio State University)
- **Behavior Analysis at the University of North Texas.** JANET ELLIS (University of North Texas)
- **Behavior Analysis at West Virginia University.** KENNON A. LATTAL (West Virginia University)
- **Temple's Studies in Behavior Analysis.** SAUL AXELROD (Temple University)
- **Behavior Analysis at Hofstra University.** KURT SALZINGER (Hofstra University)
- **Behavior Analysis at Eastern Michigan University.** JAMES T. TODD (Eastern Michigan University)
- **Behavior Analysis at Western Michigan University.** HOWARD FARRIS (Western Michigan University)

77

Invited Event

5/28/99

10:30 AM-11:50 AM

4C

OTH

Current Trends in Operant Techniques with Man's Best Friend

Chair: Mark Lipsett (Sugarland Kennels)

Discussant: Sharon Kirkpatrick-Sanchez (Behavior Treatment and Training Center)

- **National Dog Training Task Force.** STEVE LINDSAY (Canine Behavioral Sciences)
- **Learning vs. Performance in Dog Training.** MARGE GIBBS (Roosevelt University)
- **New Methods in Use with Police and Service Dogs.** STEVE WHITE (Professional Training Services)

78
Symposium
5/28/99
10:30 AM-11:50 AM
4D
TPC

Behavioral Epistemologies

Chair: Blanca Patricia Ballesteros (Konrad Lorenz Foundation University)

Discussant: Edward Morris (University of Kansas)

- **How Do Behaviorisms Answer to Basic Epistemological Questions.** AMANDA REY and Blanca Patricia Ballesteros (Konrad Lorenz Foundation University)
- **Theoretical Limitations of Conceptual Foundations in Behaviorism.** Lopez L. Wilson (Konrad Lorenz Foundation University)

79
Symposium
5/28/99
10:30 AM-11:50 AM
4E
CBM

Issues in the Use of Behavior Analytic Methods for Treating Feeding Problems

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

Discussant: Thomas R. Linscheid (Ohio State University)

- **Assessing and Treating Food Selectivity/Refusal in Young Children with Autism.** WILLIAM H. AHEARN, Mary Veigh, Todd Castine, Janet Murphy and Rebecca MacDonald (The New England Center for Children)
- **The Efficacy of Escape Extinction with and without Reinforcement in the Treatment of Chronic Food Refusal.** CHARLES S. GULOTTA, Bart M. Sevin, Cathleen C. Piazza and Daniele Castellano (Kennedy Krieger Institute)
- **Evaluation of a Stimulus Control Procedure for Reducing Food Stealing in Individuals with Prader-Willi Syndrome.** BART M. SEVIN, Cathleen C. Piazza, Debra J. Oakley and Daniele Castellano (Kennedy Krieger Institute)

Friday, May 28

80
Symposium
5/28/99
10:30 AM-11:50 AM
International South
OTH

ABA Student Committee Paper Contest: The Winners

Chair: Peter-Cornelius Dams (Western Michigan University)

- **The Ability of Children with ADHD to Discriminate Differences in Their Behavior.** SCOTT ARDOIN (Syracuse University)
- **An Examination of Rule-Governance in Exercise Adherence: If You Call Them, They Will Come.** AMANDA NICOLSON (Florida State University)
- **Experimental Preparations, Theoretical Models, and Evolutionary Processes in Behavior Analysis and Radical Behaviorism.** FREDY REYES (University of North Texas) and Andrea Socarras (Universidad Santo Tomas)
- **Self-Reporting Functional Relations Between Substance Use and Environmental Events.** MATTHEW L. COLE and Marilyn K. Bonem (Eastern Michigan University)

81
Symposium
5/28/99
10:30 AM-11:50 AM
Lake Erie
EDC

Self-Management, Curricular Modifications, and Choice: Research on Positive Strategies for Behavioral Interventions in Schools and Homes

Chair: Richard W. Albin (University of Oregon)

Discussant: Robert H. Horner (University of Oregon)

- **Effects of Self-Monitoring and Self-Recruited Praise on Problem Behavior, Academic Engagement and Work Completion in a Typical Classroom.** ANNE W. TODD, Robert H. Horner and George M. Sugai (University of Oregon)
- **Using Curricular Modifications to Improve the Behavior of Two Students with Behavioral Disorders.** SHELLEY CLARKE, Glen Dunlap and Karen Childs (Florida Mental Health Institute)
- **The Effects of Choice of Activity Sequences on the Latency of Activity Performance of a Person with Severe Intellectual Disabilities.** Akinori Mitachi, RICHARD W. ALBIN and Robert H. Horner (University of Oregon)

82
Symposium
5/28/99
10:30 AM-11:50 AM
PDR 1
CSE

Disciplinary Sanctions: Toward a Functional Analysis of Ethics Codes in Behavior Analysis

Chair: John W. Jacobson (NYS/OMRDD)

Discussant: Gerald L. Shook (Shook & Associates)

- **Positive Approaches to Alleviation of Disciplinary Sanctions.** JOHN W. JACOBSON (NYS/OMRDD)
- **Toward a Functional Analysis of Ethics Codes in Behavior Analysis.** JAMES A. MULICK (Children's Hospital, OSU)
- **Legal Contingencies in Implementation of Disciplinary Sanctions.** LISA B. AVIROV (Avirov and Associates, LPA)

83
Symposium
5/28/99
10:30 AM-11:50 AM
PDR 2
DEV

The Successful Control of Human Behavior by Schedules of Reinforcement

Chair: Joel Greenspoon (University of North Texas)

Discussant: M. Jackson Marr (Georgia Tech)

- **Conditioning and Maintenance of Schedule Performances in Humans.** JESUS ROSALES-RUIZ, Richard Anderson, Kristina Hensley and Yuka Koremura (University of North Texas)
- **Extinction and Variation of Schedule Performances in Humans.** RICHARD ANDERSON, Jesus Rosales-Ruiz, Kristina Hensley and Yuka Koremura (University of North Texas)
- **Some Stimulus Functions of the "Operandum" in the Control of Schedule Performances in Humans.** YUKA KOREMURA, Jesus Rosales-Ruiz, Richard Anderson, and Kristina Hensley (University of North Texas)

83a
Invited Event
5/28/99
11:00 AM-11:50 AM
Lake Michigan
EAB

Origins of Radical Behaviorism in the History of Psychology

Chair: William M. Baum (University of New Hampshire)

- JOHN C. MALONE, JR. (University of Tennessee)

83b
Invited Event
 5/28/99
 11:00 AM-11:50 AM
 Williford C
 EDC

84
Paper Session
 5/28/99
 11:00 AM-11:50 AM
 Boulevard A
 OBM

85
Paper Session
 5/28/99
 11:00 AM-11:50 AM
 Boulevard B
 CBM

86
Panel Discussion
 5/28/99
 11:00 AM-11:50 AM
 Continental C
 AUT

Contingency-based Instruction: Past, Present, and Future

Chair: Laura Fredrick (Georgia State University)

- JULIE S. VARGAS (West Virginia University)

Participatory Management

Chair: Yasma LaRocca (Florida International University)

- **Active Participation by All Parties in an Applied Setting or How to Get Everyone to Buy Into Your Research Project.** REBECCA J. OLIPHANT (Stetson University)
- **Why Teams: Implementing Teams with a Purpose.** JUDITH A. HONEYWELL, Ravi Jariwala, Joe Laipple (The Continuous Learning Group) and John Green (Bell Atlantic)

Issues in the Practice of Clinical Behavior Analysis

Chair: Wayne W. Fisher (Kennedy Krieger Institute)

- **The Future of Radical Clinical Behavior Analysis: Methodology as Technology.** RAINER F. SONNTAG (Private Psychiatric Practice)
- **Managed Care and the Implications for Behavior Analysis.** MICHAEL F. CATALDO and Kristine Koontz (Kennedy Krieger Institute)

Myths and Autism Intervention: Hey, Whose Ritual Is That Anyway?

Chair: Andrew S. Bondy (Pyramid Educational Consultants, Inc.)

- ANDREW S. BONDY (Pyramid Educational Consultants, Inc.)
- MARY JANE WEISS (Rutgers University)
- SANRA L. HARRIS (Rutgers University)

87
Paper Session
5/28/99
11:00 AM-11:50 AM
Waldorf
DDA

Self Injurious Behavior

Chair: Myra Duarte (Florida International University)

- **Functional Analysis and Treatment of Self-Injurious Behavior Associated with Transitions.** Brandon E. McCord, RICHARD J. THOMSON (Arlington Developmental Center) and Brian A. Iwata (University of Florida)
- **Functional Analysis of Self-Injurious Behavior and Corvariation with Self-Restraint with Treatment and Generalization Data.** DAVID A.M. PYLES and Mumtaz Farooqui (W. A. Howe Center)

88
Poster Session
5/28/99
12:00 PM-1:30 PM
International Ballroom
North
AUT

1. Replicating the UCLA Treatment Model: Clinical Outcome after One Year. CARRYL P. NAVALTA, James T. Ellis, Amy Sten, Stacey Pride, Stephany Woodward (The May Institute) and Martin H. Teicher (McLean Hospital/Harvard Medical School)
2. Initial Results on The Performance of Typical and Autistic Children in Elementary Inclusion Classroom Settings. SHEILA J. WAGNER, Robert Babcock and Carolyn Parsons (Emory Autism Resource Center)
3. Using Video Modeling to Increase Receptive Label Acquisition in Intensive Early Intervention. WILLIAM L. SCHWANDT and Eric V. Larsson (REM-Health, Inc.)
4. Social Interaction in Natural Settings: A Comparison between Typical Children and High Functioning Children with Autism. ERIK JAHR and Sigmund Eldevik (Habilitation Services, Akershus, Norway)
5. Effects of a Very Brief Discrete Trial Training Program. KERRI J. LEBOURDAIS (Eastern Michigan University)
6. Teaching Social Skills: An Analysis of Generalization. ANN M. GAYNIER (Caritas Peace Center) and James A. Sherman (University of Kansas)
7. Using Prepared Scripting, Theatre Acting Procedures, and Peers to Promote Social Interaction in Children with Autism. Anne R. Cummings (Private Practice) and W. Lawrence Williams (University of Nevada, Reno)

8. Teaching Tutors Error Discrimination to Increase the Correct Implementation of Discrete Trial Training Procedures. MATTHEW J. WELCH, Sebastien Bosch, Jessica Korneder and R. Wayne Fuqua (Western Michigan University)
9. Skill Transfer across Novel Tutors, Environments, Stimuli, Inter-trial Intervals, and Varying Discriminative Stimuli. JESSICA KORNEDER, Summer Lucas, Andrea Polhamus and Richard W. Malott (Western Michigan University)
10. The Collateral Effects of Increasing Appropriate Play Comments on Stereotypic Vocalizations of a Preschooler with Autism. ALEXANDRA HOLBERTON (Queens College/The Graduate School of CUNY), Bridget Taylor and Len Levin (Alpine Learning Group)
11. Increasing Reciprocity of Initiations between a Student with Autism and Typical Peers during Inclusion as a Result of the "Gentle Reminder." RANDY HOROWITZ, Joy Tramuta and Florence D. DiGennaro (The Genesis School)
12. Increasing Initiations during Play through the Use of "Audio Scripts." MARY MCDONALD, Catherine Fallo and Nicky Faranda (The Genesis School)
13. Teaching Two Youths with Autism to Self Monitor Their Conversational Interactions. BRIDGET A. TAYLOR (Alpine Learning Group) and Alexandra Holberton (Queens College/The Graduate School of CUNY)
14. Teaching a Child with Autism to Answer Social Questions Using the Picture Exchange Communication System. KELLY KATES, Crystal Harms and Beth Rosenburg (Bucks County Intermediate Unit #22)
15. Promoting Social Commenting in Children with Autism: An Investigation of Instructional Variables. STEPHANIE A. BIANCO, Frank Cicero, Dianna Migliaccio and Shari Schatzman (Eden II School for Autistic Children)
16. Speech and Play Enhancement for Autistic Kids (SPEAK): Implementation of a Naturalistic Teaching Technique to Increase the Speech and Play of Children with Autism: SUSAN KELSO (Claremont Graduate University), Andrea Valdez, Marjorie H. Charlop-Christy and John Marston (Claremont McKenna College)

89
 Poster Session
 5/28/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 DDA

17. Assessment of Social Behaviors Following Acquisition of PECS for Children with Autism. LOC LE, Michael Carpenter (Claremont Graduate University), Marjorie H. Charlop-Christy and Kristin Kellet (Claremont McKenna College)
18. Teaching Socially Expressive Behaviors (Social Commenting, Facial Expressions, Manual Gestures, and Intonation) to Children with Autism. MICHAEL CARPENTER (Claremont Graduate University), Brian Dennis and Marjorie H. Charlop-Christy (Claremont McKenna College)
19. Increasing Social Interaction between Children with Autism and Their Peers in an Integrated Early Childhood Setting. JENNIE E. VALK and Ilene S. Schwartz (University of Washington)
20. Reducing Overselective Attention with Extended Training in Adolescents with Severe Mental Retardation. NANCY H. HUGUENIN (Behavior Analysis & Technology, Inc.)
21. Teaching Adults with Mental Retardation to Use Picture Activity Schedules to Increase Peer Social Interaction. BRIDGET L. MCCARTHY, Hilda J. Tavitian, Erica Schmitt and Claire L. Poulson
22. Comparing Experimental Functional Analysis with Home Data during an Atypical Neuroleptic Medication Trial. MARIA G. VALDOVINOS, Jennifer R. Zarcone, Troy J. Zarcone, R. Matthew Reese, Kim Crosland and Steven Lindauer (University of Kansas, Life Span Institute)
23. Utilizing Functional Communication Training to Decrease Aggression in a Group Home Setting. MARIA G. VALDOVINOS (University of Kansas)
24. Functional Communication Training with and without Environmental Enrichment. ANGELA MIZZONI, Casey Hanks, Mark Derby, Chau Vu (Gonzaga University) and Stephanie Peck (Utah State University)
25. Psychotropic Medication Use by People with Developmental Disabilities and Mental Illness. BRETT E. HEMSTREET and Kathleen M. Drake (Dual Diagnosis Treatment & Training Services)
26. Functional Analysis of Destructive Behavior during Multiple Medication Manipulations. KIMBERLY CROSLAND, Jennifer Zarcone, Troy Zarcone, Steven Lindauer and Maria Valdovinos (University of Kansas)

27. Functional Communication Training without Extinction: Acquisition and Maintenance of an Alternative Response. MICHAEL E. KELLEY, Dorothea C. Lerman, Carole M. Van Camp, Christina M. Vorndran and Stephanie A. Contrucci (Louisiana State University)
28. The Acquisition and Generalization of Job Initiative Skills of Workers with Disabilities. GLEN L. MCCULLER and Dana S. Dickey (Stephen F. Austin State University)
29. Maintenance of Adaptive Behavior While Using a Punishment Procedure. NATHAN A. CALL, Joel E. Ringdahl, David P. Wacker, Jennifer A. Sellers and Linda J. Cooper (University of Iowa)
30. Social Skills Training for Geriatric Mentally Ill Patients. CONNIE SIGMAN, Mark R. Dixon (Trinity Services, Inc.) and Patrick M. Ghezzi (University of Nevada)
31. Non-contingent Reinforcement and Reinforcement of Alternate Behavior. CHERYL L. ECOTT, Beth A. Foate, Richard K. Fleming (Auburn University) and Thomas S. Critchfield (Illinois State University)
32. Job Site Culture: Increasing Generalization of Job Skills through Training of First Line Supervisors. STEVE BAKER (Trinity Services Inc) and W. Lawrence Williams (University of Nevada, Reno)
33. Behavioral Ergonomics in a Sheltered Workshop: Position is Everything. MURIEL D. SAUNDERS (Institute for Life Span Studies, University of Kansas)
34. Comparison of Instructional Methods in Functional Communication Training. CHRISTINE H. BARTHOLD, Reo Wexner (Children's Seashore House) and Patrick R. Progar (Children's Seashore House/U. of Penn School of Medicine)
35. Analysis of Environmental and Melatonin Interventions for Sleep Disturbance in a Visually Impaired Person with a Developmental Disability. ROBIN R. DRAPER, Carla Carroll (Sierra Regional Center) and W. Lawrence Williams (University of Nevada, Reno)

36. Measuring the Behavioral Effects of Psychotropic Drugs II: Atypical Neuroleptics' Effects on Social Interactions. HELEN YOO (University of Kansas, Schiefelbusch Institute for Lifespan Studies), Susan L. Jack, Deborah A. Napolitano, Robert T. Peyton, Laure A. Fielder, Dean C. Williams and Richard E. Shores (University of Kansas, Schiefelbusch Institute for Lifespan Studies)
37. Measuring the Behavioral Effects of Psychotropic Drugs I: Atypical Neuroleptics' Effect on Aberrant Behavior. DEBORAH A. NAPOLITANO, Susan L. Jack, Helen Yoo, Laure A. Fielder, Robert T. Peyton, Dean C. Williams, Jennifer R. Zarcone and Richard E. Shores (University of Kansas, Schiefelbusch Institute for Lifespan Studies)
38. Self-Tally to Increase Shaving and Decrease the Break-Time of a 32-year old Male with Mental Retardation. CYNDI TAYLOR (Florida Atlantic University)
39. Functional Analysis Predicts Differential Responding to Behavioral and Pharmacologic Treatments. BARBARA J. SIERP (Children's Seashore House of Children's Hospital of Philadelphia), F. Charles Mace (University of Wales), Nathan J. Blum (University of Pennsylvania School of Medicine), Joyce E. Mauk (Child Study Center) and Beth A. Delaney (Lehigh University)
40. The Effects of Natural Supports, Social Skills Instruction, Job Modifications, and Argumentative Communication on Integration in a Supported Employment Setting. KEITH STOREY, (Chapman University), Denise Mautz and Nicholas J. Certo (San Francisco State University)
41. Reinforcer Substitutability in FCT-based Treatment of Positively Reinforced Destructive Behavior. ANGELA FAHS, Lydia Cowart (Kennedy Krieger Institute) and Patricia Kurtz (The Johns Hopkins University School of Medicine)

90
 Poster Session
 5/28/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 EAB

42. Treatment of Multiply Maintained Destructive Behavior with a "Competing" Item and Functional Communication Training. LORRAINE CONDON, Lynn G. Bowman, Todd L. McKerchar and Vanessa Rodriguez-Catter (Kennedy Krieger Institute)
43. Residential Lifestyle Outcomes: Do People with Mental Retardation Have Access to Their Preferences in Community Homes? PAULA K. DAVIS, Meagan Causey-Holden (Southern Illinois University at Carbondale) and Gerald D. Faw (Choate Mental Health and Development Center)
44. Attention as a Setting Event for Increasing the Work-Related Behaviors of Individuals with Developmental Disabilities. LAWRENCE J. VENUK (Southbury Training School) and Albert E. Neal (Central Michigan University)
45. Fading Helmet Use Following Medical Interventions. LORRIE KIMURA and Phyllis Boykin (Murdoch Center)
46. Prospective Influences on Within-Session Responding V: Reinforcer Order. ASHLEY S. MCMURRY, Jason E. Stout , Hanna C. Rue, Cam L. Melville and Jeffrey N. Weatherly (McNeese State University)
47. Prospective Influences on Within-Session Responding IV: Probability of the Switch. JASON E. STOUT, Carolyn S. Davis, Cam L. Melville and Jeffrey N. Weatherly (McNeese State University)
48. Cognitive Maps, Insight, or Response Classes?: An Empirical Examination of Tolman and Honzik's (1930) "'Insight' in Rats." JAMES T. TODD and Krista M. Manganello (Eastern Michigan University)
49. A Rule-Governed Approach to the Reduction of Gambling in Persons with Mental Illness. MARK R. DIXON and Thane A. Dykstra (Trinity Services, Inc.)
50. Waiting Time in Rats: The Role of Reinforcement Delay and the Inter-reinforcement Interval. MARINA D. MENEZ and Florente R. López (Universidad Nacional Autónoma de México)
51. The Role of Intervening Verbal Behavior in the Stability of Equivalence Classes in Pre-School Children. RUTH ANNE REHFELDT and Mary Ann Meany (Trinity Services, Inc.)

52. Schedule-dependent and Environment-dependent Effects of Cocaine. JONATHAN W. PINKSTON and Marc N. Branch (University of Florida)
53. A Psychophysical Scaling Technique for Assessing Reinforcer Value. ERIC S. MURPHY (Washington State University) and Dana F. Lindemann (University of Alaska Anchorage)
54. Relational Stimulus Control in Young Children III: Effects of Baseline Reversals. REBECCA D. CLICK, Elaine Hogan, Ashley Madden, Misti Sellers, Carol Pilgrim and Mark Galizio (University of North Carolina at Wilmington)
55. Analog Assessment of Disrupting Variables on Human Schedule Performance. CAMPBELL D. THOMPSON (Department of Human Development and Family Life, University of Kansas), Richard R. Saunders and Muriel D. Saunders (Institute for Life Span Studies, University of Kansas)
56. Dishabituation May Produce Positive Contrast. DUANE M. ISAVA, Frances K. McSweeney and Samantha Swindell (Washington State University)
57. Correspondence between Response and Work Costs of Earning Food in Rats. HEATHER A. SPRENGER and Suzanne H. Mitchell (University of New Hampshire)
58. From the Research Setting to the Classroom: Applying a Behavioral Technology for Teaching Schedule Following in a School Setting. JOANNE B. KLEDARAS (E. K. Shriver Center), Fay M. Iennaco and Elaine Lail (Lexington Public Schools)
59. A Comparison of Shape and No-Shape Conditions Using a Video-Tracking System. DIANO - FABIO MARRONE, Darlene E. Crone - Todd and Joseph J. Pear (University of Manitoba)
60. "Self-awareness" in the Pigeon: A Replication and Controls. CLAUDIA D. CARDINAL (Temple University), Robert W. Allan and James DeLabar (Lafayette College)
61. An Investigation of Respondent Blocking by Class-Derived Conditioned Stimuli. CARLOS G. FINLAY and Michael R. Markham (Florida International University)

91
 Poster Session
 5/28/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 EDC

62. Choosing Self-Control: Possible Interventions for Impulsivity in Brain-Injured Adults. COLLEEN A. O'LEARY and Dewayne T. Harper (Timber Ridge-UMC)
63. Stimulus Position as a Critical Parameter in Identity Matching Procedures with Rats: A Systematic Replication of Iversen, 1997. PAULA DEBERT (Pontificia Universidade Catolica de Sao Paulo - Brazil)
64. An Attempt to Establish Conditional Discriminations in Rats Using Auditory and Visual Stimuli as Sample and Comparisons. Cacilda Amorim, Maria A. Andery, Tereza Maria Serio, CAMILA AULER, Cintia Guilhardi, Fernanda Caruso, Joao Pedro Perosa and Vanessa Carajalescov (Catholic University of Sao Paulo - PUC-SP)
65. A Long Term Analysis of Isolated Time-out. THOMAS F. MCLAUGHLIN (Gonzaga University), Sheri R. Mortimer and Sherri Adamske (Pateros School District)
66. Determining the Effects of Self-Monitoring on Academic Performance of At-Risk Middle School Students. SUSAN J. WOOD and Jane Y. Murdock (University of New Orleans)
67. Using High Probability Command Sequences with Fading to Increase Student Compliance during Transitions. SCOTT P. ARDOIN, Brian K. Martens, Laurie A. Wolfe (Syracuse University)
68. Effects of a Class-Wide Peer Assisted Self Management Program on Appropriate Classroom Behavior of the Group and Target High Risk 7th Grade Students in a Regular Education Classroom. KATHERINE J. MITCHEM, Richard West (Utah State University), K. Richard Young (Brigham Young University) and Julieann Benyo (Ogden City School District)
69. The Use of Contracting vs. Self-Monitoring to Reduce Off Task Behavior Using an Alternating Treatment Design. KERRY P. KELSO, Rikki E. Opheikens and Kim P. Weber (Gonzaga University)
70. Mastery as Defined by Speed and Accuracy: Does Skill Fluency Result in Improved Performance? KIM A. MEYER and Susan D. Merrill (East Carolina University)

71. Scheduling Instructional Tasks to Enhance the Performance of Students Who are Difficult to Motivate. JESSE W. JOHNSON (University of Utah), Toni Van Laarhoven, Dennis D. Munk, Alan C. Repp (Northern Illinois University) and Carol Dahlquist (School Association for Special Education in DuPage County)
72. A Behavioral Analysis of Office Referrals within a Public Elementary School. GRETCHEN L. JEFFERSON (May Institute/University of Oregon) and Robert F. Putnam (May Institute/Harvard Medical School)
73. The Effects of Reinforcement for Rule Following Behavior on an Analogue Task. CARRIE E. WATKINS, T. Steuart Watson and Merilee McCurdy (Mississippi State University)
74. Functional Analysis of Academic Problems: A Case Study. BRILEY E. PROCTOR and Mark D. Shriver (Munroe-Meyer Institute for Genetics and Rehabilitation)
75. A Comparison of High-Probability Requests and Peer-Modeling of Low-Probability Requests on Compliance in Preschoolers. KAREN M. NEIFER and Christine L. Cole (Lehigh University)
76. Effects of Student Self-Management on Generalization of Student Behavioral Performance to Regular Classrooms. LLOYD D. PETERSON, Richard P. West, Charles L. Salzberg (Utah State University), K. Richard Young (Brigham Young University) and Mary Hill Peterson (Ogden School District)
77. Teacher Directed Functional Analysis: Process, Outcomes, and Social Validity. NANCY A. MUNDSCHENK, Paul Bates and Craig Miner (Southern Illinois University at Carbondale)
78. A Component Analysis of Functional Assessment Questionnaires and Analog Probes within Classroom Settings. LINDA GARRISON-HARREL, Paris DePaepe and Jane E. Doelling (Southwest Missouri State University)
79. The Effects of Varying Levels of Treatment Integrity on Aggressive Behavior. KATRIN N. RHYMER, Tawny N. Evans-Hampton, Merilee McCurdy and T. Steuart Watson (Mississippi State University)

92
 Poster Session
 5/28/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 TBA

80. The Millennium Man Project: Classroom Use of a Novel that Features Behavior Analysis. W. JOSEPH WYATT (Behavior Analysis Digest) and Stephen F. Ledoux (SUNY Canton)
81. The Comprehensive Behavior Specialist Program: An Evaluation of Student Feedback Following the First Year of Graduate Study. JESSE W. JOHNSON, Robert E. O'Neill, Richard Kiefer-O'Donnell and John McDonnell (University of Utah)
82. Teaching Behavior Analytic Principles: The Effects of Different Training Strategies on Acquisition and Generalization. KYLE E. FERGUSON, N. J. Rodrigues, Linda J. Hayes, Kimberly Berens and Nick Berens (University of Nevada, Reno)
83. DRI and Daily Report Cards for Reducing Off-task Behavior and Improving Stimulus Control. Allison Johnson (Carthage College)
84. Increasing Engaged Time and On-Task Behavior of an LD Middle School Student. JENNIFER LA DOUSA and Karrie Hansen (Carthage College)
85. The Effects of Wait Time and Eye Contact on Lovaas Receptive Programs. JESSICA SELF and Stacy Hann (Carthage College)
86. Effects of Timeout-vs.-Timeout Plus Reinforcement on Talkouts. BERNADETTE TALAGA and Mary Heiflauf (Carthage College)
87. Improving Math and Reading Preskills in a Child with Epilepsy. CHES GESSNER (Carthage College)
88. A Tactic for Reducing Student Talk-Outs and Out-of-Seat Behavior. KATHY MATRISE and Aleka Nassis (Carthage College)
89. Fluency Training and Discrimination Procedures to Improve Reading Recognition, Vocabulary, and Spelling. LORIKAY SARTIN (Carthage College)
90. The Effects of Prompts and No Prompts on Personal Water Consumption. STACEY WRANESH and Gary D. Jacobs (State University of New York College of Geneseo)

93
 Poster Session
 5/28/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 TOX

91. The Effects of Teacher Corrective Feedback and Self-Correction on the Written Compositions of Elementary Students with Learning Disabilities. GARY D. JACOBS (State University of New York College of Geneseo) and Ralph Gardner, III (The Ohio State University)
92. The Effects of Token Reinforcement on the Growling Behavior of a School-Aged Child. ELIZABETH SCHARET and Gary D. Jacobs (State University of New York College of Geneseo)
93. The Ability of Children with ADHD to Discriminate Differences in Their Behavior. SCOTT P. ARDOIN and Brian K. Martens (Syracuse University)
94. The Effects of Psychoactive Drugs on Schedule-Induced Polydisia. D.J. SPEAR, Chie Hamano and Ginger Wilson (South Dakota State University)
95. Ethanol Consumption and the Matching Law: A Choice Analysis Using a Limited Access Paradigm. MARGARET P. MARTINETTI, Matthew E. Andrzejewski (Temple University), Philip N. Hineline and Michael J. Lewis (Temple University)
96. Effects of Anorectic Drugs on Progressive-Ratio Performance and Food Intake in Rats. MARK G. LESAGE, David Stafford and John R. Glowa (Department of Pharmacology and Therapeutics)
97. The Effects of Methylphenidate on Working Memory in Children Diagnosed with Attention Deficit Hyperactivity Disorder. JOHN J. CHELONIS, Donna J. Blake, Mark C. Edwards, Eldon G. Schulz, Ronald L. Baldwin (University of Arkansas for Medical Sciences-Arkansas Children's Hospital) and Merle G. Paule (National Center for Toxicological Research)
98. Effects of MK-801 on DRH Performance of Rats Exposed Prenatally Methylmercury. ERIN B. RASMUSSEN and Christopher Newland (Auburn University)
99. Cigarette Demand and Preference: Conditioned Reinforcement Effects? TIMOTHY A. SHAHAN, Warren K. Bickel and Gregory J. Madden (University of Vermont)
100. Interactions between Behavior-correlated Reinforcement Magnitude and Cocaine on Fixed-interval Responding. MICHELLE L. MILLER and Marc N. Branch (University of Florida)

101. Discriminative Stimulus Effects of Gamma Hydroxybutyrate (GHB) in Rats. Kelly M. Banna and SHERRY L. SERDIKOFF (James Madison University)
102. Evaluating the Effectiveness of Medication to Reduce the Vocal Tics of a Child with Tourette Syndrome. MARK T. ANDERSON, Chau Vu, Mark Derby and Mary Goris (Gonzaga University)
103. Effects of Repeated Administration of Morphine on Response Rates as a Function of Unit Price in Pigeons. Mary E. Stallings and CHRISTINE E. HUGHES (University of North Carolina at Wilmington)
104. Effects of Delay, Reinforcer Magnitude, Water Restriction, and Drugs on the Value of Delayed Rewards. TAMMY R. WADE and Jerry B. Richards (West Virginia University)
105. Behavioral Pharmacology: Experimental and Applied Research. FREDY REYES (University of North Texas), Andrea Socarras (Universidad Santo Tomas de Aquino), Ruben Ardila (Universidad Nacional de Colombia) and Wilson Lopez (Fundacion Konrad Lorenz)
106. Effects of 5-Hydroxytryptophan (5-HTP) and p-Chlorophenylalanine (PCPA) on 5-hydroxytryptamine (5-HT) Levels and Changes in Avoidance and Appetitive Responding following REM Sleep Deprivation. RANDY SMITH and Craig H. Kennedy (Vanderbilt University)
107. Effects of Methylphenidate on Variable-Interval Schedule Performance in Children Diagnosed with Attention Deficit Hyperactivity Disorder: A Matching Analysis. LAURA K. MURRAY and Scott H. Kollins (Western Michigan University)
108. An Analysis of Publication Trends in JABA, 1968-1998. CHARALAMBOS C. CLEANTHOUS, David W. Wesch, Jennifer Anderson, Julia Brown and Heidi Hillman (Eastern Washington University)
109. Operant Behavior in Flies. MICHEL SOKOLOWSKI and Disma G  rald (Universit   de Picardie, France)
110. The Theoretical Aspects of the Effects of Reinforcer Rate and Quality on Altruistic Responding. KAREN I. DITTMER, Lorrie Howell, Tawnya J. Smith and T. Steuart Watson (Mississippi State University)

94
 Poster Session
 5/28/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 TPC

111. Whole Class Descriptive Analysis. AMANDA M. VANDERHEYDEN and Joseph C. Witt (Louisiana State University)
112. Connectionism and Behavioral Account of Verbal Processes: A View from Behavioral Stream. YORS A. GARCIA and Aldo Hernandez (Universidad Catolica de Colombia)
113. Integration and Similarities Between Service Learning and Applied Behavior Analysis. MITZI A. HERRING (Special Education Program, Gonzaga University), Mark Derby, Kelsey Brown and Bryan Davey (Gonzaga University)
114. The Chomsky-Skinner Debate: The First Modernist-Postmodernist Clash in Language Studies JOSEPH D. CAUTILLI (Temple University & Devereux Foundation), Beth J. Rosenwasser and Donald A. Hantula (Temple University)
115. Skinner and Postmodernism: Parallels and Benefits for a Science of Behavior. BETH J. ROSENWASSER, Donald A. Hantula (Temple University) and Joseph D. Cautilli (Temple University & Devereux Foundation)
116. Understanding the Concept of the "Energetic Economy" as a Behavioral Alternative Proposal to Explain the Individual-Environment Interaction. OLGA L. MACIADO, Patricia Vásquez, Andrés Parra, Ferney Ramírez and Carlos Pereira (Student)
117. Cross Citation in JABA and JEAB: The Influence of Integrative Reviews on Cross Citation Rates. AMY J. ELLIOTT, R. Wayne Fuqua, Alan Poling, and Kristal Ehrhardt (Western Michigan University)
118. Science and Conductism's Antecedents. KENDRA PEREZ (Universidad Santo Tomas De Colombia)
119. Establishing Operations and Its Roll in Cultural Practices. YORS A. GARCIA (Universidad Catolica de Colombia)



120. Relational Knowledge: Time, Space and Verbal Behavior. ALDO HERNANDEZ (Universidad Catolica de Colombia)
121. Darwin, Skinner and the Origins of the Evolutionary Analysis of Behavior. ANDREA SOCARRAS (Universidad Santo Tomas de Aquino), Fredy Reyes (University of North Texas), Ruben Ardila (Universidad Nacional de Colombia) and Wilson Lopez (Fundacion Konrad Lorenz)
122. The Relationship of Generalization and Maintenance: Developing and Evaluating Effective Interventions through Complex Competency Criteria. KARA RIEDESEL, Angela Keene (University of Kansas) and Eric V. Larsson (REM Health, Inc.)
123. Smaller Sooner or Larger Later?: An Integrated Review of Temporal Discounting. THOMAS E. SCHOENFELDER and Donald A. Hantula (Temple University)
124. Machine Transduction of Data in ABA. MORTEN HAUGLAND (The Ohio State University)

94a
Invited Event
 5/28/99
 1:30 PM-2:20 PM
 PDR 1
 CSE

Twenty Years of Research and Treatment in Child Maltreatment: Project 12-Ways

Chair: Anthony Biglan

- JOHN R. LUTZKER (University of Judaism)
- BRANDON F. GREEN (Southern Illinois University at Carbondale)

95
 Panel Discussion
 5/28/99
 1:30 PM-2:50 PM
 4A
 AUT

Behaviorally Based Services for Adults with Autism Living in the Community: Issues in Implementation and Assessment

Chair: Joanne Gerenser (Eden II Programs)

- PETER F. GERHARDT (Rutgers, The State University of New Jersey)
- ANNE HOLMES (Eden II Programs)
- JOANNE GERENSER (Eden II Programs)
- EILEEN HOPKINS (Eden II Programs)

96
Panel Discussion
5/28/99
1:30 PM-3:20 PM
4C
OTH

Behavior Analyst Certification Board

Chair: Gerald L. Shook (Behavior Analyst Certification Board)

- GERALD L. SHOOK (Behavior Analyst Certification Board)
- MICHAEL J. HEMINGWAY (Florida Behavior Analysis Certification Program)
- RANDY KEYWORTH (California Association for Behavior Analysis)
- JAMES M. JOHNSTON (Association for Behavior Analysis)
- SIGRID S. GLENN (University of North Texas)

97
Symposium
5/28/99
1:30 PM-3:20 PM
4D
TPC

Some Current International Topics in Applied Behavior Analysis

Chair: Mark F. O'Reilly (National University of Ireland, Dublin)

Discussant: David P. Wacker (The University of Iowa)

- **Establishing Operations; Implications for the Assessment and Treatment of Problem Behavior.** PETER MCGILL (University of Kent at Canterbury)
- **The Treatment of Phobic Behavior: An Assessment of Generalization and Maintenance of Treatment Effects.** ERIK ARNTZEN (University of Oslo)
- **Why Not? Dismantling Obstacles to the Wider Use of Applied Behavior Analysis in Applied Psychology.** JULIAN C. LESLIE (University of Ulster)
- **A Long Term Evaluation of the Use of Noncontingent Reinforcement by Parents in Home-Based Interventions.** MARK F. O'REILLY (National University of Dublin, Ireland)

Friday, May 28

98
Symposium
5/28/99
1:30 PM-3:20 PM
4E
CBM

Building a Systems Approach to Community Services

Chair: Michael Weinberg (Devereux Whitlock Center)

Discussant: Lee Kern (Lehigh University)

- **A Systems Approach to Family-Based Treatment Programs.** STEWART SHEAR (Devereux - New Jersey Programs)
- **Is There a Better Way? Family-Based Treatment as an Alternative to Community Placement.** SUSAN HYMAN (Devereux - Kanner Center)
- **The History and Current Evaluatory Status of Community-Based EPSDT Services: What Have We Learned, Where Have We Failed and Where Are We Heading.** JOSEPH D. CAUTILLI (Devereux - Philadelphia Program) and Beth J. Rosenwasser (Temple University)
- **Utilizing Applied Behavior Analysis Methods for Wrap-Around Services for Children with Mental Retardation and Autism.** ALICIA KOLBER (Devereux Community-Based Behavioral Health Services)

99
Symposium
5/28/99
1:30 PM-3:20 PM
Boulevard A
OBM

Impacting Organizational Results through Applied Behavior Analysis

Chair: Julianne R. Oliver (The Continuous Learning Group)

Discussant: Richard K. Fleming (Auburn University)

- **Behavior-based Strategy Development and Implementation in a Not-for-Profit Organization.** JULIANNE R. OLIVER (The Continuous Learning Group)
- **Impacting Processes in an Organization via Behavior Analysis.** JAN M. MUELA (The Continuous Learning Group)
- **Changing Behavior to Impact the Strategic Goals of the Organization.** JUDITH A. HONEYWELL, Joe Laipple (The Continuous Learning Group) and John Green (Bell Atlantic)
- **Working at the Strategy, Process, and Behavior Levels to Support Change at a Dental School.** John R. Dale and BRIAN COLE (The Continuous Learning Group)

100
Invited Event
5/28/99
1:30 PM-3:20 PM
Boulevard B
CBM

Is Clinical Radical Behaviorism Remaining True to Its Roots?

Chair: David E. Greenway (University of Southwestern Louisiana)

- STEVEN C. HAYES (University of Nevada, Reno)
- PHILIP N. HINELINE (Temple University)
- SAM LEIGLAND (Gonzaga University)
- ROBERT J. KOHLENBERG (University of Washington)
- KURT SALZINGER (Hofstra University)

101
Symposium
5/28/99
1:30 PM-3:20 PM
Boulevard C
OBM

Cambridge Center Symposium on New Directions in Behavioral Research Applications

Chair: Dwight Harshbarger (Pareto Solutions)

Discussant: Dwight Harshbarger (Pareto Solutions)

- **The Cambridge Center: Its Mission and Performance.** BETSY J. CONSTANTINE (Cambridge Center for Behavioral Studies)
- **New Directions in Education - Some Critical Questions About What Works.** PHILIP N. CHASE (West Virginia University)
- **New Directions in Autism Treatment - Applications of Functional Analyses.** ANNE S. KUPFER (The May Institute)
- **New Directions in Organizational Behavior Analysis.** JON KRAPFL (Corporate and Organizational Behavior Analysis)

102
Invited Event
5/28/99
1:30 PM-3:20 PM
Continental C
AUT

Rate-Based and Free Operant Responding with Individuals with Autism

Chair: Jack Scott (Florida Atlantic University)

Discussant: Carl Binder (Binder Riha Associates)

- **Learn Units and Rate.** R. DOUGLAS GREER (Education Columbia University Teachers College)
- **Teaching Young Children with Autism Compliance and Verbal Behavior to Fluency.** PATRICK E. MCGREEVY (Patrick McGreevy, PhD, P.A.)

103
Panel Discussion
5/28/99
1:30 PM-2:50 PM
International Ballroom
South
OTH

104
Paper Session
5/28/99
1:30 PM-2:50 PM
Joliet
VRB

105
Symposium
5/28/99
1:30 PM-3:20 PM
Lake Erie
EDC

- **Combining Restricted Operant and Free Operant Responding to Maximize Instructional Effectiveness for Preschool Children with Autism.** CLAUDIA CLARK (Preschool for Children with Autism, St. Mary's Hospital) and Jack Scott (Florida Atlantic University)
- **Enabling Autistic Individuals to Reach World Class Industrial Performance Standards.** RICHARD MCMANUS (LifeForce, Inc.)

They Are Still with Us: Our Deceased Pioneers

Chair: Marian Breland Bailey (Eclectic Science Productions)

- MARIAN BRELAND BAILEY (Eclectic Science Productions)
- ROBERT E. BAILEY (Eclectic Science Productions)
- MARILYN GILBERT (Performance Engineering Group)

Topics in the Analysis of Verbal Behavior

Chair: Jack Michael (Western Michigan University)

- **A Behavioral Analysis of Mnemonics and Implications for Instruction and Research.** GREG STIKELEATHER (Conductive Ventures)
- **Meaning and Verbal Behavior in Skinner's Work Until 1957.** MARIA A. ANDERY, Tereza M. Serio and Nilza Micheletto (Catholic University of Sao Paulo)
- **Using Intraverbal Prompts to Establish Tacts for Children with Autism Who Fail to Acquire Sign Language.** MARK L. SUNDBERG and Katie Endicott (Behavior Analysts, Inc.)

Effective Behavior Support in Schools

Chair: Robert H. Horner (University of Oregon)

Discussant: Mike Nelson (University of Kentucky)

- **Office Discipline Referrals as Indicators of Behavior Support in Schools.** GEORGE M. SUGAI, Jeffrey R. Sprague and Robert H. Horner (University of Oregon)

106
Symposium
5/28/99
1:30 PM-3:20 PM
Lake Huron
EAB

- **Functional Assessment and Intervention of School-Based Problem Behavior.** ROBERT MARCH and Robert Horner (University of Oregon)
- **A Comparison of Functional Assessment and Analysis Methods.** Echo Cunningham and ROBERT E. O'NEILL (University of Utah)
- **Violence Prevention in Schools.** JEFFREY R. SPRAGUE and Hill Walker (University of Oregon)
- **Measuring the Fidelity of School-wide Behavioral Interventions.** ROBERT H. HORNER, George M. Sugai, Teri Lewis-Palmer and Anne Todd (University of Oregon)

Research on Schedule-Induced Behavior

Chair: Carlos A. Bruner (National Autonomous University of Mexico)

Discussant: Hector E. Ayala (National Autonomous University of Mexico)

- **Inoperative Leverpressing as Schedule-Induced Behavior.** LAURA ACUNA, Nancy Alcaraz and Rodrigo Gutierrez (National Autonomous University of Mexico)
- **The Effects of Fixed-Time Interval on the General Activity in Rats.** LUIS M. GALLARD and Carlos A. Bruner (National Autonomous University of Mexico)
- **Displacement of Induced Aggressive Behavior.** Javier Gutierrez, Napoleon Ramirez and J. C. PEDRO ARRIAGA-RAMIREZ (National Autonomous University of Mexico)
- **Neutral Stimuli as Elicitors of Schedule-Induced Drinking.** RAUL AVILA and Carlos A. Bruner (National Autonomous University of Mexico)

Friday, May 28

107
Paper Session
5/28/99
1:30 PM-2:20 PM
Lake Ontario
EAB

EAB 1

Chair: Jonathan Pinkston (University of Florida)

- **Effects of Reinforcer Magnitude on DRL 72-s Responding.** ADAM H. DOUGHTY and Jerry B. Richards (West Virginia University)
- **Learning Two Temporal Discriminations: Testing Divergent Predictions of Theories of Timing.** RICHARD G. KEEN and Armando Machado (Indiana University)

108
Symposium
5/28/99
1:30 PM-3:20 PM
Marquette
DDA

Treatment of Destructive Behavior with Noncontingent Reinforcement: Basic Principles and Operative Mechanisms

Chair: Cathleen C. Piazza (Johns Hopkins University School of Medicine)

Discussant: Brian A. Iwata (University of Florida)

- **Evaluation of the Mechanisms Underlying the Effectiveness of Noncontingent Reinforcement.** SUNG WOO KAHNG (The New England Center for Children), Brian A. Iwata and Rachel H. Thompson (University of Florida)
- **Noncontingent Reinforcement Effects in the Presence of Establishing Operations.** DAVID A. WILDER (Kennedy Krieger Institute), James E. Carr and Brian T. Gaunt (University of Nevada, Reno)
- **Transition from Satiation of Extinction during Noncontingent Reinforcement.** MICHELLE D. WALLACE, Brian A. Iwata, Jeffrey Hickman and Rachel H. Thompson (University of Florida)

- **Fixed-time and Variable-time Schedules in the Treatment of Socially Maintained Aberrant Behavior.** CAROLE M. VANCAMP, Dorothea C. Lerman, Michael E. Kelley, Stephanie A. Contrucci, Christina M. Vorndran (Louisiana State University) and Henry S. Roane (Kennedy Krieger Institute)
- **Noncontingent Reinforcement Effects of Satiation vs. Choice Responding.** WAYNE W. FISHER, Cathleen C. Piazza (Johns Hopkins University School of Medicine), Rachel H. Thompson (University of Florida), Iser G. DeLeon (Kennedy Krieger Institute), David E. Kuhn (Louisiana State University) and Vanessa Rodriguez-Catter (Kennedy Krieger Institute)

109

Panel Discussion
5/28/99
1:30 PM-2:50 PM
PDR 2
DEV

Beyond the "Nurture Assumption": Parents Matter More Than Some People Think

Chair: Gary Novak (California State University, Stanislaus)

- JACOB L. GEWIRTZ (Florida International University)
- WENDY E. ROTH (Jackson State University)
- MARTHA PELAEZ-NOGUERAS (Florida International University)
- GARY NOVAK (California State University, Stanislaus)

110

Symposium
5/28/99
1:30 PM-3:20 PM
PDR 3
TBA

Behavior Analysis as a Religion and Worldview

Chair: Roger Bass (Carthage College)

Discussant: Roger Bass (Carthage College)

- **Religion and Elementary Principles of Behavior.** RICHARD W. MALOTT (Western Michigan University)
- **Living Behavior Analysis or Just Practicing It: Perspectives Shaped by Life in the Real World.** JANET S. TWYMAN and M. Szerbaty (Fred S. Keller School)

Friday, May 28

- **Is There a Conflict Between Behaviorism and Religion?** WILLIAM M. BAUM (University of New Hampshire)
- **Behaviorism as a World-View.** PETER HARZEM (Auburn University)
- **Behavior Analysis Resembles Religion.** HAYNE W. REESE (West Virginia University)

111
Panel Discussion
5/28/99
1:30 PM-2:50 PM
Waldorf
DDA

Providing Behavioral Consultation Within a Person-Centered Framework

Chair: Kathleen M. Drake (Dual Diagnosis Treatment & Training Services)

- ERIC LARSSON (REM Consulting Inc.)
- STEVE HOLBURN (Institute for Basic Research)
- T. J. GLAHN (Sonoma Developmental Center)

112
Symposium
5/28/99
1:30 PM-3:20 PM
Williford C
EDC

ABA Employment Committee and Teaching OBM Committee Symposium: Employers, Employment, and Analyses of Presentation Trends at the Association for Behavior Analysis Conference

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

Discussant: W. Lawrence Williams (University of Nevada, Reno)

- **An Analysis of Employers and Employment Opportunities for Behavior Analysts.** MARCIA SARRATEA, Yonata Shpak, Claudia Zenteno and Mark A. Adams (University of Nevada, Reno)
- **Employer and Employment Opportunities in Organizational Behavior Management and Consulting for Behavior Analysts.** RALPH E. EBBS, Amy C. Steele and Mark A. Adams (University of Nevada, Reno)
- **ABA Membership Trace: The First 20 Years and Future Directions.** AMANDA NICOLSON (Florida State University), Mike Johnston and Mark A. Adams (University of Nevada, Reno)
- **An Analysis of Behavior Analysis Programs' Presentation Trends at the Association for Behavior Analysis Conferences 1994-1998.** ERIC BURKHOLDER, Cristin Harrison, James Porter and W. Lawrence Williams (University of Nevada, Reno)

113
Symposium
5/28/99
2:00 PM-3:50 PM
4K
TOX

Contemporary Issues in Human Behavioral Pharmacology: Laboratory Studies

Chair: John M. Roll (Wayne State University)

Discussant: Chris-Ellyn Johanson (Wayne State University)

- **Delay Discounting and Risky Drug Injection.** AMY L. ODUM, Gregory J. Madden, and Warren K. Bickel (University of Vermont)
- **Effects of Alcohol on Reinforcing and Subjective Effects of Nitrous Oxide in Light and Moderate Social Drinkers.** DIANA J. WALKER and James P. Zacny (The University of Chicago)
- **The Human Behavioral Pharmacology of Cocaine: Laboratory Studies.** C. R. RUSH and R. W. Baker (University of Mississippi)
- **A Laboratory Model of Contingency-Management: Exchange Delays and Reinforcer Magnitude.** JOHN M. ROLL, Mark P. Reilly and Chris-Ellyn Johanson (Wayne State University)

114
Symposium
5/28/99
2:30 PM-4:20 PM
4F
DDA

Behavior Analysis in Community and Outpatient Settings

Chair: Michael C. Shea (Children's Seashore House)

Discussant: K. Mark Derby (Gonzaga University)

- **Successful Self-Monitoring Strategies Utilized with Children with Developmental Disabilities.** LISA MARIE ANGELLO and Michael C. Shea (Children's Seashore House)
- **The Use of DRC without Extinction in the Treatment of Severe Self-Injury in an Adolescent with Autism in a School Setting.** CHERYL L. MERICAL and Sean D. Casey (University of Iowa)
- **The Utility of Concurrent Operants in an Outpatient Setting.** SEAN D. CASEY, Angali Barretto, David Wacker and Linda Cooper (University of Iowa)
- **Evaluating the Effectiveness of Medication to Reduce the Vocal Tics of a Child with Tourette Syndrome.** CHAU VU, K. Mark Derby, Mary Goris (Gonzaga University) and Stephanie M. Peck (Utah State University)

Friday, May 28

115
Symposium
5/28/99
2:30 PM-4:20 PM
Lake Michigan
EAB

Relational Frame Theory: Experimental Analyses of Human Language

Chair: Yvonne Barnes-Holmes (National University of Ireland, Cork)

- **Naming or Relational Frame Theory: Is Naming Sufficient for a Derived Transformation of Function in Accordance with Symmetry?** CATHRIONNA O'KEEFE, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Cork)
- **Testing and Training the Relational Frames of More-than and Less-than in Children.** YVONNE BARNES-HOLMES, Dermot Barnes-Holmes and Niamh Lynch (National University of Ireland, Cork)
- **An Experimental Analysis of Metaphor Using Relational Frame Theory.** IAN STEWART, Bryan Roche and Dermot Barnes-Holmes (National University of Ireland, Cork)
- **Analyzing Rule-following Using the Relational Evaluation Procedure.** NEIL HEGARTY and Dermot Barnes-Holmes (National University of Ireland, Cork)

116
Symposium
5/28/99
2:30 PM-4:20 PM
Lake Ontario
EAB

Extinction-induced Variability and Resurgence

Chair: Gregory A. Lieving (West Virginia University)

Discussant: Kennon A. Lattal (West Virginia University)

- **Resurgence: The Role of the Extinction of Another Behavior.** BRYCE S. CLELAND, William Temple and T. Mary Foster (University of Waikato)
- **Resurgence of Key Pecking in Extinction following DRO Performance: A Resistance-to-Change-Analysis.** GREGORY A. LIEVING and Kennon A. Lattal (West Virginia University)

- **Resurgence: The Role of the Degree of Extinction of a Behavior.** CLOYD HYTEN, Donald McCary, Bryon Neff and Patricia Fitzsimons (University of North Texas)
- **Pure and Fragmentary Resurgence in Humans during Extinction of a Multi-Component Response.** CLOYD HYTEN, Donald McCary, Bryon Neff and Patricia Fitzsimons (University of North Texas)

117
Symposium
5/28/99
2:30 PM-4:20 PM
PDR 1
CSE

Legal and Ethical Issues in the Analysis of Behavior

Chair: Kenneth R. Huntley (Excell Center)

Discussant: Joseph Morrow (Applied Behavior Consultants)

- **A Legal and Ethical Catch-22.** KENNETH R. HUNTLEY and Thomas Kimlicka (Excell Center)
- **Legal and Ethical Issues in the Practice of Clinical Behavior Analysis.** GINA M. PALLOTTA (California State University, Stanislaus)
- **Control and Countercontrol in the Therapeutic Relationship: Ethical and Legal Issues for Behavioral Clinicians.** RICHARD F. RAKOS (Cleveland State University)
- **An Institutional-Behavioral Perspective on Law and Ethics.** JEROME ULMAN (Ball State University)

118
Panel Discussion
5/28/99
3:00 PM-4:20 PM
4A
AUT

Transitioning Children with Autism to Public Schools: Obstacles and Issues

Chair: Howard C. Schneider (NSSA)

Discussant: Sandra Harris (Douglass Developmental Disabilities Center)

- EDWARD FENSKE (Princeton Child Development Institute)
- DAWN BUFFINGTON (Institute for Educational Achievement)
- JILL YOUNG (New York Child Learning Institute)
- EVIE DJOULIA (NSSA, The Martin C. Barel School)

119
Invited Event
5/28/99
3:00 PM-4:20 PM
International Ballroom
South
OTH

The Animals Who Benefit from Applied Operant Techniques

Chair: Catherine Crawmer (Crawmer's Animal Training)

Discussant: Karen Pryor (Sunshine Books, Inc.)

- **Behavioral Principles of Training and Enrichment.** C. THAD LACINAK, Ted Turner (SeaWorld, Inc.) and Stan Kuczaj (University of Southern Mississippi)
- **The Use of Operant Conditioning in a Zoological Setting.** TIMOTHY J. SULLIVAN (Chicago Zoological Society, Brookfield Zoo)
- **Operant Techniques: The Key to Healthy Aquarium Animals.** KEN RAMIREZ (John G. Shedd Aquarium)

120
Panel Discussion
5/28/99
3:00 PM-4:20 PM
PDR 2
DEV

Behavior Analysis in Geriatric Care Settings

Chair: Debra W. Fredericks (University of Nevada, Reno)

- MICHELLE S. BOURGEOIS (Florida State University)
- NICK JACKSON (Eastern Washington University)
- WANDA L. SMITH (McMaster University)

121
Symposium
5/28/99
3:00 PM-4:20 PM
Waldorf
DDA

Unique Applications of Functional Analysis and Treatment of Problem Behavior

Chair: Stephanie M. Peck (Utah State University)

Discussant: Jennifer J. McComas (Queens College/CUNY)

- **The Effects of Self-Management Procedures on the Bruxism of a Child with Autism.** MARY GORIS (Gonzaga University) and Stephanie M. Peck (Utah State University)

- **Applying Dyadic Parent-Child Interaction during Functional Assessment.** ZBIGNIEW GOLONKA (Columbus Medical Services & Hempfield Counseling), Howard S. Rosen (Hempfield Counseling) and Marty J. Pollack (Southbury Training School)
- **Functional Communication Training with and without Environmental Enrichment.** Angela Mizzoni, Casey M. Hanks, K. Mark Derby (Gonzaga University) and STEPHANIE M. PECK (Utah State University)

122
Panel Discussion
5/28/99
3:30 PM-4:20 PM
4E
CBM

Behavioral Treatment with Substance Addictions with Unique Place and Unique Techniques

Chair: Lin Romano (A.W.A.R.E.)

- LIN ROMANO (A.W.A.R.E.)
- RAYMOND WILSON (Johns Hopkins Hospital)
- SHERMAN YEN (Alcohol & Drug Treatment Inc.)

123
Paper Session
5/28/99
3:30 PM-4:20 PM
Boulevard A
OBM

Research on Vigilance

Chair: Hiselgis Perez (Florida International University)

- **Generalization of "Vigilance" Research: Do Subject Characteristics and Context Matter?** LAURA L. METHOT (Saint Mary's University), Kim Phillips-Grant and Wendy Darr (Saint Mary's University)
- **A Performance-Based Pay System for Jobs Requiring Vigilance.** GORDON O. HENRY (American University)

124
Panel Discussion
5/28/99
3:30 PM-4:20 PM
Boulevard B
CBM

Urban Guerrilla Researchers in Child Welfare

Chair: Elsie M. Pinkston (The University of Chicago)

- KAREN S. BUDD (DePaul University)
- DENISE KANE (Illinois Dept of Children and Family Service)
- JOHN SMAGNER (The University of Chicago)

125

Panel Discussion

5/28/99

3:30 PM-4:20 PM

Lake Erie

EDC

126

Paper Session

5/28/99

3:30 PM-4:20 PM

Lake Huron

EAB

127

Special Event

5/28/99

4:30 PM-5:30 PM

International South

Audiotaped

128

Poster Session

5/28/99

5:30 PM-7:00 PM

International Ballroom

North

AUT

Effective Teaching Is an Operant Response Class

Chair: Daniel J. Bernstein (Department of Psychology)

- DANIEL J. BERNSTEIN (Department of Psychology)
- DONALD A. HANTULA (Department of Psychology)
- LIBBY STREET (Department of Psychology)

EAB 2

Chair: Phillip Powell (Jacksonville State University)

- **The Contiguous Presentation of Stimuli to Establish Emergent Relations in Pigeons.** MICHAEL P. LAYNG, B. Kent Parker and Philip N. Chase (West Virginia University)
- **Learning History and Resurgence Patterns.** FRANCIS MECHNER and Laurilyn Jones (The Mechner Foundation)

Presidential Scholar Address

Chair: Masaya Sato (Keio University, Japan)

"What Kind of Cycle Do You Like?: From the Psychological or Behavior Analytic Point of View."
DR. HIDEO NISHIOKA (Professor Emeritus, Keio University)

1. Using Pivotal Response Play Training to Reduce Stereotyped Object Play in Children with Autism. AUBYN C. STAHMER (Children's Hospital and Health Center, San Diego), Sascha Broomberg, Christina Whalen and Laura Schreibman (University of California, San Diego)
2. The Effect of Group Instruction in Behavior Analysis on the Discipline Practices of Parents of Children with Autism. BETH A. GLASBERG, Catherine O. Zane and David Buten (The New Jersey Center for Outreach and Services for the Autism Community (COSAC))

3. The Effect of Home Based Behavioral Consultation on the Disciplinary Practices Used by Parents of Children with Autism. BETH A. GLASBERG, David Buten and Catherine O. Zane (The New Jersey Center for Outreach and Services for the Autism Community(COSAC))
4. Illustration and Remediation of Rigid Response Sets in a Subject with Autism. MEREDITH L. COCHRAN, Laura M. Arnstein, Raymond G. Romanczyk (Institute for Child Development) and Jennifer Wolfson (Binghamton University)
5. Combining Differential Reinforcement with Positive Practice to Treat the Severe Noncompliance of a Young Boy with Autism. JENNIFER L. CROCKETT (Johns Hopkins University School of Medicine), Eric M. Eberman, Frances Perrin (Bancroft), Sherri Rice (Temple University), Kenneth Cisek (Children's Seashore House) and Kimberli Treadwell (University of Pennsylvania)
6. The Use of Antecedent Strategies to Decrease Challenging Behavior during Transitions with a Child with Autism. DUSTIN J. POLIS, Crystal M. Simes, Wesley T. Hickman (Devereux CARES) and David J. Meade (Devereux CARES & West Chester University)
7. Parent Training to Decrease Inappropriate Eating Behaviors in a Young Child with Autism. MELODY MORGENSTEIN and Denise E. Ross (Florida Atlantic University)
8. Assessment and Treatment of a Preference for Destructive Behavior over Functionally Equivalent Appropriate Behavior. KELLY M. HERMAN, Bobbi Boney, Kimberly Crosland (Kennedy Krieger Institute), Wayne W. Fisher and Iser DeLeon (Johns Hopkins School of Medicine)
9. Increasing the Effectiveness of the Treatment of Aggressive-Disruptive Behavior through the Use of a Brief-Repeated Functional Analysis. GEORGE KOSTINAS, Alison Scandlen and Arthur R. Campbell (The May Institute)
10. Assessing Levels of Stereotypic Behavior in Children with Autism: An Evaluation of Sampling Procedures. NICOLE CIOTTE, Rebecca MacDonald (New England Center for Children) and Susan Silvestri (Columbia University Teachers College)

11. The Use of Systematic Prompting, Reinforcement and Response Cost to Promote Independent Bowel Movements in a 6-year Old Child with Autism Demonstrating Compulsive Resistance of Defecating on the Toilet. JOANNE GERENSER, Joy Tramuta and Mary McDonald (The Genesis School)
12. Use of DRO and Delay Procedure to Reduce Compulsive Self-Wetting. NANCY FERRER and Wenonah Chu (Eden II School)
13. Remediating Food Selectivity Issues in a Young Child with Autism. NOEL NELSON and Jill Belchic (Rutgers Autism Program)
14. Individualizing Functional Analysis to Assess Multiple and Changing Functions of Severe Behavior Problems in Children with Autism. CHRIS LABELLE (Claremont Graduate University), and Marjorie H. Charlop-Christy (Claremont McKenna College)
15. A Comparison between the Use of Planned Ignoring and a Continuous Work Schedule in Decreasing the Crying Behavior of a Pre-Schooler with Autism. PENARAN HIGGS and Dolleen-Day Keohane (TreeHouse School)
16. Establishing Multiple Effective Communication Procedures to Decrease Aggressive Behaviors in a Student with Autism and Severe Language Delays. ALMA H. SUTER, Marilyn D. Cataldo, Stefanie E. Witkowski and Traci F. Peragine (Kennedy Krieger Institute)
17. Effects of Simultaneously-Equal Schedule Increases on Choice in a Single Trial Concurrent Schedule. ROCCO L. NOCERA and Claudia P. Clark (St. Mary's Child Development Preschool for Autism)
18. Decreasing Stereotypy through Trained Resistance. JENNIFER MCINTIRE GOTTSCHALK, Shelagh B. Kelly Conway and Stein Lund (Northeastern University and Bancroft NeuroHealth)
19. The Function of Setting in Toileting Intervention for Autistic Children: Case Presentations. NAOMI SWIEZY (The James Whitcomb Riley Hospital for Children)

129
 Poster Session
 5/28/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 CBM

20. Effect of Behavioral Relaxation Training on Hypertension. ANGELICA TERRAZAS and Duane A. Lundervold (Department of Educational Psychology)
21. Behavioral Treatment of Incest-Related Post Traumatic Stress Disorder. DUANE A. LUNDERVOLD and Linda Y. Perez (Department of Educational Psychology)
22. Functional Assessment of Binge Eating in a Clinical Sample of Obese Binge Eaters. JENNIFER A. ROBERTS, Ross D. Crosby (Neuropsychiatric Research Institute), Raymond G. Miltenberger (North Dakota State University), Gretchen E. Wolff (Mayo Clinic) and Marcella I. Stickney (University of North Dakota)
23. Using Contingency Management to Reduce Pressure Sores of Patients with High Rates of Pressure Sore Surgeries. CYNTHIA MATHEWSON, Ted Allyon, Vincent K. Adkins, Maya A. Lenyoun and Michael L. Jones (Shepherd Center)
24. Approach/Avoidance Functions of Attentional Instructions. ADAM M. GRUNDT, Steven C. Hayes and Grace Chang-Judson (University of Nevada, Reno)
25. Teaching Children to Control Pain: Selecting Sensitive Response Parameters of Private Stimuli. KEITH D. ALLEN (Munroe-Meyer Institute for Genetics and Rehabilitation) and Richard E. Arndorfer (West Central Human Services Center)
26. Systematic Desensitization: Special Issues with a Brain Injured Population. AMY MCPARLAND, Kurt Weaver, Karey-Anne Fannon, Carla Wenkoff, John R. Davis and Paul S. Lee (Acquired Brain Injury Behaviour Services, West Park Hospital)
27. Wandering and Perseveration: Special Issues with an ABI Population. GERALD R. BERNICKY, Paul S. Lee, Christine L. Butt, Kurt Weaver and John R. Davis (Acquired Brain Injury Behaviour Services, West Park Hospital)

Friday, May 28

28. Decreasing Maladaptive Behaviours Using the Contingent Loss of Access to Specific Reinforcers, and Differential Reinforcement: A Case Study of an Adult Male with an Acquired Brain Injury. TARA GROVES-TAYLOR, Andrew W. McNamara, John R. Davis, Dan Marchesan and Angela Burgess (Acquired Brain Injury Behaviour Services, West Park Hospital)
29. Using Behavior Analysis Methods to Provide Medication Assessment and Intervention in a Pediatric Patient with HIV and ADHD. ADRIANNA AMARI, Catherine Michas, Alana Kane, Lyana C. Doty-Nech, Tana Hope and Keith Slifer (Kennedy Krieger Institute)
30. Behavior Analysis of Motion Control and Task Performance for Functional Magnetic Resonance Imaging (fMRI) with Children. KEITH SLIFER (Johns Hopkins School of Medicine), Michael Cataldo (John Hopkins University) and Kristine Koontz (Kennedy Krieger Institute)
31. Use of Differential Positive Reinforcement for Daily Management of Insulin Dependent Diabetes Mellitus in a 12-year Old Male. LYANA C. DOTY-NECH, Alana Kane, Suzanne Busby and Keith Slifer (Kennedy Krieger Institute)
32. Comparison of Pediatric Magnetic Resonance Imaging (MRI) Outcome and Quality Using Behavioral Training vs. Sedation. KEITH SLIFER (Johns Hopkins School of Medicine), Michael Cataldo (John Hopkins University) and Kristine Koontz (Kennedy Krieger Institute)
33. Precise Performance Measures for Improved Rehabilitation of Persons with Brain Injury. ROBERT F. MORRELL (Veterans Affairs Medical Center - Ann Arbor, MI) and Richard M. Kubina Jr. (The Ohio State University)
34. Frequency Measures of Pressure Relief after SCI: A Case Study. MARIA A. BERGMAN, Rosmarie B. King, Jennifer Barnard and David Chen (Rehabilitation Institute of Chicago)
35. Pressure Ulcer Preventative Behaviors: Skin Inspections. MARIA A. BERGMAN, Rosmarie B. King, Maryanne Schmelzer and David Chen (Rehabilitation Institute of Chicago)

130
 Poster Session
 5/28/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 DDA

36. Frequency Measures of Behaviour for Inpatient Spinal Cord Injury. MARIA A. BERGMAN, Nancy Hansen, James Emmett, Charles T. Merbitz (Illinois Institute of Technology) and Bridget Collins (Hines, Virginia)
37. Analysis of Differential Reinforcement of Communication with Two Boys Diagnosed with Lesch-Nyhan Syndrome. BARBARA E. RANKIN, David P. Wacker, Jay W. Harding and Anjali Barretto (University of Iowa)
38. A Comparison of Immediate Feedback Delivered via an FM Headset vs. Delayed Feedback on the Inappropriate Verbalizations of a Student with ADHD. RONALD C. MARTELLA, Nancy E. Marchand-Martella, Charalambos C. Cleanthous (Eastern Washington University) and Anne T. Price (East Valley School District)
39. The Effects of a Self-Management Program in Reducing Off-task Behavior of Middle School Students with Disabilities with Corresponding Teacher Ratings of Student Performance. RONALD C. MARTELLA, Nancy E. Marchand-Martella (Eastern Washington University) and Tina Dalton (Regal Elementary)
40. Using Parent-Delivered Graduated Guidance to Teach Functional Living Skills to a Child with Cri Du Chat Syndrome. NANCY E. MARCHAND-MARTELLA, Ronald C. Martella, Michael Denny, Jennifer R. Reilly, Jason F. Reilly and Charalambos C. Cleanthous (Eastern Washington University)
41. A Comparison of Forced-choice Procedures Using Parents and Novel Therapists. REGINA S. HAYNES, JacQuita K. Rogers, Jessieanna P. Birrer and Mark Derby (Gonzaga University)
42. Classroom Social Interactions of Elementary School-Aged Boys with Fragile X Syndrome. FRANK J. SYMONS (Frank Porter Graham Child Development Center)
43. Comparison of Two Performance Criteria on the Effects on Retention of Sight Words. TINA C. HANRATTY and Janet S. Twyman (Fred S. Keller School)

44. Functional Assessment and Treatment of Challenging Behaviors in the Classroom Setting. SHERRY A. ELLINGSON (North Central Human Service Center), Raymond G. Miltenberger, Jason M. Stricker, Tami L. Galensky and Matthew A. Garlinghouse (North Dakota State University)
45. Playground Observations of Preadolescent Students with Disabilities. LAURA J. HALL (San Diego State University) and Tina Strickett (Deakin University)
46. Explanatory Styles of Direct Care Workers in Human Services. MICHELE L. GOSSEN, Mark R. Dixon (Trinity Services, Inc.) and Patrick M. Ghezzi (University of Nevada, Reno)
48. An Analysis of Parents as Discriminative Stimuli. JENNIFER A. SELLERS, Joel E. Ringdahl, Linda J. Cooper and David P. Wacker (University of Iowa)
49. The Effects of Peer-Mediated Intervention on Work Production Rates. CRAIG S. HUMPHREY (St. Cloud State University / Advance, Inc.), Eric Rudrud, Gloria Gasparotto and Jim Lewis (St. Cloud State University)
50. Designing Instructional Programs for Children with Developmental Disabilities: Systematic Parameter Manipulation via Computer. MEREDITH L. COCHRAN, Laura M. Arnstein, Latha Valluripalli, Sheri E. Esteban, Raymond G. Romanczyk (Institute for Child Development) and Wayne Kashinsky (Binghamton University)
51. Teaching Instructional Readiness Skills Using a Discrete Trial Format. KATRINA N. RHYMER, Stephanie McNeil and T. Steuart Watson (Mississippi State University)
52. Increasing Self-Control in Hyperactive Children Using a Progressive Delay Procedure. LISA M. BINDER, Mark R. Dixon (Trinity Services, Inc.) and Patrick M. Ghezzi (University of Nevada, Reno)
53. The Use of Concurrent Operants to Augment Brief Functional Analysis. Gregory K. Reed, Barbara E. Rankin, Linda J. Cooper, Joel E. Ringdahl and David P. Wacker (University of Iowa)

54. Parental Perceptions of the Effectiveness of Positive Behavior Support. SULING CHENG, Peter A. Girolami (West Virginia University) and Donald K. Kincaid (West Virginia University Affiliated Center for Developmental Disabilities)
55. Evaluation of Simulations in Developmental Disabilities. MARCIE N. DESROCHERS, Brandi Justice and Tammy Burgess (College of Charleston)
56. The Effects of Pre-Session Conditions on Non-Contingent Reinforcement without Extinction as a Treatment for Severe Behavior Disorders. JENNIFER L. CROCKETT (Johns Hopkins University School of Medicine), Eric M. Eberman, Kelly Dancho, Melissa Deacon (Bancroft), Karla Doepke (Auburn University) and Kimberli Treadwell (University of Pennsylvania)
57. Adaptation to Changing Reward Conditions in Children Diagnosed with Attention-deficit/Hyperactivity Disorder. STACEY A. WALLER, Scott H. Kollins, Emily K. MacDonald, Sherrie Maher (Western Michigan University) and Scott D. Lane (University of Texas Health Sciences Center - Houston)
58. Parenting Children with Brain Injuries. WILLIAM J. WARZAK, Cynthia M. Anderson (University of Nebraska Medical Center/MMI) and Bethany Marcus (Medical College of Virginia)
59. Preparing General Education Teachers for Including Students with Mental Retardation: Tips for Teachers. RANGASAMY RAMASAMY and Cynthia L. Wilson (College of Education, Florida Atlantic University)
60. Development and Application of a Coding System for the Cross-Cultural Analysis of Child Language Development: Maternal Teaching and Child Learning Strategies. Carmenne A. Chiasson, SANDRA ANN B. VILA, Lisa Santiago C. and Tracy Cruz (University of Guam)
61. Functional Analysis of Inappropriate Mealtime Behaviors: Using Parents as Therapists. KIMBERLY A. BROWN, Cathleen C. Piazza (The Kennedy Krieger Institute and the Johns Hopkins School of Medicine) and Bart Sevin (Kennedy Krieger Institute)

131
 Poster Session
 5/28/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 EAB

62. A Review of Successful Procedures to Teach Object Discriminations to Children with Learning Disabilities: The Experience of Three Years of Research. Luis A. Perez-Gonzalez (University of Oviedo, Spain) and GLADYS WILLIAMS (Applied Behavioral Consultant Services Inc., New York)
63. Teaching A Two-year Old to State His Name and Age: A Prompt Comparison. DONELLA CAIN, Eli Peltz and Jeanne Speckman (Babies Prep School, Inc.)
64. The Effects on Increasing Learn Units on Noncompliant Behaviors during 1:1 Instruction. SUSAN MARIANO and Irfa Karmali (Babies Prep School)
65. Prospective Influences on Within-Session Responding VI: Component Duration. HANNA C. RUE, Jason E. Stout, Carolyn S. Davis, Cam L. Melville and Jeffrey N. Weatherly (McNeese State University)
66. Defining the Post-Reinforcement Pause. BENJAMIN P. KOWAL, Adam Derenne and Alan Baron (University of Wisconsin-Milwaukee)
67. Relational Stimulus Control in Young Children I: Baseline Acquisition. CHRISTY R. JORDAN, Daneille Bullard, Michele Mathis, Misti Sellers, Jessica S. Symons, Carol Pilgrim and Mark Galizio (University of North Carolina at Wilmington)
68. Influences of Naming on Demonstrations of Equivalence Relations. OLIVER WIRTH, Stephen C. Scherer and Philip N. Chase (West Virginia University)
69. A Matching Law Analysis of Concurrent Schedule Responding among College Students. Dana F. Lindemann, Robert J. Madigan (University of Alaska Anchorage) and Eric S. Murphy (Washington State University)
70. Where's that Patch?: Introducing Variability in the between Patch Component of a Foraging Simulation. RUTH M. DEBAR, Matthew E. Andrzejewski and Philip N. Hineline (Temple University)

71. Use of Response Fluency Data in the Analysis of Schedule-Controlled Behavior. JULIE E. MCENTEE (Department of Human Development and Family Life, University of Kansas), Muriel D. Saunders and Richard R. Saunders (Institute for Life Span Studies, University of Kansas)
72. Evaluating Physical Distance in Foraging Situations. DIANA POSADAS and Peter R. Killeen (Arizona State University)
73. Stop Task Procedure: A Measure of Response Inhibition in Rats. TYLER W. FEOLA, Jerry B. Richards (West Virginia University) and Harriet de Wit (University of Chicago)
74. Olfactory and Gustatory Cues for Session Duration on Simple VI Schedules. MICHAEL J. ERLICH, Jeremy Sobek, Dan Johnson and James D. Dougan (Illinois Wesleyan University)
75. Unit Price, Schedule Experience, and the Open/Closed Economy Distinction. ELIZABETH L. LOHSE, Andrea M. Fosco, April M. Moser, Jeffrey R. Clift, Carey E. Monk and James D. Dougan (Illinois Wesleyan University)
76. Risky Choice in Humans: Preference between Fixed and Variable Reinforcer Amounts. CYNTHIA J. PIETRAS and Timothy D. Hackenberg (University of Florida)
77. Developing a True Behavioral Technology for Teaching Discrimination Skills in a Research Setting. Joanne B. Kledaras, William J. McIlvane, William V. Dube (E. K. Shriver Center), Fay M. Iennaco (Lexington Public Schools) and Jennifer B. Mlocek (E. K. Shriver Center)
78. The Effects of Caffeinated Water on Rat Performance in Undergraduate Behavior Labs. ANDREW GARDNER (Utah State University)
79. An Examination of Extended Responding in Self-Controlled Choice. CATHY SIMPSON and Rudy Vuchinich (Auburn University)
80. The Effect of Pentobarbital on the within Session Pattern of Responding. CAROLYN S. DAVIS, Hanna C. Rue, Cam L. Melville and Jeffery N. Weatherly (McNeese State University)

132
 Poster Session
 5/28/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 EDC

81. Discrimination of the Entrance in the Manic Phase by Patients with Affective Bipolar Disorder, 1998. MARIA ELISA DE SIQUEIRA MONTEIRO (Universidade Catolica de Sao Paulo)
82. A Pencil and Paper Material for Training Conditional Discriminations and Test Emergent Equivalence Relations designed for Group Application. CACILDA AMORIM and Paula Debert (Catholic University of Sao Paulo - PUC-SP/Brazil)
83. Master's Level Research at Gonzaga University: Trends and Analysis. KIMBERLY P. WEBER, Thomas F. McLaughlin, Mark K. Derby and Randy L. Williams (Gonzaga University)
84. Online Lifestyle Education: 1999. DAVID R. FEENEY (Temple University)
85. Generalization Effects of Sequential Behavior Feedback in Undergraduate Teacher Training Settings. TOM SHARPE (Department of HKLS)
86. A Comparison of Transcription vs. Keyboarding on Three Minute Curriculum-based Measurement Writing Tests. LINDA ROSS and Susan Malmquist (Morningside Academy)
87. The Effects of Test Anxiety Control Training on Levels of Test Anxiety and Academic Performance in College Students with LD. LOUIS A. GIORDANO (Rehabilitation Institute, SIUC)
88. Effects on Request Specificity on Compliance with Requests by Academic Department Chairs. KENNETH R. MACALEESE, Richard D. Hess, Yamaki Hanae and Linda J. Hayes (University of Nevada, Reno)
89. Evaluating the Combined Effects of Response Cards and Guided Notes on Students' Retention of Course Content: Systematic Replication in a Secondary Social Studies Classroom. MOHAMMAD AL-ATTRASH, William L. Heward and Brooke J. Hippler (The Ohio State University)
90. The Online Technology Tutorial for Networked Students. ERICA S. DAVIS, Dominique Monolescu, Catherine Schifter and Donald A. Hantula (Temple University)

91. Using Guided Notes in University Classrooms: How Much is Too Much? JENNIFER L. AUSTIN and Joseph Sasson (Florida State University)
92. A Comparison of Web-Based Flashcards and Paper-and-Pencil Flashcards. KERI BAILEY-WHITACRE and Julie S. Vargas (West Virginia University)
93. Differential Effects of Monetary Rewards and Praise: A Replication Addressing Methodological Confounds. SANTINO C. GAITAN (University of California, San Diego)
94. Practice Guidelines for Improving the Quality of Instruction. KYLE E. FERGUSON, Mark A. Adams, Linda J. Hayes and Nick Berens (University of Nevada, Reno)
95. An Empirically-derived Instrument for the Evaluation of Teaching: Focusing on Learning Gains. KYLE E. FERGUSON, Mark A. Adams, Linda J. Hayes and Nick Berens (University of Nevada, Reno)
96. Utilizing Principles of Information Design to Increase Treatment Fidelity of Positive Behavior Intervention Plans. RONNIE DETRICH, Christa Dahlstrom, Pam Raymond, Jackie Croci, Mal Connnett, Kim Murphy, Cindy Sawchuck and Claudia Avalos (Spectrum Center for Educational and Behavioral Development)
97. PSI (Personalized Systems of Instruction): Some Elements of It's History in Brazil. THOMAS WOELZ, Nilza Micheletto, Joana Singer, Maria A. Andery and Tereza M. Serio (Pontificia Universidade Catolica de Sao Paulo - Brazil)
98. Cooperative Design and Implementation of a Performance Based Training and Development System. AMY E. SCRIMA and Jacalyn Smeltzer (Western Michigan University)
99. Teaching Practical PM Skills: Two Years of Data from Student/Manager Interviews. John Austin, RYAN OLSON and Scott L. Traynor (Western Michigan University)
100. The Effects of Researcher Supports on Program Findings. THOMAS J. ZWICKER and L. K. Miller (University of Kansas)

133

Poster Session

5/28/99

5:30 PM-7:00 PM

International Ballroom

North

OBM

101. The Effect of Monetary Incentives on Time Allocation in a Work Place Setting. YONATA SHPAK, Marcia Sarratea, Claudia Zenteno, Ramona Houmanfar and Linda J. Hayes (University of Nevada, Reno)
102. A Customer Service Program that Survives Three Years Later. Tom Boots (IBT Group), L. KEITH MILLER and Tom Zwicker (University of Kansas)
103. An Analysis of Methodology in the Journal of Organizational Behavior Management. RALPH E. EBBS, Jennifer O. King, Jacqueline Collins, Amy C. Steele and W. Lawrence Williams (University of Nevada, Reno)
104. Global vs. Specific Behavior-Based Feedback: Assessing Relative Impact on Safety Related Behaviors. LAWRENCE C. LITTLETON, Joshua H. Williams and Nicholas V. Buscemi (Virginia Polytechnic Institute and State University)
105. Improving Nuclear Plant Outage Performance: The Effects of Earned Time Off. GORDON O. HENRY (America University) and Frank M. Cox (Virginia Power)
106. Effects of Customer-Delivered Feedback on Convenience Sales Performance. MICHELE D. HENRY (University of Richmond, T.C. Williams School of Law) and Gordon O. Henry (American University)
107. Public and Private Posting of Group and Individual Performance: A Combined Approach to Office Management and Effectiveness Assessment. MICHAEL R. JOHNSTON, Mark A. Adams and Linda J. Hayes (University of Nevada, Reno)
108. Prompting to Increase Sales in a Small Pet Store. JACQUELINE MILLIGAN (Temple University & Bancroft, Inc.) and Donald Hantula (Temple University)
109. An Assessment of a Training Needs Analysis in a Fortune 100 Company from an OBM/Systems Perspective. BARBARA R. BUCKLIN and P. Adam Van Assche (Western Michigan University)
110. Using a "Systems Perspective" to Facilitate the Development of a Suggestion Based Cost Saving and Reward Program at a Chemical Production Facility. P. ADAM VAN ASSCHE, Barbara R. Bucklin and John Austin (Western Michigan University)

134
 Poster Session
 5/28/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 VRB

111. Using Performance Management to Increase Sales Volume and Sales-Related Behavior. REBECCA J. OLIPHANT and Gary C. Oliphant (Stetson University)
112. Goal and Incentive Effects on Individual vs. Group Performance of a Simulated Industrial Task. MITCHELL A. LAUBE (Dowling College) and Richard M. O'Brien (Hofstra University)
113. Effects of Picture Exchange Communication Systems on the Vocal Verbal Mand in an Individualized Instructional Setting. AMOY HUGH BALTER (Columbia University, Teachers College)
114. Deprivation of Desired Items to Increase Vocal Verbal Behavior in Children with Down Syndrome and Prader-Willi Syndrome. CATHYRN M. ALBERT and Denise E. Ross (Florida Atlantic University)
115. Bilingual Verbal Behavior Training in Early Childhood: A Data-based Comparison. NYLA LAMM and Barbara Cuellar (Babies Prep School, Inc.)
116. Increasing Rates of Tacts in the Free Operant Setting. JEANNE SPECKMAN (Babies Prep School, Inc.)
117. Increasing Vocal Mands in a Two-year Old Student with Severe Speech. IRFA KARMALI (Babies Prep School, Inc.)
118. Using a Shaping Procedure to Increase Vocal Mands in a Two Year Old Non-Verbal Child. ELI PELTZ and Jeanne Speckman (Babies Prep School, Inc.)
119. Teaching a Child with Developmentally Delays How to Identify His Name. ANA MOORE and Irfa Karmali (Babies Prep School, Inc.)
120. Using a Behavioral Research Design to Determine Treatment Effects of Physical Therapy in Young Children with Developmental Delays. HAROLD ROSENTHAL (Babies Prep School, Inc.)
121. Increasing Vocal-Verbal Behavior in a Two Year Old Student with Severe Language Delays. DILCIA ROSARIO, Eli Peltz and Irfa Karmali (Babies Prep School, Inc.)

134a
Special Event
5/28/99
7:00 AM-7:50 AM
Boulevard A

135
Business Meeting
5/28/99
7:00 PM-7:50 PM
4A

136
Business Meeting
5/28/99
7:00 PM-7:50 PM
4C

137
Business Meeting
5/28/99
7:00 PM-7:50 PM
4D

138
Business Meeting
5/28/99
7:00 PM-7:50 PM
4E

139
Business Meeting
5/28/99
7:00 PM-7:50 PM
4F

Martial Arts Workout

Chair: Bobby Newman

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 Committee

Chair: Peter-Cornelius Dams (Western Michigan University)

Purpose: To inform ABA student members about activities of the student committee, discuss next year's plans, and solicit input and volunteers.

Behaviorists for Social Responsibility

Chair: Mark A. Mattaini (UWM School of Social Welfare)

An open meeting to introduce the activities of Behaviorists for Social Responsibility to any interested persons and report on current work related to issues of social importance, social justice, human rights, and the environment.

Interbehaviorists in ABA Special Interest Group

Chair: Dennis J. Delprato (Eastern Michigan University)

Discussion of past year's activities and future plans including identification of scientific issues of concern to the group.

Teaching Introduction to Psychology

Chair: David L. Myers (Edison Community College)

Purpose: To determine interest for a special interest group of ABA on the topic of teaching introduction to psychology; promote communication among behavior analysts teaching introductory psychology.

Behavioral Gerontology

Chair: Michelle S. Bourgeois (Florida State University)

Annual meeting and election of officers.

139a
JPS Workshop
5/28/99
7:00 PM-7:50 PM
4G

140
Business Meeting
5/28/99
7:00 PM-7:50 PM
4K

141
Business Meeting
5/28/99
7:00 PM-7:50 PM
4M

142
Business Meeting
5/28/99
7:00 PM-7:50 PM
Astoria

143
Business Meeting
5/28/99
7:00 PM-7:50 PM
PDR 1

144
Business Meeting
5/28/99
7:00 PM-7:50 PM
PDR 2

145
Reunion
5/28/99
8:00 PM-9:50 PM
4D

Using the Internet to Enhance Your Job Search Possibilities

Timothy Butkiewicz (cyberMIND)

Animal Trainers Forum Special Interest Group

Chair: Karen Pryor (Sunshine Books, Inc.)

To review the past year's accomplishments, review income and disbursements, invite interested people to attend/join, and plan future activities.

California Association for Behavior Analysis (Cal-ABA)

Chair: Randy Keyworth (Spectrum Center)

The purpose of this meeting will be to discuss recent developments in the certification of behavior analysts in California, legislation establishing behavior analysis as a recognized profession in California, and the 2000 Cal-ABA conference.

Developmental Special Interest Group

Chair: Jacob L. Gerwitz (Florida International University)

Purpose: To discuss future activities of the Developmental Special Interest Group.

Lesbigay Social Gathering

Chair: Kent Johnson (Morningside Academy)

A chance for those lesbian, bisexual and gay members of ABA to meet and greet! Find out about local events, places to go, the latest in lesbigay studies, and more.

OBM Network Business Meeting

Chair: Linda J. Hayes (Univeristy of Nevada, Reno)

Purpose: To review of Network's activities over the past year and plan for the future

30th Anniversary Reunion of the Behavior Analysis Program at the University of Florida

Chair: Henry S. Pennypacker (University of Florida)

146
Reunion
5/28/99
8:00 PM-9:50 PM
4K

147
Reunion
5/28/99
8:00 PM-9:50 PM
Boulevard C

148
Reception
5/28/99
8:00 PM-9:50 PM
International Ballroom
South

149
Reunion
5/28/99
8:00 PM-9:50 PM
Joliet

149a
Reception
5/28/99
8:00 PM-9:50 PM
Boulevard A

150
Special Event
5/28/99
10:00 PM-12:00 AM
International North

Drake University Graduates

Chair: Christie P. Enzinna (Behavior Treatment and Training Center)

1st Annual ABA Student Social

Chair: Amy J. Elliott (Western Michigan University)

Generously sponsored by Aubrey Daniels and Associates.

The New England Center For Children Reception for ABA President Gina Green

Chair: Bert Lannon (New England Center for Children)

20 Years of Project 12-Ways

Chairs: Brandon F. Greene (Southern Illinois University at Carbondale) and John Lutzker (University of Judaism)

BASIL and CABA Hospitality Suite

Chair: Charles Merbitz (Chicago Association for Behavior Analysis)

BASIL and CABA welcome you to Chicago! Hors d'ouvres and prizes will be provided. Drop by and see what's happening in Illinois. Posters will describe current happenings, graduate school opportunities and career opportunities.

ABA Expo

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

A. GRADUATE TRAINING PROGRAMS

1. Behavior Analysis at Auburn University.

Richard K. Fleming (Auburn University)

2. Graduate Training at East Carolina University.

KIM A. MEYER and Jeannie Golden (East Carolina University)

3. The Clinical-Behavioral Masters Program at Eastern Michigan University. Marilyn K. Bonem and Dennis J. Delprato (Eastern Michigan University)

4. **Graduate Programs in Special Education at The Ohio State University.** Gwendolyn Cartledge, John O. Cooper, Ralph Gardner III, Timothy E. Heron, WILLIAM L. HEWARD, Richard D. Howell, Nancy A. Neef and Diane M. Sainato (The Ohio State University)
 5. **M.S. Program in Behavior Analysis: St. Cloud State University.** Gloria J. Gasparotto, Kimberly A. Schulze and Anthony J. Marcattilio (St. Cloud State University)
 6. **Behavior Analysis at Temple University.** SAUL AXELROD, Claudia Cardinal, Donald A. Hantula, Philip N. Himeline, Kim Kirby and Leslie M. Skinner (Temple University)
 7. **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)
 8. **Behavior Analysis at the University of Nevada, Reno.** LINDA J. HAYES, James E. Carr, Patrick M. Ghezzi, Steven C. Hayes, Ramona Houmanfar and W. L. Williams (University of Nevada, Reno)
 9. **Graduate Training in Behavior Analysis at the University of North Texas.** JESUS ROSALES-RUIZ and Cloyd Hyten (University of North Texas)
 10. **Western Michigan University.** HOWARD E. FARRIS and R. WAYNE FUQUA (Western Michigan University)
- B. CHAPTERS, SIGS AND OTHER ORGANIZATIONS**
11. **ABA Education Board.** LINDA J HAYES, Mark A. Adams, Sean M. Coriaty, N. Joseph Rodrigues and Mark R. Dixon (University of Nevada, Reno)
 12. **New from the ABA Student Committee.** PETER-CORNELIUS DAMS, Amy J. Elliott (Western Michigan University) and Mark R. Dixon (Trinity Services, Inc.)
 13. **Animal Trainers Forum Special Interest Group.** KAREN PRYOR (Sunshine Books, Inc.) and Sharon Kirkpatrick-Sanchez (Behavior Treatment and Training Center).
 14. **BALANCE SIG.** ROGER BASS (Carthage College)
 15. **The Behavioral Programmer Newsletter.** BOBBY NEWMAN (Room to Grow)

16. **Behaviorists for Social Responsibility SIG.** MARK A MATTAINI (UWM School of Social Welfare)
17. **The B.F. Skinner Foundation.** JULIE S VARGAS (West Virginia University)
18. **Cambridge Center for Behavioral Studies.** BETSY J. CONSTANTINE (Cambridge Center for Behavioral Studies)
19. **The Center for Applied Behavior Systems, Virginia Polytechnic Institute and State University.** E. SCOTT GELLER (Virginia Polytechnic Institute & State University)
20. **The Chicago Association for Behavior Analysis.** CHARLES T MERBITZ (IIT)
21. **Internship in Behavior Analysis and Developmental Disabilities: The Children's Seashore House and the University of Pennsylvania.** RICHARD D. WEISSMAN (BBU, Children's Seashore House)
22. **NSSA and The Martin C. Barell School.** HOWARD C. SCHNEIDER & Victoria L. Ford (NSSA)
23. **Teaching Behavior Analysis Special Interest Group.** ROGER BASS (Carthage College)
24. **OBM Network.** RAMONA HOUMANFAR and Linda J. Hayes (University of Nevada, Reno)
25. **Virtual Education Corporation.** JOHN CROSBIE (West Virginia University)
- C. AROUND THE WORLD**
26. **The Latinamerican Association of Behavior Analysis-ABA Colombia. Twenty five years at the service of Colombia Behavioral Analysis.** Wilson Lopez, Ruben Ardila, Olga Valencia, Constanza Aguilar, Monica Alzate, Adriana Gomez and Fredy Reyes (ALAMOC-ABA, Colombia)
27. **EMEAB 4 in France in 2000.** MICHEL B. C. SOKOLOWSKI (Université de Picardie)
28. **Behavior Analysis in Norway.** KJETIL VIKEN (NAFO (Norwegian ABA))
29. **The Swedish Association for Behavior Analysis.** NED CARTER and Kenneth Nilsson (Dept of Neuroscience, Child and Adolescent Psychia)
30. **Worldwide Graduate Training Programs in Behavior Analysis.** LISA G. DAMS and Peter-Cornelius Dams (Western Michigan University)
31. **ABA International Development Program** SCOTT TRAYNOR, M. Seymour & Y. Heung (WMU)

ASSOCIATION FOR BEHAVIOR ANALYSIS

an international organization

Saturday, May 29

Day Schedule
Special and Invited Events
Reunions/Receptions
Convention Sessions
Presidential Address

	Room	7AM		8AM		9AM		10AM		11AM		12:00 PM-	1PM	2PM
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	1:30 PM	:30	:00
Lobby	Continental B													
	Continental C					#164 AUT Ch: Piccolo		#180 AUT Ch: Meinhold					#197 AUT Ch: Mozingo	
Second Floor	Int'l Ballroom N											POSTER SESSION		
	Int'l Ballroom S					#165 OTH Ch: Morris		#184 OTH					#198 OTH Ch: Yen	
	Boulevard A					#161 OBM Ch: Thurkow		#183 OBM Ch: Aujla					#195 OBM Ch: Geller	
	Boulevard B					#162 CBM Ch: Wong							#190b CBM ELLIS	
	Boulevard C					#163 OBM Ch: Pelaez-Nogueras		#179 OBM Ch: Bruce					#196 OBM Ch: Duarte	
	Waldorf Room							#178 DDA Ch: Harchik					#206 DDA Ch: MacDonald	
Third Floor	Astoria Room													
	Williford A													
	Williford B													
	Williford C					#172 EDC Ch: Kubina		#181b EDC HURSH					#207 EDC Ch: Donley	
	Marquette Room			#153 ABA Bus Mtg		#170 DDA Ch: Ivancic		#181c DDA LAYNG					#202 DDA Ch: Hoch	
	PDR 1							#175 CSE Ch: Ruiz					#203 CSE Ch: Rakos	
	PDR 2					#156b DEV PINKSTON		#176 DEV Ch: Killeen					#204 DEV Ch: Novak	
	PDR 3			#154 BALANCE		#171 TBA Ch: Duarte		#177 TBA Ch: Bass					#205 TBA Ch: Malott	
	PDR 4													
	PDR 5			#155 Tennessee										
Fourth Floor	4A					#156 AUT Ch: Scott		#173 AUT Ch: Fitzsimons					#191 AUT Ch: Fabrizio	
	4B													
	4C					#157 OTH Ch: Jackson							#192 OTH Ch: Allen	
	4D			#151 Rehab and Ind Lvng		#158 TPC Ch: Dougher		#182 TPC Ch: Grose					#190a TPC FRALEY	
	4E					#159 CBM Ch: Kanter								
	4F					#160 CBM Ch: Lalli							#193 EDC Ch: Sharpe	
	4G													
	4H							#174 VRB Ch: Palmer					#194 VRB Ch: Greer	
	4K			#152 Clinical SIG		#156a TOX MACPHAIL		#172a TOX VEZINA						
	Lake Ontario					#169 EAB Ch: Farmer-Dougan							#201 EAB Ch: Borja	
Eighth Floor	Lake Michigan					#168 EAB Ch: Critchfield		#181a EAB NEURINGER						
	Lake Huron					#167 EAB Ch: MacDonald							#200 EAB Ch: Orlando	
	Lake Erie					#166 EDC Ch: Benefield		#181 EDC Ch: Marchand-Martella					#199 EDC Ch: Peck	

Room	2PM :30	3PM :00 :30	4PM :00 :30	5PM :00	5:30 PM- 7:00 PM	7PM :00 :30	8PM :00 :30	9PM :00 :30
Continental B								
Continental C	#197 AUT (cont)	#219 AUT Ch: Drash						
Int'l Ballroom N					POSTER SESSION			
Int'l Ballroom S	#198 OTH (cont)		#221 Pres. Address			#237 OTH Women Behaving Boldly..		
Boulevard A	#195 OBM (cont)					#228a Aerobics		
Boulevard B	#210 CBM Ch: Greenway					#231 Autism SIG		
Boulevard C	#196 (cont)	#214 OBM Ch: Shamroa				#232 EAHB SIG		
Waldorf Room	#206 (cont)	#217 DDA Ch: Schepis						
Astoria Room						#230 Cambridge	#236 Cambridge Center for ...	
Williford A								
Williford B								
Williford C	#207 (cont)	#218 EDC Ch: Lewis						
Marquette Room	#202 DDA (cont)	#220 DDA Ch: VanHouten					#238 W Michigan University	
PDR 1	#203 CSE (cont)					#233 TBA SIG		
PDR 2	#204 (cont)	#215 DEV Ch: Lipsitt				#234 B.F. Skinner	#239 Utah State University	
PDR 3	#205 (cont)	#216 TBA Ch: Bass					#240 Standard Celeration	
PDR 4								
PDR 5								
4A	#191 (cont)	#213 AUT Ch: Ross						
4B								
4C	#192 OTH (cont)							
4D	#208 TPC Ch: Cole					#229 CABA	#235 B. F. Skinner Foundation	
4E	#209 CBM Ch: McNamara							
4F	#193 EDC (cont)							
4G						#229a JPS Wkshp		
4H	#194 (cont)							
4K								
Lake Ontario	#201 (cont)							
Lake Michigan	#212 EAB Ch: Fields							
Lake Huron	#211 EAB Ch: Marr							
Lake Erie	#199 EDC (cont)							

Special and Invited Events

Special Events

- # 153 **ABA Business Meeting.** Chair: Masaya Sato.
- # 221 **Presidential Address.** Chair: Masaya Sato. GINA GREEN.
- # 228a **Aerobics Workout.** Chairs: Kimberly Lucker and Amanda Nicolson.
- # 237 **Women Behaving Boldly II: Strategies and Stories of Behavior Analysts Meeting Life Challenges.** Chairs: Judith E. Favell and Maria E. Malott. BETH SULZER-AZAROFF, BARBARA C. ET'ZEL, SUSAN FOWLER, SIGRID S. GLENN, LAURA SCHREIBMAN, JAN SHELDON and CYDNEY YERUSHALMI.

Invited Events

- # 156a **Historical Foundations of Modern Behavioral Toxicology (TOX).** Chair: Chris Hughes. ROBERT C. MACFAIL.
- # 156b **Revisiting a Supportive Environment of Old Age (DEV).** Chair: Michelle Bourgeois. ELSIE M. PINKSTON.
- # 172a **Previous Exposure to Amphetamine Promotes Its Self-Administration: Acquisition and Responding on a Progressive-Ratio Schedule (TOX).** Chair: Steven Dworkin. PAUL VEZINA.

- # 175 **Feminist Issues and Behavior Analysis: An Emerging Nexus (CSE).** Chair: Maria R. Ruiz. CHRISTINE T. LOWERY and MICHELLE D. CORBIN.
- # 181a **The Significance of Behavioral Variability (EAB).** Chair: John Staddon. ALLEN NEURINGER
- # 181b **Making Classroom Contingencies Conspicuous through Assessment, Training, and Consumer Satisfaction (EDC).** DAN E. HURSH.
- # 181c **Emotions and Emotional Behavior: A Consequential Contingency Approach (DDA).** Chair: Greg Strikeleather. T.V. JOE LAYNG.
- # 190a **The Science of Philosophy (TPC).** Chair: Michael Markham. LAWRENCE FRALEY.
- # 190b **The Importance of Cognitive Processes in Facilitating Acceptance in Psychotherapy (CBM).** Chair: David E. Greenway. ALBERT ELLIS.

Reunions/Receptions

- # 235 **B.F. Skinner Foundation.** Chair: Julie S. Vargas.
- # 236 **Cambridge Center for Behavioral Studies.** Chair: Betsy J. Constantine.
- # 238 **Western Michigan University.** Chair: R. Wayne Fuqua.
- # 239 **Utah State University.** Chair: Marilyn K. Bonem.
- # 240 **Standard Celeration Chart Data Sharing.** Chair: Stephen A. Graf.

Convention Sessions

151

Business Meeting
5/29/99

8:00 AM-8:50 AM
4D

Rehabilitation and Independent Living

Chair: Charles T. Merbitz (IIT)

Purpose: To conduct business, hold elections, review history and make plans.

152

Business Meeting
5/29/99

8:00 AM-8:50 AM
4K

ABA Clinical Special Interest Group

Chair: Kelly G. Wilson (University of Nevada, Reno)

The purpose of this meeting is to discuss the business of the SIG, including promotion of clinical presentations at ABA, election of officers, and dissemination of newsletter.

153

Business Meeting
5/29/99

8:00 AM-9:00 AM
Marquette

ABA Business Meeting

Chair: Masaya Sato (Keio University, Japan)

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. Information items from attendees will be welcome.

- Jon S. Bailey (Florida State University)
- Marc Branch (University of Florida)
- Peter-Cornelius Dams (Western Michigan University)
- Mark R. Dixon (Trinity Services, Inc.)
- Amy Elliott (Western Michigan University)
- Gina Green (New England Center for Children)
- James M. Johnston (Auburn University)
- Maria E. Malott (Malott & Associates)
- Jay Moore (University of Wisconsin-Milwaukee)
- Carol Pilgrim (University of North Carolina, Wilmington)
- Masaya Sato (Keio University)

154

Business Meeting
5/29/99

8:00 AM-8:50 AM
PDR 3

Behavior Analysis League for Accuracy in News Commentary and Education (BALANCE)

Chair: Roger Bass (Carthage College)

Purpose: To review goals met from last year and set goals for 1999-2000. Develop tactics for advancing accurate representations of behavior analysis. Elect new officers.

- # 155
Business Meeting
5/29/99
8:00 AM-8:50 AM
PDR 5
- # 156
Paper Session
5/29/99
9:00 AM-9:50 AM
4A
AUT
- # 156a
Invited Event
5/29/99
9:00 AM-9:50 AM
4K
TOX
- # 156b
Invited Event
5/29/99
9:00 AM-9:50 AM
PDR2
DEV
- # 157
Symposium
5/29/99
9:00 AM-10:50 AM
4C
OTH
- Tennessee ABA**
Chair: George Zukotynski (Division of Mental Retardation Services)
- High-Impact Intervention for Young Children with Autism**
Chair: Jack Scott (Florida Atlantic University)
- **IMAGINE: Intensive Model for Autism of Generative Instruction Excellence.** GIORDANA MALABELLO (University of Western Australia)
 - **Etiological Factors in Autism: A Functional Analysis of Reinforcement Contingencies.** PHILIP W. DRASH (Intellectual Development International) and Roger M. Tudor (Westfield State College)
- Historical Foundations of Modern Behavioral Toxicology**
Chair: Chris Hughes (University of North Carolina - Wilmington)
- **ROBERT C. MACPHAIL** (U.S. Environmental Protection Agency)
- Revisiting a Supportive Environment of Old Age**
Chair: Michelle Bourgeois (Florida State University)
- **ELSIE M. PINKSTON** (The University of Chicago)
- Opportunities for Behavior Analysis in Sport Science**
Chair: Jan M. Jackson (Auburn University)
Discussant: Tom Welsch (Florida State University)
- **Behavior Analysis and Personal Fitness Training.** JAN M. JACKSON and Richard K. Fleming (Auburn University)
 - **The History of Behavior Analysis in Sport Psychology.** BRYAN K. SAVILLE and Richard K. Fleming (Auburn University)

158
Symposium
5/29/99
9:00 AM-10:50 AM
4D
TPC

- **Future Directions for Research and Practice in Behavioral Sport Science.** RICHARD K. FLEMING, Julie Clow, Bryan K. Saville and Jeremy Rahill (Auburn University)
- **Introducing Science Into Art: Applied Behavior Analysis, Personal Training and Martial Arts.** BOBBY NEWMAN (Orca Dragon Kenpo)

Relational Stimulus Control and Emergent Behavior: Current Views and Research Directions

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

Discussant: Richard L. Shull (UNC at Greensboro)

- **Testing Relational Frame Theory.** STEVEN C. HAYES (University of Nevada, Reno)
- **Naming and Novel Behavior.** PAULINE J. HORNE and C. Fergus Lowe (University of Wales, Bangor)
- **Stimulus Equivalence and Relational Stimulus Control: What are the Proper Units of Analysis?** CAROL PILGRIM and Mark Galizio (UNC at Wilmington)
- **Stimulus Control Topography Coherence Theory: A Brief Introduction.** WILLIAM MCILVANE (E.K. Shriver Center)

Applications and Extensions of Functional Analysis in Adult Psychotherapy

Chair: Jonathan W. Kanter (University of Washington)

Discussant: Robert J. Kohlenberg (University of Washington)

- **An Experimental Analysis of the Effects of Two Types of Functional Analytic Interpretations in the Context of an Acceptance-Based Psychotherapy.** LUCIANNE HACKBERT (University of Washington Medical School)
- **The Practice of Functional Analytic Psychotherapy with Families and Groups.** P. SCOTT LAWRENCE (University of North Carolina at Greensboro)

159
Symposium
5/29/99
9:00 AM-10:50 AM
4E
CBM

160
Symposium
5/29/99
9:00 AM-10:50 AM
4F
CBM

- **FACT in Private Psychiatric Practice in Germany.** RAINER F. SONNTAG (Private Practice Olpe, Germany)
- **Enhancing the Effectiveness of Cognitive Therapy for Depression with Functional Analytic Psychotherapy.** JONATHAN W. KANTER, Chauncey Parker, Madelon Bolling and Robert J. Kohlenberg (University of Washington)

Functional Analysis and Treatment of Problem Behavior

Chair: Joseph S. Lalli (University of Pennsylvania School of Medicine)

Discussant: Timothy R. Vollmer (University of Florida)

- **Noncontingent Reinforcement with and without Extinction in the Treatment of Self-injury.** MARYCATE BUCKLEY and Patrick Progar (Children's Seashore House)
- **Using MDRO to Reduce Aberrant Behavior Maintained by Social Positive Reinforcement.** LISA N. BRITTON, James E. Carr, Heidi Landaburu, Kimberley Enloe, Kimberlee Romick, Ryan Pabico, Jill Romick and Jamie Cuva (University of Nevada, Reno)
- **The Use of Descriptive Analyses to Identify and Manipulate Schedules of Reinforcement in the Treatment of Food Refusal.** SEAN D. CAEY, Linda J. Cooper, David P. Wacker and Barbara E. Rankin (University of Iowa)
- **A Functional Analysis of Trichotillomania.** JOHN C. BORRERO, Timothy R. Vollmer (University of Florida) and Carrie S. Wright (Children's SeashoreHouse)

161
Symposium
5/29/99
9:00 AM-10:50 AM
Boulevard A
OBM

Shaping Chevron Chemical Company's Success Through Behavioral and System Changes

Chair: Tracy Thurkow (Continuous Learning Group, Inc.)

Discussant: Bill L. Hopkins (Auburn University)

- **An Overview of How Chevron Chemical Company is Shaping Organizational Success through Prioritization and Integration.** DON LANGEWISCH (Chevron Chemical Co.) and Bill Redmon (Continuous Learning Group, Inc.)

162
Symposium
5/29/99
9:00 AM-10:50 AM
Boulevard B
CBM

- **Implementing a Critical Priority in Supply-Chain Management.** ALLAN QUIAT and MaryAnn McGregor (Chevron Chemical Co.)
- **Extending Learnings from Reinforcement-Based Leadership to the Overseas Business.** NEIL WILSON (Chevron Corporation)
- **Shaping Organizational Systems: Strategic Staffing.** KIM SCOW (Chevron Chemical Co.)
- **Tracking the Success of the Chevron Chemical Approach.** DON LANGEWISCH (Chevron Chemical Co.)

Innovative Contingency Management Procedures for the Treatment of Substance Abuse

Chair: Conrad J. Wong (University of Vermont)

Discussant: William M. Baum (University of New Hampshire)

- **A Within-subject Comparison of Three Different Schedules of Reinforcement of Drug Abstinence Using Cigarette Smoking as an Exemplar.** JOHN M. ROLL (Wayne State University) and Stephen T. Higgins (University of Vermont)
- **Sensitivity of Marijuana Use in Schizophrenic Individuals to Contingency Management.** STACEY C. SIGMON and Stephen T. Higgins (University of Vermont)
- **Long-Term Exposure to Abstinence Reinforcement Contingencies.** KENNETH SILVERMAN, Elias Robles, George E. Bigelow and Maxine L. Stitzer (Johns Hopkins School of Medicine)
- **Voucher-Based Reinforcement of Opiate Abstinence during Methadone Detoxification.** ELIAS ROBLES (Johns Hopkins School of Medicine)
- **Process Analyses of Effective Treatment for Cocaine Dependence.** JESSE B. MILBY, Joseph E. Schumacher, Cecelia McNamara, Stuart Usdan, Dennis Wallace and L. A. Bell (University of Alabama at Birmingham)

163
Symposium
5/29/99
9:00 AM-10:20 AM
Boulevard C
OBM

Beyond Percent Safe: Methods, Measures, and Analyses that Help Clients Justify Safety Expenditures and Make Future Safety Decisions

Chair: Martha Pelaez-Nogueras (Florida International University)

Discussant: Donald A. Hantula (Temple University)

- **Managing Safety Performance and Its Financial Risk.** DWIGHT HARSHBARGER (Pareto Solutions)
- **Analyzing Key Outcome Variables: Frequency, Severity, Costs of Incidents.** MARK A. ALAVOSIUS (The Abacus Group)
- **Beyond the Realm of Percent Safe: From Anecdotal Evidence of Safety Improvement to Empirical Results.** AMY K. RAJALA (Liberty Mutual Insurance Group)

164
Symposium
5/29/99
9:00 AM-10:20 AM
Continental C
AUT

Applications of the Picture Exchange Communications System (PECS): Building and Expanding Skill Repertoires

Chair: Ellen Piccolo (Rutgers, The State University)

Discussant: Mary Jane Weiss (Rutgers, The State University)

- **PECS to Teach Manding with a 23-Month-Old with Autism.** KENDRA PEACOCK (Rutgers, The State University)
- **PECS to Teach "I Don't Know" When Presented with Novel Stimuli.** NINA WILDE and Jacqueline Wright (Rutgers, The State University)
- **Assessing the Utility of 3D-2D Matching Skills for the Acquisition of Manding via PECS.** NOEL NELSON and Nina Wilde (Rutgers, The State University)

165
Panel Discussion
5/29/99
9:00 AM-10:50 AM
International Ballroom
South
OTH

Reflections on Twenty-Five Years of ABA: Past, Present, and Future

Chair: Edward K. Morris (University of Kansas)

- DONALD M. BAER (University of Kansas)
- JUDITH E. FAVELL (Advoserv)
- SIGRID S. GLENN (University of North Texas)

166
Paper Session
5/29/99
9:00 AM-10:20 AM
Lake Erie
EDC

- PHILIP N. HINELINE (Temple University)
- MARIA E. MALOTT (ABA Executive Director)
- JACK MICHAEL (Western Michigan University)

Effective Instructional Strategies for College Students

Chair: Jennifer Benefield (Jacksonville State University)

- **Making Data-Based Decisions for University Classroom Curricular Changes.** KAREN L. MAHON (University of Kansas) and Patricia A. Haught (West Virginia University)
- **Goodbye, CII. . .Hello Academic Center for Excellence!** CLAUDIA E. MCDADE and John M. Brown (Academic Center for Excellence)
- **Effects of Active Student Responding on Achievement of Undergraduate Psychology College Students.** MARILYN G. COLON and Jon S. Bailey (Florida State University)

167
Paper Session
5/29/99
9:00 AM-10:50 AM
Lake Huron
EAB

The Analysis of Choice

Chair: James S. MacDonall (Fordham University)

- **Assessing a Local Model of Choice Using Variable-Interval Schedules.** JAMES S. MACDONALL (Fordham University)
- **The Barrier Choice Paradigm: Testing the Matching Law with Eight Alternatives and Travel Requirements.** CARLOS F. APARICIO (Universidad de Guadalajara, CEIC)
- **Inducing Bias in Choice: Different Distances to the Changeover Levers.** JAMES S. MACDONALL (Fordham University)
- **Risky Choice and Budget.** Jay N. Goldshmidt and EDMUND FANTINO (University of California, San Diego)

168
Symposium
5/29/99
9:00 AM-10:50 AM
Lake Michigan
EAB

**Behavior Analysis Meets Cognition:
Categorization and Concept Learning**

Chair: Thomas S. Critchfield (Illinois State University)

Discussant: Anne C. Watson (West Virginia University)

- **Categorizing Categorization.** THOMAS S. CRITCHFIELD (Illinois State University)
- **Comparative Nonverbal Categorization: Nonhuman Animals vs. Human Infants.** JULIE K. CLOW (Auburn University)
- **The Role of Feature Classes in Stimulus-Control Shaping.** RICHARD W. SERNA and William J. McIlvane (E.K. Shriver Center)
- **Fully Documenting Generalized Equivalence Classes: A Systematic Analysis.** LANNY FIELDS and Kenneth F. Reeve (Queens College and the Graduate School and University)
- **Prototype Effects within Stimulus Equivalence Classes and Natural Language Categories.** KATHERINE L. STEWART, Mark Galizio and Carol Pilgrim (University of North Carolina at Wilmington)

169
Symposium
5/29/99
9:00 AM-10:50 AM
Lake Ontario
EAB

**Within-Session Patterns of Responding:
Behavioral Contrast, Extinction, Prospective
Factors and CRF**

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

Discussant: James D. Dougan (Illinois Wesleyan University)

- **Two Tests of Habituation Contract.** SAMANTHA SWINDELL and Frances K. McSweeney (Washington State University)
- **Prospective Influences on Within-Session Response Patterns.** JEFFREY N. WEATHERLY, Jason E. Stout and Cam L. Melville (McNeese State University)

170
Symposium
5/29/99
9:00 AM-10:50 AM
Marquette
DDA

- **Within-session Decreases as a Function of Amount Eaten under CRF Scheduling.** KENJIRO AOYAMA (Doshisha University)
- **Within-session Response Patterns during Variable Interval, Random Reinforcement, and Extinction Procedures.** FRANCES K. MCSWEENEY, Samantha Swindell and Jeffrey N. Weatherly (McNeese State University)

Reinforcer Assessment: Applications and Issues

Chair: Martin T. Ivancic (Western Carolina Center)

Discussant: Gary M. Pace (Kennedy Krieger Institute)

- **Differences between Relative vs. Absolute Reinforcement Effects: Implications for Preference Assessments.** EILEEN M. ROSCOE, Brian A. Iwata, SungWoo Kahng and Gregory P. Hanley (The University of Florida)
- **The Effects of Establishing Operations on Preference Assessment Outcomes.** JENNIFER M. GOTTSCHALK, Myrna E. Libby and Richard B. Graff (The New England Center for Children)
- **The Effects of Differential Consequences on Stated Preference Among Activities.** GREGORY P. HANLEY, Brian A. Iwata and Jana S. Lindberg (The University of Florida)
- **Using Ongoing Stimulus Preference Assessments to Track Behavioral Treatment Effects.** JOEL E. RINGDAHL, Barbara Rankin, Gregory Reed, Marc Andelman, Jennifer Sellers (The University of Iowa), Timothy R. Vollmer (The University of Florida), Henry S. Roane and Bethany A. Marcus (Louisiana State University)
- **Response Acquisition under Indirect and Direct Contingencies of Reinforcement.** RACHEL H. THOMPSON, Brian A. Iwata, Michelle D. Wallace, Juliet Connors, Eileen M. Roscoe and Jeffery Hickman (The University of Florida)
- **Toward Establishing Criteria for Interpreting Stimulus Preference Assessments.** THOMAS S. HIGBEE, James E. Carr and Cristin D. Harrison (The University of Nevada, Reno)

171
Paper Session
5/29/99
9:00 AM-9:50 AM
PDR 3
TBA

Evaluating Instruction and the Place of Behavior Analysis in Psychology

Chair: Myra Duarte (Florida International University)

- **Comparative Teaching Environments for a Natural Science of Behavior.** LAWRENCE E. FRALEY (West Virginia University)
- **Some Thoughts on Course Evaluations Procedures, Accreditation Criteria and Assessment.** JAY MOORE (University of Wisconsin-Milwaukee)

172
Symposium
5/29/99
9:00 AM-10:50 AM
Williford C
EDC

Precision Teaching and Behavior Analysis: Synergy for the 21st Century

Chair: Richard M. Kubina (The Ohio State University)

Discussant: Jesus Rosales-Ruiz (University of North Texas)

- **Inserting Precision Teaching into an Applied-Behavior-Analytic Teaching System for Students with Autism.** GUY BEDIENT (Connecticut Center for Child Development)
- **Graphic Display and "The Chart."** RICHARD M. KUBINA (The Ohio State University)
- **Behavioral Fluency: Features of the New Paradigm.** CARL BINDER (Binder Riha Associates)
- **The Learning Channel Advantage.** MORTEN HAUGLAND and Richard M. Kubina (The Ohio State University)
- **Computer-based Applications of Precision Teaching.** JOHN W. ESHLEMAN (EasyLearn Systems, Inc.)

172a
Invited Event
5/29/99
10:00 AM-10:50 AM
4K
TOX

Previous Exposure to Amphetamine Promotes Its Self-Administration: Acquisition and Responding on a Progressive-Ratio Schedule

Chair: Steven Dworkin (University of North Carolina - Wilmington)

- PAUL VEZINA (The University of Chicago)

173
Panel Discussion
5/29/99
10:00 AM-11:50 AM
4A
AUT

Starting and Running an Autism Center: Issues and Problems

Chair: Patricia Fitzsimons (Connecticut Center for Child Development)

- GIORDANA MALABELLO (University of Western Australia)
- JUDY WEBER (Tobinworld)
- MARK L. SUNDBERG (STARS School)
- DAWN BUFFINGTON (Institute for Educational Achievement)
- MATT ISRAEL (Judge Rottenberg Education Center)

174
Symposium
5/29/99
10:00 AM-11:20 AM
4H
VRB

Joint Control and the Analysis of Complex Behavior: Taxonomy, Mechanism and Rules

Chair: David C. Palmer (Smith College)

Discussant: David C. Palmer (Smith College)

- **Higher-Order Classes: The Relevance of Joint Control to a Taxonomy of Novel Performances.** PER HOLTH (University of Oslo)
- **Computer Stimulations of Operant Mechanisms for Joint Control.** WILLIAM R. HUTCHISON (Behavior Systems LLC)
- **Joint Control and Rule-Following: An Analysis of Purpose.** BARRY LOWENKRON (California State University, Los Angeles)

175
Invited Event
5/29/99
10:00 AM-11:50 AM
PDR 1
CSE

Feminist Issues and Behavior Analysis: An Emerging Nexus

Chair: Maria R. Ruiz (Rollins College)

Discussant: Daniel J. Bernstein (University of Nebraska)

- **Feminism Subsumed by Native American Thought.** CHRISTINE T. LOWERY (University of Wisconsin)
- **Research on Women and Gender: Where are the Behavior Analysts?** MICHELLE D. CORBIN (Eastern Michigan University)

176
Symposium
5/29/99
10:00 AM-11:50 AM
PDR 2
DEV

- **Feminism and the Dimensions of Applied Behavior Analysis.** JENNIFER DRESSEL (University of Kansas)
- **Undetected Racism and Sexism in Cultural Practices: How Behavior Analysis Can Help.** Maria R. Ruiz (Rollins College) and CHATA DICKSON-CROSSLEY (Quest Kids, Inc.)

Developmental Implications of Reinforcement Delay and Other Patterns

Chair: Peter R. Killeen (Arizona State University)

Discussant: Anne S. Kupfer (The May Institute)

- **Developmental Implications of Delay of Reinforcement.** A. CHARLES CATANIA, Elliot Shimoff (University of Maryland at Baltimore County) and Terje Sagvolden (University of Oslo, Norway)
- **The Effects of Delayed Reinforcement on Learning in Infants.** MYRA DUARTE and Jacob L. Gewirtz (Florida International University)
- **Conjugate Reinforcement in Early Development.** ANTHONY J. DECASPER (University of North Carolina at Greensboro)
- **Some Issues in Delayed and Conjugate Reinforcement.** PETER R. KILLEEN (Arizona State University)

177
Symposium
5/29/99
10:00 AM-11:50 AM
PDR 3
TBA

What Suzuki Educators and Behavior Analysts Have to Offer Each Other

Chair: Roger Bass (Carthage College)

Discussant: Julie S. Vargas (West Virginia University)

- **Some Similarities Between Suzuki Education and Behavior Analysis.** ROGER BASS (Carthage College)
- **Applied Behavior Analysis in Music Education: From the USA to Japan.** R. DOUGLAS GREER (Columbia University)
- **Gifts from Precision Teachers to Suzuki Teachers.** OGDEN R. LINDSLEY (Behavior Research Company)
- **An Experimental Psychologist's Look at Suzuki Education.** MASAYA SATO and Juko Ando (Keio University)

- **Reinforcement in Suzuki Education.** CAROLYN BARRETT (Suzuki Association of Greater Washington)
- **Observation and Analysis of Suzuki String Training.** ELAINE COLPRIT (Bowling Green State University)
- **Behavior Analysis and Music Teacher Preparation.** ROBERT DUKE (University of Texas at Austin)

178

Symposium

5/29/99

10:00 AM-11:50 AM

Waldorf

DDA

Improving the Way We Manage Services for People with Disabilities

Chair: Alan E. Harchik (The May Institute)

Discussant: Robert Babcock (Emory Autism Resource Center)

- **Can Anyone Learn to be an EI Provider?** SHAHLA ALA'I-ROSALES and Carla Edwards (University of North Texas)
- **Training Preschool Staff to Teach: Developing Skills of Young Children with Disabilities in an Inclusive Setting.** MAUREEN M. SCHEPIS (Family, Infant, and Preschool Program), Marsha B. Parsons (Carolina Behavior Analysis and Support Center), Jean Ownbey (Western Carolina Center) and Dennis H. Reid (LSU Medical Center)
- **The Use of Cumulative Feedback in a Human Service Agency.** Lyle F. Feinberg, ALAN E. HARCHIK and Kim M. Small (The May Institute)
- **Hear Ye, Hear Ye, The Dragon is Bigger Than We Thought! A Tale of a Quest for a Stable Direct Service Work Force to Provide Community Services for People with Disabilities.** MICHAEL C. STROUSE, Tammy Carrol (Community Living Opportunities), James A. Sherman and Jan B. Sheldon (University of Kansas)

179

Symposium

5/29/99

10:30 AM-11:50 AM

Boulevard C

OBM

Behavior Analysis at Work

Chair: Guy Bruce (Aubrey Daniels & Associates)

Discussant: Aubrey C. Daniels (Aubrey Daniels & Associates)

- **Behavior Analysis at Work, Part I.** JUDY L. AGNEW (Aubrey Daniels & Associates)

180
Symposium
5/29/99
10:30 AM-11:50 AM
Continental C
AUT

- **Behavior Analysis at Work, Part II.** JAMES DANIELS (Aubrey Daniels & Associates)
- **Behavior Analysis at Work, Part III.** GUY BRUCE (Aubrey Daniels & Associates)

Childhood Autism: Needs Analysis, Education and Training, and Field Assessment

Chair: Patricia M. Meinhold (The Summit Centre for Preschool Children with Autism)

Discussant: Patricia M. Meinhold (The Summit Centre for Preschool Children with Autism)

- **Needs Analysis of Families with Autistic Children.** PETER A. HOLMES, Julie M. Smith, Jennifer L. Thomas and Dennis J. Delprato (Eastern Michigan University)
- **A Multilevel Academic and Field Course in Behavioral Intervention for Autism.** DENNIS J. DELPRATO and Jennifer L. Thomas (Eastern Michigan University)
- **Field Assessment of the Quality of Current Discrete Trial Training Procedures.** JENNIFER L. THOMAS and Dennis J. Delprato (Eastern Michigan University)

181
Symposium
5/29/99
10:30 AM-11:50 AM
Lake Erie
EDC

Reading and Spelling Remediation in K-12 Classrooms

Chair: Nancy E. Marchand-Martella (Eastern Washington University)

Discussant: Timothy Slocum (Utah State University)

- **Assessing the Effects of the Sound Partners Reading Program with At-Risk First Through Third Grade Students.** LYNN WATERBURY, Craig Mott, Nancy E. Marchand-Martella, Ronald C. Martella (Eastern Washington University) and J. Ron Nelson (Arizona State University)
- **Effects of a Peer-Delivered Corrective Reading Program with Repeated Reading on the Reading Performance of At-Risk Secondary Students: An Examination across Four High Schools.** NANCY E. MARCHAND-MARTELLA, Ronald Martella, Daniel F. Bettis, Sarah Ellis, Matthew Orlab and Chrissy Riddle (Eastern Washington University)

181a
Invited Event
 5/29/99
 11:00 AM-11:50 AM
 Lake Michigan
 EAB

181b
Invited Event
 5/29/99
 11:00 AM-11:50 AM
 Williford C
 EDC

181c
Invited Event
 5/29/99
 11:00 AM-11:50 AM
 Marquette
 DDA

182
 Paper Session
 5/29/99
 11:00 AM-11:50 AM
 4D
 TPC

183
 Paper Session
 5/29/99
 11:00 AM-11:50 AM
 Boulevard A
 OBM

- **Assessing the Effects of the Spelling Mastery Program with First through Sixth Grade Students.** DANIEL F. BETTIS, Nancy E. Marchand-Martella, Ronald C. Martella (Eastern Washington University), Linda McGlocklin, Susan Hornor, Deb Drouin, Judy Williams and Becky Cook (Evergreen Elementary School)

The Significance of Behavioral Variability

Chair: John Staddon (Duke University)

- ALLEN NEURINGER (Reed College)

Making Classroom Contingencies Conspicuous through Assessment, Training, and Consumer Satisfaction

Chair: Dan E. Hursh (West Virginia University)

- DAN E. HURSH (West Virginia University)

Emotions and Emotional Behavior: A Consequential Contingency Approach

Chair: Greg Strikeleather (Conductive Ventures)

- T.V. JOE LAYNG (Morningside Academy)

Issues in Radical Behaviorism

Chair: Laura K. Grose (Eastern Michigan University)

- **The Contextual Stance.** GORDON R. FOXALL (Keele University)
- **Radical Behaviorism and the Varieties of Determinism: Is There an Agreed upon Definition within Radical Behaviorism?** MICHAEL B. EHLERT (Brigham Young University)

Behavioral Safety

Chair: Neelu Aujla (Florida International University)

- **Ready To Be Safe? How Would You Know?** TRAVIS ESCHENMANN, Joseph Picardi and Phillip K. Duncan (West Chester University)
- **"Motivating" Safety: What the Literature Tells Us.** KRISTIN M. DIFONZO, Molly A. Schick and Phillip K. Duncan (West Chester University)

184

Paper Session
5/29/99

11:00 AM-11:20 AM
International Ballroom
South
OTH

185

Poster Session
5/29/99

12:00 PM-1:30 PM
International Ballroom
North
AUT

Direct Intervention with Domestic Dogs

Chair: Imogene Standtke (Eastern Michigan University)

- **Baiting vs. Prompting in Training Domestic Dogs: Acquisition and Extinction.** DANA R. REINECKE (The Graduate School and University Center, CUNY), Robert DeFranco (The Animal Behavior Center of New York and Sophia Mavroidis (Queens College)
- 1. Orientation Towards Peers and Adults of Three Children with Autism as a Function of Reinforcer Delivery. DANA R. REINECKE (The Graduate School and University Center, CUNY), Margaret Murphy and Nancy S. Hemmes (Queens College, CUNY)
- 2. Effects of Multiple-Cue Conditional Discrimination Training with Children with Autism: An Investigation of Receptive and Expressive Language Skills. STEPHANIE D. BETHKE, Karla J. Doepke and James F. McCoy (Auburn University)
- 3. Investigating Performance Adduction in a Young Autistic Child: The Acquisition of a Complex Mathematics Skill through the Teaching of Component Tool Skills Using Free Operant Fluency Building and Standard Celeration Charting. SIMMONE POGORZELSKI, Bee Poh Yeo (The Australian Optimal Learning Center) and Giordana Malabello (University of Western Australia)
- 4. Language Acquisition: Utility of Function vs. Topography. RAYMOND G. ROMANCZYK, Stephanie B. Lockshin, Jennifer Gillis and Lori Palmieri (Institute for Child Development)
- 5. Facilitating Prelinguistic Skills. JANA M. HEALEY (The May Institute)
- 6. Fluency-Based Instruction to Improve Long-Term Retention of Academic Skills in Young Children with Autism. MICHAEL A. FABRIZIO and Alison L. Moors (Morningside Academy)
- 7. Application of a Generalized Teaching Procedure for Concept Instruction with Children with Autism. ALISON L. MOORS and Michael A. Fabrizio (Morningside Academy)

8. Fading of a Classroom Aide as a Reinforcer for a First Grader with Autism. BETH SWATSKY and Paul T. Andronis (Northern Michigan University)
9. Implementing Morningside Math with a First Grader with Autism. KRISTINE PORTER, Beth Swatsky and Paul T. Andronis (Northern Michigan University)
10. The Evaluation of the Efficacy of Parent Training in a Private School for Students with Autism. RANDY HOROWITZ, Mary McDonald, Adrienne Horowitz and Kerri McAlpine (The Genesis School)
11. Effects of Video Modeling on Spontaneous Play Initiation and Conversational Speech in Children with Autism. FLORENCE D. DIGENNARO and Lara McWilliams (The Genesis School)
12. Effects of Fluency "Card Turning" on Stereotypy and Response Rates. JILL E. HENRY, Heather Cramer and Guy Bedient (Connecticut Center for Child Development)
13. Developing Norm-Based Goals for First-Grade Students with Autism to Improve Attend, Responding to the Teacher, and Interacting Socially in Inclusive School Settings. ANGELIKI GENA (University of Athens, Greece) and Aikaterini Patsoule (Institute of Behavior Research and Therapy; Athens, Greece)
14. Increasing Spontaneous Requests in Children with Autism Using Environmental Cues. ANDREA I. WACHS, Lisa Esposito, Nancy Ferrar and Mary McGovern (School for Autistic Children)
15. The Effectiveness of Video Modeling to Teach Spontaneous Greetings to Children with Autism. FRANK R. CICERO, Denise Lorelli, Shari Schatzman and Ahuva Schuck (Eden II School for Autistic Children)
16. Using Video Modeling to Teach Perspective Taking to Children with Autism. SUSAN KELSO, Linda LeBlanc, Caroline E. Morris, Sabrina Daneshvar and Marjorie H. Charlop-Christy (Claremont McKenna College)

186
 Poster Session
 5/29/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 DDA

17. The Effectiveness of Peer Modeling across Three Young Children with Autism or a Related Communication Disorder. ZYAN SANSOM and Dolleen-Day Keohane (TreeHouse School)
18. A Comparison between Instructional Tactics in Teaching a Point to Sample Task. REBECCA TERREY and Dolleen-Day Keohane (TreeHouse School)
19. The Effects of Changing Antecedents in a Point-to-Sample Task on Mastery. JUDITH ASHLEY, and Dolleen-Day Keohane (TreeHouse School)
20. Evaluation of Low-Ranked Items in a Preference Assessment. CICELY C. TARAVELLA, Dorothea C. Lerman, Henry S. Roane, Carole M. Van Camp and Michael E. Kelley (Louisiana State University)
21. Using a Computerized Data Collection System to Increase the Completeness of Data Collection. DARLENE M. ZDANOWSKI, Mark R. Dixon (Trinity Services, Inc.) and Larry Williams (University of Nevada, Reno)
22. Assessment of Reinforcers: Computer vs. Staff Administration. MEREDITH L. COCHRAN and Raymond G. Romanczyk (Institute for Child Development)
23. Relations between Needs, Supports, and Lifestyle Satisfaction of People with Developmental Disabilities. SHAYLA HARAPIAK, Jennifer Garinger (St. Amant Centre) and Dickie Yu Yu (St. Amant Centre and University of Manitoba)
24. Concurrent Validity of the Essential Community Living Skills Assessment and the Scales of Independent Behavior-Short Form. JENNIFER GARINGER, Shayla Harapiak (St. Amant Centre) and Dickie Yu Yu (St. Amant Centre and University of Manitoba)
25. A Comparison of Paired-Stimulus Preference Methods: Questionnaire vs. Stimulus Presentation. ANNE M. BRAUN (Trinity Services, Inc.) and James E. Carr (University of Nevada, Reno)

26. Distinguishing Between Extinction and Punishment Effects of Response Blocking: A Replication of Lerman and Iwata. RICHARD G. SMITH, Lori Russo, Duy D. Le, Wendy Jacobs and Robert Churchill (University of North Texas)
27. Using an Auditory-Visual Discrimination Procedure to Establish Auditory Discrimination Ability: A Case Study. W. LAWRENCE WILLIAMS, Jaqueline Collins, Jaqueline Collins (University of Nevada, Reno) and Robin Draper (Sierra Regional Center)
28. Subjective Well-being in Persons with Profound Disabilities. YVONNE E. BRUINSMA (Rijksuniversiteit Leiden, Netherlands and Fairview Developmental Center, Costa Mesa, California), Paul E. Touchette (University of California, Irvine) and Paul H. Smeets (Rijksuniversiteit Leiden, Netherlands)
29. Increasing Appropriate Social Contact in a 24-year Old Adult with a Pervasive Developmental Disorder. BONNIE SCHISLER (Florida Atlantic University)
30. Using a Computerized Data Collection to Increase Completeness of Data Collection. DARLENE ZDANOWSKI (Trinity Services Inc.) and W. Lawrence Williams (University of Nevada, Reno)
31. The Effects of Feedback on Staff-Client Interactions in a Therapeutic Recreational Setting. LAURI A. SCHUTZIUS (Trinity Services Inc.) and W. Lawrence Williams (University of Nevada, Reno)
32. The Evaluation of a Direct Observation Data Collection Method. CHRISTOPHER A. EMPEY, W. Lawrence Williams and Jennifer Hubbard (University of Nevada, Reno)
33. Response Switching to Repeated Questions by Individuals with Developmental Disabilities during the Satisfaction Interview Survey. IVY M. CHONG, Garry Martin (University of Manitoba) and Dickie Yu (St. Amant Centre)
34. Toilet Training a Four-year Old with Developmental Disabilities. SANTA MATTEO, Christine Kelly and Jeanne Speckman (Babies Prep School, Inc.)

35. Elimination of Continuous Mechanical Restraint for a Woman with Chronic Self-Inflicted Tissue Damage. JAMES L. MANCHACK and Don E. Williams (Richmond State School)
36. A Behavioral Analysis of Vocal Tics Attributed to Tourette's Syndrome. JENNIFER J. CERCONI, Henry S. Roane, Cathleen C. Piazza, Michelle Chin and Gina Sgro (The Kennedy Krieger Institute and the Johns Hopkins School of Medicine)
37. The Identification of Competing Stimuli in the Treatment of Problem Maintained by Automatic Reinforcement. MICHAEL D. DELIA, Cathleen C. Piazza, Han-Leong Goh, John D. Adelinis, Gregory P. Hanley, Jennifer Scruggs, Henry S. Roane (The Kennedy Krieger Institute and the Johns Hopkins School of Medicine) and Dawn Resau (Kennedy Krieger Institute)
38. Evaluating the Effects of Matched Stimuli in the Reinforcement of Socially Adaptive Behaviors. MICHAEL D. DELIA, Cathleen C. Piazza, Han-Leong Goh, John D. Adelinis and Henry S. Roane (The Kennedy Krieger Institute and the Johns Hopkins School of Medicine)
39. Assessment and Treatment of a Man with Dual Diagnosis and Problem Behaviors. THEODOSIA R. PACLAWSKYJ, Julia T. O'Connor and Roma A. Vasa (Kennedy Krieger Institute)
40. Fading a Punishment Procedure Using a Discriminative Stimulus. JEAN-MARIE MARHEFKA (Kennedy Krieger Institute) and Lynn G. Bowman (The Johns Hopkins University School of Medicine)
41. On the Relation between Choice of Activity and Destructive Behavior. VANESSA RODRIGUEZ-CATTER, Iser G. DeLeon (Kennedy Krieger Institute) and Wayne Fisher (The Johns Hopkins University School of Medicine)
42. Using a Preference Assessment to Identify High Probability Stimuli for Use in a Functional Analysis of Pica. BOBBI R. BONEY, Cathleen C. Piazza, Henry S. Roane, Wayne W. Fisher, Kimberly A. Abt (Kennedy Krieger Institute) and David E. Kuhn (Louisiana State University)

43. Examination of the Functional Properties of Redirection for Use in the Treatment of Aggression Maintained by Contingent Access to Interrupted Activities. AUDRY BLAKELY-SMITH, John D. Adelinis, Iser DeLeon (Kennedy Krieger Institute) and Wayne Fisher (The Johns Hopkins University School of Medicine)
44. A Generalization Analysis of Covert Sensitization Procedures to the Natural Environment. JERRY REA, Kasey Butler, and Mike Dixon (Parsons State Hospital)
45. Social Validity of Aversive Treatment: Client's Choice as an Evaluation Adjunct. BORGE HOLDEN (Habilitation Unit, Hedmark County, Norway)
46. Interrater Agreement and Levels of Correspondence Across Brief and Extended Functional Analysis. KRISTEN A. MAGLIERI, David M. Richman (The Johns Hopkins University School of Medicine), John D. Adelinis and Louis P. Hagopian (Kennedy Krieger Institute)
47. The Effects of Altering Mand and Tact Training on the Acquisition of Tacts. INGER KARIN ALMAS (Bleiker Treatment Center)
48. A Comparison of Paired-Choice and Verbal Choice Preference Assessments. KARENA S. RUSH, Louis P. Hagopian (The Johns Hopkins University School of Medicine), Pamela L. Neidert and Laurie E. Breen (Kennedy Krieger Institute)
49. Mands as Avoidance Response. JENNIFER BRUZEK (Children's Seashore House)
50. Extended Analysis of Manding across Outpatient Clinic and Classroom Settings. ANJALI BARRETTO, David Wacker, Barbara Rankin and Anita Reihman (The University of Iowa)
51. The Establishing Effects Associated with Method of Liquid Presentation. TODD MCKERCHAR, Daniele Castellano, John D. Adelinis (Kennedy Krieger Institute) and Cathleen C. Piazza (The Johns Hopkins University School of Medicine)

187
 Poster Session
 5/29/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 EAB

52. The Effect of Unsignaled Delay to Reinforcement on Within-session Responding. HANNA C. RUE, Jason E. Stout, Cam L. Melville and Jeffrey N. Weatherly (McNeese State University)
53. Within-session Patterns of Operant Wheel Running: Effect of Food Deprivation and Reinforcer Amount. ASHLEY S. MCMURRY, Cam L. Melville and Jeffrey N. Weatherly (McNeese State University)
54. Prospective Influences on Within-session Responding II: A Summation Test. JEFFREY N. WEATHERLY, Jason E. Stout, Hanna C. Rue and Cam L. Melville (McNeese State University)
55. Stimulus Pre-exposure Effects on Signaled Delayed Reinforcement. CRISTINA I. VARGAS (Universidad Central de Venezuela)
56. An Experimental Analysis of Choice Behavior on a Cooperation vs. Cooperation Task. BRYAN K. SAVILLE (Auburn University) and Anthony Marcattilio (St. Cloud State University)
57. Category Clustering within Equivalence Classes. ABIGAIL NEWTON, Ashley Madden, Amy Richardson, Katherine Stewart, Mark Galizio and Carol Pilgrim (University of North Carolina at Wilmington)
58. Effects of Age and Time of Feeding in Rats on Food Restriction and with Access to Running Wheels. PAULINE B. THOMPSON-GUERIN (Temple University)
59. Shaping Using a Video-Tracking System with and without a Backstep. DARLENE E. CRONE-TODD and Joseph J. Pear (University of Manitoba)
60. Demand Elasticity of Nutritive and Non-Nutritive Reinforcers. MARK L. CHI, J. C. Edwards, S. S. Suhr, J. M. Tassin and James D. Dougan (Illinois Wesleyan University)
61. Parents as Teachers: Constructed Response Matching-to-Sample Procedure (CRMTS) to Teach Academic Skills to Children. SILVIA R. SOUZA, Edwiges M. Silveiras and Celso Goyos (Universidade Federal de São Carlos)
62. Competing Effects of Point Loss on Symmetry and Reinforcement of Original Relations. AMY CRYE, Fredy Reyes and Sigrid Glenn (University of North Texas)

63. Resurgence of Key Pecking Following DRO Performance: A Resistance-to-Change Analysis. GREGORY A. LIEVING and Kennon A. Lattal (West Virginia University)
64. Is the Number of Reinforcements the Primary Factor in the Development of Stimulus Control? KAREN R. MORGAN, Matthew E. Andrzejewski, Philip J. Bersh and Lynn J. Hammond (Temple University)
65. Fixed-Interval Responding during Human Computer-Interactive Problem Solving. Chris Ninness, Lisa Ozenne, GLEN L. MCCULLER, Robin Rumph (Stephen F. Austin State University) and Sharon K. Ninness (Nacogdoches Independent School District)
66. An Instructional Behavior-Analytic Goldfish Laboratory. KRISTY L. MOORE, Kristen Hemker, Cassi Hanchett and Albert E. Neal (Central Michigan University)
67. The Effect of Cocaine on the within Session Pattern of Responding. CAROLYN S. DAVIS, Hanna C. Rue, Cam L. Melville and Jeffrey N. Weatherly (McNeese State University)
68. Effects of Conditioned Reinforcement on Preschoolers Engagement on Play Activities. DANIELA COTRIM BASILE DE CARVALHO (Catholic University of Sao Paulo - PUC-SP/Brazil)
69. Simultaneous Auditory Discrimination in the Rat: A Further Replication of Harrison (1990). Cacilda Amorim, Maria Amelia Andery, Tereza Maria Serio, THOMAS WOELZ, Marcus Cesar Teshainer, Veronica Echangué and Roberto Banaco (Catholic University of Sao Paulo - PUC-SP/Brazil)
70. Demonstrating the Effectiveness of Teach Your Child to Read in 100 Easy Lessons. RANDY L. WILLIAMS (Gonzaga University) and Betty F. Williams (Whitworth College)
71. Longitudinal Generalization Effects of a Positive Social Curriculum in a Metropolitan School Setting. MARTY BROWN (Calvert Elementary) and Tom Sharpe (Department of HKLS)

188

Poster Session

5/29/99

12:00 PM-1:30 PM

International Ballroom

North

EDC

72. The Effects of Reading Mastery on the Improvement of Reading Skills of a Student Diagnosed with Mental Retardation in the Classroom Setting. ABIGAIL K. GOUVEIA, Joshua E. Mayer and Randy L. Williams (Gonzaga University)
73. Use of Repeated Readings to Increase Reading Rate. SHEILA D. STONE, Theresa Waco, Jennifer C. Nardo and Mark Derby (Gonzaga University)
74. Effects of Friendship Circles on Social Interactions. Monica C. Miller (Catawba County Schools), NANCY L. COOKE, Richard B. White and David W. Test (University of North Carolina at Charlotte)
75. Evaluation of the Relationship between Problem Behavior and Basic Academic Skills. GRETCHEN L. JEFFERSON (May Institute/University of Oregon), Lynn Petetit (Massachusetts Urban Project/University of Oregon) and Robert F. Putnam (May Institute/Harvard Medical School)
76. Using Performance Feedback and Social Support to Increase Treatment Integrity of a Reading Intervention: A Comparison of Two Strategies. TRACY A. BRADLEY and Brian K. Martens (Syracuse University)
77. Incidental Coaching of Soccer: Demonstrating Skills to Earn Back Scrimmage. MICHAEL E. HULSEY and Valeri A. Farmer-Dougan (Illinois State University)
78. Identifying the Components of Effective Practice in Behavioral Models of Education. DEIRDRE LEE FITZGERALD and Linda J. Hayes (University of Nevada, Reno)
79. Increasing Sight Word Fluency by Using Timed Drills. AMY E. FLEMING (Florida Atlantic University)
80. The Effects of Repeated Reading in a Cross Age Tutoring Program with First Grade Students. WAYNE C. PIERSEL, Rachel Lee and Diane Marti (University of Nebraska)
81. Using a Computer-Interactive Tutorial with Contingent Reinforcement to Increase Reading Ability Grade Levels in 2 Months. KAREN G. DAVIDSON and Stephen R. Flora (Youngstown State University)

189
 Poster Session
 5/29/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 TBA

82. The Effects of One Minute Warm Up Procedures on Addition One Minute Fluency Timings. SUSAN R. SWEENEY (Sioux City Community Schools), William J. Sweeney and Paul Malanga (University of South Dakota)
83. Repeated Readings: Fluency Builders in the Classroom. TANA TEIGEN, Paul Malanga and William J. Sweeney (University of South Dakota)
84. Using One-Minute Timings and Precision Teaching Measurement to Evaluate the Basic Skills Performance of Elementary Students with Mild Disabilities. KARA K. ROBBINS, William J. Sweeney, Mary M. Ring (University of South Dakota) and Susan R. Sweeney (Sioux City Community Schools)
85. Brief Evaluation of Noncontingent Peer Attention as Treatment for Children with Attention Deficit/Hyperactivity Disorder. KEVIN M. JONES, Heather A. Drew and Nicole L. Weber (Eastern Illinois University)
86. Assessing the Attrition of Student Members in the Association for Behavior Analysis. MARK R. DIXON (Trinity Services, Inc.)
87. Internet Based Resources for Teaching Behavior Modification at the Undergraduate Level. MICHAEL E. WALKER and John E. Anson (Stephen F. Austin State University)
88. Teaching Applied Behavior Principles to Obese Adults. MARCO WILFREDO SALAS MARTINEZ and Sonia Contreras Brito (Universidad Veracruzana)
89. Computer-based Interactive Instruction. LARRY A. MORSE and Becky Crain (University of Wisconsin-Eau Claire)
90. A Comparative Glossary of Behavior Analytic Terminology. DARREL E. BOSTOW, Peter J. Stucke and Brendan Tompkins (University of South Florida)
91. Continuous Quality Improvement of a Voluntary Honors Program. ANGIE HARRELSON, Kai-Lyn Westcott, Kelly Hobbins and Richard Malott (Western Michigan University)
92. The Use of the Elementary Principles of Behavior Analysis Web Page. JASON OTTO and Richard Malott (Western Michigan University)

190
 Poster Session
 5/29/99
 12:00 PM-1:30 PM
 International Ballroom
 North
 VRB

93. Using Performance Management to Help College Students with Procrastination. SARAH FLERMOEN, Shannon Burke, Andrea Polhamus and Richard Malott (Western Michigan University)
94. Behavioral Academic Career Counseling: A Behavioral Systems Analysis Approach. LISA FAZZINI, Kristen Beuving, Summer Lucas, Patrick Thompson and Richard Malott (Western Michigan University)
95. Psychology 460 (Survey of Applied Behavior Analysis Research) Text Development. JON GAUTHIER, Michelle Seymour and Richard Malott (Western Michigan University)
96. Teaching College Students of Behavior Analysis-Behavior Systems Analysis Project. MANN SHUEN HEUNG and Richard Malott (Western Michigan University)
97. Application of Behavioral Tools to Effectively Train Teaching Assistants of Behavior Analysis. TIMOTHY J. VOSKUIL, Tracy Dillingham, Don Rohn and Richard Malott (Western Michigan University)
98. An Evaluation of Training Materials for Training Temporary Limited Licensed Psychologists at Western Michigan University. LISA D. HAROFF, Christina Versavage, Jacalyn Smeltzer and Richard Malott (Western Michigan University)
99. Verbal Behavior Exhibited by Site-Based Decision-Makers at Two Elementary Schools in Florida. PAMELA G. OSNES (University of South Florida)
100. Relational Operant and Preference Functions. René Quiñones and JOHN J. SANABRIA (Foundation for the Advancement of the Psychology, Colombia)
101. Modification of Conversational Behaviors in a Patient with Communication Dysfunction Typical of Broca's Aphasia. INGIBJÖRG SVEINSDÓTTIR and Z. Gabriela Sigurðardóttir (University of Iceland)
102. Investigating the Role of Augment Rules in the Maintenance of "Illusionary Control" in Gamblers. Mark R. Dixon (Trinity Services, Inc.), Kyle E. Ferguson and Linda J. Hayes (University of Nevada, Reno)

103. Recombinative Generalization within Consonant-Vowel-Consonant Syllables. KATHRYN J. SAUNDERS, Mark Johnston, Jennifer O'Donnell, Dean Williams and Joseph Spradlin (University of Kansas)
104. Incongruous Derived Stimulus Relations and Resurgence: Some Preliminary Data. SONIA E. GOMEZ TORO and Aldo Hernandez (Universidad Catolica de Colombia)
105. Correspondence of Verbal Descriptions and Matching Performance of Mexican Children and College Students Who Do Not Spontaneously Employ Rules. PATRICIA A. PLANCARTE, Diana L. Moreno, Maria L. Cepeda, Olivia Tena, Hortensia Hickman and Claudia E. Juarez (Universidad Nacional Autonoma De Mexico Campus Iztacala)
106. Inaccurate Rules by an Experimenter Do Not Disrupt Transfer of Learning when Subjects Can Verbalize the Contingent Relations Experienced. MARIA J. CARVALHO, Martha Pelaez-Nogueras, Qiang An (Florida International University) and Rafael Moreno (University of Seville)

190a

Invited Event

5/29/99

1:30 PM-2:20 PM

4D

TPC

190b

Invited Event

5/29/99

1:30 PM-2:20 PM

Boulevard B

CBM

The Science of Philosophy

Chair: Michael Markham (Florida International University)

- LAWRENCE FRALEY (West Virginia University)

The Importance of Cognitive Processes in Facilitating Acceptance in Psychotherapy

Chair: David E. Greenway (University of Southwestern Louisiana)

- ALBERT ELLIS (Institute for Rational Emotive Behavior Therapy)

Saturday, May 29

191
Panel Discussion
5/29/99
1:30 PM-2:50 PM
4A
AUT

Issues and Methods in the Supervision of Staff Members Working with Children with Autism

Chair: Michael A. Fabrizio

- MICHAEL A. FABRIZIO (Private Practice)
- ALISON L. MOORS (Private Practice)
- BARBARA J. BECKER-COTTRILL (West Virginia Autism Training Center)
- JENNIFER M. MCFARLAND (West Virginia Autism Training Center)

192
Panel Discussion
5/29/99
1:30 PM-3:20 PM
4C
OTH

ABA 1999 Internship Training Site Overview

Chair: Keith D. Allen (Munroe-Meyer Institute of Genetics and Rehabilitation)

- KEITH D. ALLEN (Munroe-Meyer Institute)
- CATHLEEN C. PIAZZA (Kennedy Krieger Institute)
- JOSEPH S. LALLI (Children's Seashore House)
- BENJAMIN HANDEN (Western Psychiatric Institute and Clinic)

193
Panel Discussion
5/29/99
1:30 PM-3:20 PM
4F
EDC

Comparing Mechanistic and Interbehavioral Data Collection and Analysis Strategies: A Computer/Video-based Demonstration

Chair: Tom Sharpe (Purdue University)

- MONICA LOUNSBERY (Utah State University)
- RYAN PEARCE (Utah State University)
- TOM SHARPE (Purdue University)
- SUSAN FLYNN (Purdue University)
- SALLY HOPE (Purdue University)

194
Symposium
5/29/99
1:30 PM-2:50 PM
4H
VRB

Curricular Design and Teaching Operations for Self Editing Repertoires from Skinner's Verbal Behavior

Chair: R. Douglas Greer (Columbia University)

Discussant: Bill Potter (California State University, Stanislaus)

- **A Reconstruction of Curricula Derived from Skinner's Verbal Behavior: A Frame-Work for Research and Practice.** R. DOUGLAS GREER (Columbia University)

- **Textual Stimulus Control of Independent Math Performance and Generalization to Reading.** MARY JEAN MARSICO (Rockland County BOCES)
- **The Acquisition of Self Editing Repertoires as a Function of Reader Responses to Writers.** VEVEKAND MADHO (New York City Board of Education)

195

Symposium
5/29/99
1:30 PM-3:20 PM
Boulevard A
OBM

Behavior Analysis and Occupational Safety: From Theory to Delivery

Chair: E. Scott Geller (Virginia Polytechnic Institute and State University)

Discussant: Bill L. Hopkins (Auburn University)

- **Intervening for Large-Scale Behavior Change: Building A Unified Model for Improving Occupational Safety and Health Intervention.** CHARLES B. PETTINGER, JR. and E. Scott Geller (Virginia Polytechnic Institute and State University)
- **Critical Success Factors for Behavior-Based Safety: A Final Report.** JASON P. DEPASQUALE, Thomas E. Boyce, Charles B. Pettinger and Joshua H. Williams (Virginia Polytechnic Institute and State University)
- **Using Intelligent Transportation Systems to Increase Safe Driving: Development of a Method for Industrial Applications.** THOMAS E. BOYCE, Madelene K. Avis and Kelly M. Shamberger (Virginia Polytechnic Institute and State University)
- **Safety Performance and Behavioral Feedback.** JOSHUA H. WILLIAMS, Deborah K. Ford, William Torregrossa, James Ringler, Abram Jackson and Lawrence Littleton (Virginia Polytechnic Institute and State University)

196

Paper Session
5/29/99
1:30 PM-2:50 PM
Boulevard C
OBM

Compensation Systems

Chair: Myra Duarte (Florida International University)

- **Decreasing Job Time and Job Quality Complaints of Janitors by Means of Piece Work-Loss Contingency.** RALPH E. EBBS, Amy C. Steele and Linda J. Hayes (University of Nevada, Reno)

- **The Effects of Group and Individual Monetary Incentives on Productivity.** NIKI M. THURKOW and Jon S. Bailey (Florida State University)
- **A Comparison of the Effects of Individual and Small Group Monetary Incentives on Performance and Satisfaction.** ALYCE M. DICKINSON (Western Michigan University) and Judith A. Honeywell-Johnson (Continuous Learning Group)

197
Symposium
5/29/99
1:30 PM-3:20 PM
Continental C
AUT

Building a Behavior Analytic Education Program: The Science, the Classroom, the Family, the Vehicle

Chair: Dennis B. Mozingo (Pathways Strategic Teaching Center)

Discussant: Jon S. Bailey (Florida State University)

- **The Behavior Analyst as Behavior Analyst, Administrator, and Politician.** DENNIS B. MOZINGO (Pathways Strategic Teacher Center)
- **Parents as Scientists and Advocates: Crisis, Search, Solutions.** LAWRENCE W. LEE (Families for Early Autism Treatment)
- **The Comprehensive Behavior Analytic Classroom from the Ground Up and in the Trenches.** BRETA COMBS (Pathways Strategic Teaching Center)
- **Creating Learning Environments in the Home, School, and Community.** CRAIG S. PARLATO (Pathways Strategic Teaching Center)

198
Panel Discussion
5/29/99
1:30 PM-3:20 PM
International Ballroom
South
OTH

Happy Memories of the Two Freds: A Tribute to Keller and Skinner

Co-Chairs: Sherman Yen (Alcohol & Drug Treatment Inc.) and Peter Harzem (University of Auburn)

- DALE M. BRETHOWER (Western Michigan University)
- CHARLES CATANIA (The University of Maryland Baltimore County)
- DAVID A. ECKERMAN (University of North Carolina at Chapel Hill)

199
Symposium
5/29/99
1:30 PM-3:20 PM
Lake Erie
EDC

- HENRY S. PENNYPACKER (University of Florida)
- MASAYA SATO (Keio University)
- BETH SULZER-AZAROFF
- JULIE S. VARGAS (West Virginia University)

Functional Analysis and Treatment of Problem Behavior in Children with Behavioral Disorders

Chair: Stephanie M. Peck (Utah State University)

Discussant: Craig H. Kennedy (Vanderbilt University)

- **Functional Assessment in School Settings for Students with ADHD and Related Concerns: Addressing the Research to Practice Gap.** RUTH A. ERVIN, Sarah Summy, Pamela M. Radford, Megan M. Kwak, Margarita Gingerich and Tonita Baines (Western Michigan University)
- **Functional Assessment for Students with Disruptive Behavior Disorders: Linking Assessment to Intervention.** KATHRYN E. HOFF (Utah State University), Ruth A. Ervin (Western Michigan University) and Patrick C. Friman (Fr. Flanagan's Boys' Home)
- **Functional Assessment and Treatment of Problem Behavior in Middle School Students with Behavioral Disorders.** STEPHANIE M. PECK (Utah State University), Julie Casey, Ashley Bennett, Beth Jacobs, Cathy Ascione and Ryan Floyd (Gonzaga University)
- **A Longitudinal Analysis of the Behavior of Students in EBD Classrooms.** LEE KERN (Lehigh University), Glen Dunlap and Shelley Clarke (University of South Florida)

EAB 3

Chair: Gina Orlando (Jacksonville State University)

200
Paper Session
5/29/99
1:30 PM-2:20 PM
Lake Huron
EAB

- **Stimulus-Response and Response-Reinforcer Delays in Human Signal Detection.** STEPHEN J. GALLAGHER and Brent Aslop (University of Otago)
- **An Analysis of the Relationship Between Stimulus and Response Classes.** BRIAN J. COWLEY (Northeastern State University) and Lillian Pelios (Temple University)

201
Paper Session
5/29/99
1:30 PM-2:50 PM
Lake Ontario
EAB

The Analysis of Human Operants

Chair: Carlos A. Borja (Jacksonville State University)

- **Group Choice in Humans with Spatial Separation of Patches.** MICHEL B.C. SOKOLOWSKI and Nicolas Hénaff (Université de Picardie)
- **Domestic Violence, Mistreat Infantile, Violence Towards the Woman: A Conductual Point of View.** OLGA L. VALENCIA and Carlos A. Borja (Jacksonville State University)
- **Some Aspects Related to the Aggression.** OLGA L. VALENCIA and Carlos A. Borja (Jacksonville State University)

202
Panel Discussion
5/29/99
1:30 PM-3:20 PM
Marquette
DDA

Raising Standards in Public Mental Retardation and Mental Health Services

Chair: Theodore A. Hoch (Northern Virginia Training Center)

- MARK S. DIORIO (Northern Virginia Training Center)
- LARRY L. LATHAM (DMRMHSAS)
- JAMES A. KUHAGEN (Northern Virginia Training Center)
- R. MICHAEL EDWARDS (Northern Virginia Training Center)
- BENJAMIN C. MAURO (Northern Virginia Training Center)
- DAVID A.M. PYLES (Howe Developmental Center)

203
Symposium
5/29/99
1:30 PM-3:20 PM
PDR 1
CSE

Examining Organizational Practices: Behavior Analytic Contributions

Chair: Richard F. Rakos (Cleveland State University)

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

- **Diversity in Organizations: Shifting Cultural Practices.** MARK A. MATTAINI (University of Wisconsin, Milwaukee), Marianne Yoshioka (Columbia University) and Stacy Kolomer (SUNY, Albany)
- **Gender, Selection, and the "Hidden Curriculum" in Education.** MARIA R. RUIZ (Rollins College)

204
Symposium
5/29/99
1:30 PM-2:50 PM
PDR 2
DEV

- **Competing Contingencies and other Challenges Facing the Behavior Analyst in Public School Settings.** JANET ELLIS (University of North Texas)
- **Chairing a Psychology Department: Reflections of a Behaviorist.** RICHARD F. RAKOS (Cleveland State University)

Perspectives on Social and Ecological Validity in Applied and Basic Research

Chair: Gary Novak (California State University, Stanislaus)

Discussant: Gary Novak (California State University, Stanislaus)

- **"Jealousy" in Infants: Measuring the Ecological Validity of Laboratory Research.** WENDY E. ROTH (Jacksonville State University) and Jacob L. Gewirtz (Florida International University)
- **Meanings of Validity.** HAYNE W. REESE (West Virginia University)
- **If You Know Why You Are Changing the Behavior, You Will Know When You Have Been "Valid."** DONALD M. BAER (University of Kansas)

205
Symposium
5/29/99
1:30 PM-2:50 PM
PDR 3
TBA

Teaching College Students to Work with Children with Autism

Chair: Richard W. Malott (Western Michigan University)

Discussant: Janet S. Twyman (Fred S. Keller School / Columbia University)

- **An Autism Practicum.** JESSICA KORNEDER and Richard W. Malott (Western Michigan University)
- **A Case Study: The Value of Student-run Training for a Child with Autism.** SUMMER LUCAS, Richard W. Malott (Western Michigan University) and Carmen Jonaitis (Croyden Avenue School)
- **Autism and Elementary Principles of Behavior 4.0.** BETH TROJAN and Richard W. Malott (Western Michigan University)

206
Symposium
5/29/99
1:30 PM-2:50 PM
Waldorf
DDA

**Evaluating Conditional Discrimination
Performances: Implications for Instructional
Planning**

Chair: Rebecca MacDonald (New England Center for Children)

Discussant: Ray Romanczyk (SUNY at Binghamton)

- **Conditional Discrimination Performances of Preschool Children with Autism.** Jennifer Anderson, Amy Geckeler, Gina Green, William Holcomb, REBECCA MACDONALD, Renee Mansfield and Sue Silvestri (New England Center for Children)
- **New Approaches to Teaching Same/Different Judgments to Individuals with Severe Intellectual Disabilities.** RICHARD W. SERNA, Jennifer B. Mlocek, William V. Dube and William J. McIlvane (E. K. Shriver Center)
- **Examining Communicative Correspondence in a Non-Identity Matching Task: Implications for Beginning Communication Board Users.** JOE REICHLE (University of Minnesota)

207
Symposium
5/29/99
1:30 PM-2:50 PM
Williford C
EDC

**Effective Educational Strategies in America's
Schools - VI: Supported by Empirical Evidence**

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

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

- **Effective Educational Programs in the North West.** KENT JOHNSON (Morningside Learning Systems) and T. V. Joe Layng (New School for the Learning Sciences)
- **Effective School Organization in the US and Hawaii.** GEORGE M. SUGAI (University of Oregon)
- **Effective School Programs in the West.** CATHY L. WATKINS (California State University, Stanislaus)

208
Symposium
5/29/99
2:30 PM-4:20 PM
4D
TPC

Functional Analysis Technology: Issues in Methodology and Application

Chair: Matthew L. Cole (Eastern Michigan University)

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

- **Assessment of Functional Relationships: Terminology and Methodology.** KERRI J. LEBOURDAIS and Marilyn K. Bonem (Eastern Michigan University)
- **A Functional Analysis of Functional Analyses?** JOHN P. FORSYTH, Mark A. Canna (University at Albany, SUNY) and Scott L. Kollins (Western Michigan University)
- **Smoking Cessation through Functional Analysis: A Case by Case Study.** MATTHEW L. COLE and Marilyn K. Bonem (Eastern Michigan University)
- **How I.D.E.A. Increases the Need for Functional Behavior Analytic Skills in Public Schools: What They Don't Know Can Hurt Us.** ROBERT W. MONTGOMERY (Reinforcement Unlimited)
- **An Empirically Testable Question: Are Functionally-Derived Interventions Superior?** MARILYN K. BONEM, Rochelle McDonald and Matthew L. Cole (Eastern Michigan University)

209
Symposium
5/29/99
2:30 PM-4:20 PM
4E
CBM

The Role of Applied Behavior Analysis in Brain Injury Rehabilitation

Chair: Andrew W. McNamara (ABI Behaviour Services, West Park Hospital)

Discussant: Arnold Zencius (Premier of Chicago Rehabilitation Center)

- **Evaluation of Functional Outcomes Following Proactive Behavioral Treatment.** MARTIN J. MCMORROW (Center for Comprehensive Studies)
- **The Effectiveness of Behavior Analysts in Brain Injury Rehabilitation: Winning the Battle while Losing the War.** TERRY J. PAGE (Bancroft NeuroHealth)

Saturday, May 29

210
Panel Discussion
5/29/99
2:30 PM-4:20 PM
Boulevard B
CBM

211
Symposium
5/29/99
2:30 PM-4:20 PM
Lake Huron
EAB

- **Why is Behavior Analysis the Treatment of Choice in Head Injury Rehabilitation?** MICHAEL D. WESOLOWSKI (Department of Children and Families)
- **Home-based Interdisciplinary Neurological Rehabilitation.** GARY M. PACE (Johns Hopkins School of Medicine), Michael W. Schlund and Keith J. Slifer (Kennedy Krieger Institute)

Clinical Roundtable

Chair: David E. Greenway (University of Southwestern Louisiana)

- ALBERT ELLIS (Institute for Rational Emotive Therapy)
- MICHAEL J. DOUGHER (University of New Mexico)
- ELIZABETH GIFFORD (University of Nevada at Reno)
- ROBERT J. KOHLENBERG (University of Washington)
- EDELGARD WULFERT (State University of New York at Albany)

Behavior Modification in the Zoo Setting

Chair: M. Jackson Marr (TECHlab, Zoo Atlanta)

Discussant: Terry L. Maple (TECHlab, Zoo Atlanta)

- **Using Operant Conditioning Principles at Zoo Atlanta.** JILL D. KATKA, E. Garrett, T. Maki, C. Mallar, R. Pressley, Mollie A. Bloomsmith and T. L. Maple (TECHlab, Zoo Atlanta)
- **Can Training be "Enriching" for Animals?** MOLLIE A. BLOOMSMITH, S. K. Ross, Jill D. Katka (TECHlab, Zoo Atlanta), S. P. Lambeth (University of Texas) and G. E. Laule (Active Environments)
- **Challenges of Establishing a Primate Training Program at Lincoln Park Zoo.** KRISTEN E. LUKAS (Lincoln Park Zoo)
- **Can Basic Experimental Research be Conducted in the Zoo?** LORIE R. TAROU and M. J. Marr (TECHLab, Zoo Atlanta)

212
Symposium
5/29/99
2:30 PM-4:20 PM
Lake Michigan
EAB

Measuring and Characterizing Generalized Equivalence Classes

Chair: Lanny Fields (Queens College and the Graduate School)

Discussant: Thomas Critchfield (Illinois State University)

- **Interactions Between Preexperimental Relational Responding and Training Protocol on Equivalence Class Formation.** JAMES BELANICH, Antonios Varelas, Lanny Fields, Priya Wadhwa and Pamela DeRosse (Queens College/CUNY)
- **The Effect of Testing Format on Membership in a Dimensional Stimulus Class.** PRIYA WADHWA, Lanny Fields, Pamela DeRosse, Antonios Varelas and James Belanich (Queens College/CUNY)
- **Using Variant to Base and Base to Variant Tests to Assess the Emergence of Generalized Equivalence Classes.** ANTONIOS VARELAS, Lanny Fields, Priya Wadhwa, Pamela DeRosse and James Belanich (Queens College/CUNY)
- **Two Variables that Influence the range of Variants that Function as members of a Perceptual Class.** PAMELA DEROSSE, Lanny Fields, Priya Wadhwa, Tony Varelas and James Belanich (Queens College/CUNY)

213
Paper Session
5/29/99
3:00 PM-4:20 PM
4A
AUT

Optimizing Intervention Effectiveness for Young Children with Autism

Chair: Denise Ross (Florida Atlantic University)

- **Discrete Trial Therapy: Mass Trials vs. Random Trails is There a Difference?** KATHLEEN KELLY (St. Mary's Child Development Center)
- **Transforming Children with Autism's Ritualistic Behaviors into Positive Play Interactions with Siblings.** MARY J. BAKER and Robert L. Koegel (University of California, Santa Barbara)

Saturday, May 29

- **"You Have to Follow Board of Education Rules:" The First Year of a Transitional Classroom for Students with Autism in a Mainstream School.** LAURA PAJOT, Heather Sheehan, Genene P. Tolan (Gateway Program), Dana Reinecke and Bobby Newman (Room to Grow)
- **Generalization within Early Intervention Programs for Children with Autism: A Conceptual Synthesis.** BRENDA TERZICH (Applied Behavior Consultants, Inc.)

214
Symposium
5/29/99
3:00 PM-4:20 PM
Boulevard C
OBM

Implementing Behavior Based Safety at Amoco Corporation

Chair: Andrew Shamrao (Aubrey Daniels & Associates)
Discussant: Aubrey C. Daniels (Aubrey Daniels & Associates)

- **The Big Picture: A Systems Approach to a Large Scale Implementation at Amoco.** JUDY L. AGNEW (Aubrey Daniels & Associates)
- **Taking Care of Business: Behavioral Safety in a Chemical Plant.** TERI D. NORTH (Amoco Polymers)
- **Implementing Behavior Based Safety in a Distributed Work Force.** DEBBIE BLANTON (Amoco Petroleum Products)

215
Symposium
5/29/99
3:00 PM-4:20 PM
PDR 2
DEV

The Transfer of Environmental Control from Respondent to Operant Paradigms in Infants' Developmentally-Adaptive Behaviors (Such as Vision and Laughter)

Chair: Lewis P. Lipsitt (Brown University)
Discussant: Lewis P. Lipsitt (Brown University)

- **The Transfer of Environmental Control from Respondent to Operant Conditioning in the Saccadic Eye Movement Responses of Newborns.** JEAN-CLAUDE DARCHEVILLE (University of Lille, France)

- **Reinforcement of the Visual Responses of Tracking and Fixation as the Basis for Improving Visual Acuity of Infants.** NEELU AUJLA and Jacob L. Gewirtz (Florida International University)
- **The Transfer of Respondent to Operant Control in Infant Laughter.** YASMIN LAROCCA and Jacob L. Gewirtz (Florida International University)

216

Symposium

5/29/99

3:00 PM-4:20 PM

PDR 3

TBA

Computer-Based Coursework

Chair: Roger Bass (Carthage College)

Discussant: Roger Bass (Carthage College)

- **Multimedia Instruction to Build Behavior Analytic Repertoires - Part I.** SIGRID S. GLENN (University of North Texas)
- **Multimedia Instruction to Build Behavior Analytic Repertoires - Part 2.** LESLIE BURKETT (University of North Texas)
- **Uncompromised Natural Science Courses.** LAWRENCE E. FRALEY (West Virginia University)
- **On-Line Coursework in Special Education.** BELINDA LAZARUS (University of Michigan-Dearborn)
- **The New School for Learning Sciences: An Adventure in Internet-Based Graduate Instruction.** T. V. JOE LAYNG and Kent Johnson (New School for Learning Sciences)

217

Symposium

5/29/99

3:00 PM-4:20 PM

Waldorf

DDA

Applying Behavior Analysis Technologies within Current Trends in Developmental Disabilities

Chair: Maureen M. Schepis (Family, Infant and Preschool Program)

Discussant: Nancy A. Neef (The Ohio State University)

- **Increasing Independence Among Supported Workers with Severe Multiple Disabilities: Intensive Training and Environmental Adaption.** MARSHA B. PARSONS (Carolina Behavior Analysis and Support Center), Carolyn W. Green, Leah Browning (Rosewood School) and Dennis H. Reid (LSU Medical Center)

Saturday, May 29

- **Training Support Staff to Teach during Natural Routines in an Inclusive Preschool.** MAUREEN M. SCHEPIS, Jean B. Ownbey (Family, Infant and Preschool Program), Marsha B. Parsons (Carolina Behavior Analysis and Support Center) and Dennis H. Reid (LSU Medical Center)
- **A Comparison of Person-Centered Planning and Systematic Preference Assessments for Identifying Preferences among People with Profound Multiple Disabilities.** Dennis H. Reid, Jane M. Everson (LSU Medical Center) and CAROLYN W. GREEN (Rosewood School)

218

Symposium

5/29/99

3:00 PM-4:20 PM

Williford C

EDC

Reducing Problem Behavior through Positive Behavioral Supports: School-Wide Models

Chair: Tim J. Lewis (University of Missouri)

Discussant: George M. Sugai (University of Oregon)

- **The Effects of Multi-Level Systems of School-wide Positive Behavioral Support on Student Disciplinary Referrals and School Exclusion.** TERRANCE SCOTT (University of Kentucky)
- **Employing Functional Assessment-Behavior Support Planning within Classroom Settings with Students At-Risk for School Failure.** TERI LEWIS-PALMER and George M. Sugai (University of Oregon)
- **Comparing Classroom Instructional Behaviors to the Rate of Classroom Exclusion: Implications for School-wide Behavioral Support Systems.** TIM J. LEWIS (University of Missouri)

219

Paper Session

5/29/99

3:30 PM-4:20 PM

Continental C

AUT

Extensions and Analysis of Discrete Trial Training

Chair: Philip W. Drash (Intellectual Development Center)

- **The Effectiveness of an Overlapping, Group Discrete Trial Instructional Approach with Developmentally Disabled Preschoolers.** MITCHELL T. TAUBMAN, Sally Brierly, Jennifer Wishner, John McEachin and Ronald B. Leaf (Autism Partnership)
- **The Anatomy of Discrete Trials Training.** PATRICK M. GHEZZI and Nicholas M. Berens (University of Nevada, Reno)

220
 Paper Session
 5/29/99
 3:30 PM-4:20 PM
 Marquette
 DDA

Developmental Disabilities and Medication

Chair: Ron VanHouten (Mount St Vincent University)

- **An Analysis of the Behavioral Effects of Neuroleptic Medication Reductions across 'Psychotic' Signs and Symptoms and Aberrant Behavior.** DAVID A.M. PYLES (W.A. Howe Center) and Matthew L. Miller (W. A. Howe Center)
- **Double-Blind, Placebo Controlled, Single-Subject Study of Prolixin Decanoate.** FRANK MIKULSKI and David A.M. Pyles (W.A. Howe Center)

221
Special Event
 5/29/99
 4:30 PM-5:20 PM
 International South
Audiotaped

Presidential Address

Chair: Masaya Sato (Keio University, Japan)

- **Behavior Analysis in the New Age.** GINA GREEN (New England Center for Children)

222
 Poster Session
 5/29/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 AUT

1. Resource Management and Poor Performance: Cost Benefit of Increasing Service Intensity. LINDA MATEY, Catherine Perna, Heather Pudish, Michelle Konecky, Kim Guiffre, Suzann Payant and Raymond G. Romanczyk (Institute for Child Development)
2. Assessment Instruments Used with Children with Autism: Recommendations for Research and Practice. SHERI E. ESTEBAN, Meredith L. Cochran, Latha Valluripalli, Laura Arnstein and Raymond G. Romanczyk (Institute for Child Development)
3. Differential Treatment Outcomes of Children with Autism based on Social Sub-type. BROOKE R. INGERSOLL, Aubyn Stahmer and Laura Schreibman (University of California, San Diego)
4. Relational Stimulus Control in Young Children II: Equivalence Class Formation. ELAINE HOGAN, Danielle Bullard, Rebecca Click, Christy Jordan, Ashley Madden, Mark Galizio and Carol Pilgrim (UNC-Wilmington)

5. A Comparison of a Sensory Integrative Therapy Treatment and a Behavioral Treatment Package to Increase Task Completion in an Autistic Adolescent. BETH A. DUNCAN (Caritas Peace Center)
6. Engagement as a Predictor of Autism Early Intervention Outcomes. GAIL G. McGEE, Michael J. Morrier, Edward Bovey, Sharon Hynes, Julia Whitney and Lauren Turner (Emory University School of Medicine)
7. Data about Possible Variables Affecting Outcomes in the Treatment of Children with Autism. GLADYS WILLIAMS (Applied Behavioral Consultant Services; NY, NY)
8. An Empirical Evaluation of Sensory Integration in the Treatment of Children with Autism. MATHEW BOWMAN and John Hampel (Rutgers Autism Program)
9. Teaching Children with Autism to Ask Questions: An Examination of Response Generalization. BRIDGET A. TAYLOR (Alpine Learning Group)
10. Examining the Partial Reinforcement Extinction Effect as it Relates to Skill Maintenance in Children with Autism. FRANK R. CICERO and Denise Lorelli (Eden II School for Autistic Children)
11. Evaluating Public Perception of Prompting Procedures Employed in Community-based Settings. EILEEN HOPKINS, Ivan Marmolejos, Keri Wanzie and Shirley Dunn (Eden II School for Autistic Children)
12. Increasing Independent Task Completion in Adults with Severe Mental Retardation and Autism. IVAN MARMOLEJOS, Keri Wanzi, Nancy Ferrar and Shirley Dunn (Eden II School for Autistic Children)
13. Continence Training with an Autistic Male in a Special School Setting. Keri Demos, Adrianna Amari, Mary Augustin and MARILYN CATALDO (Kennedy Krieger Institute)
14. Applied Behavioral Analysis and Goodness of Fit: Developing Culturally Appropriate Intervention Methods for Families. GRACE ELLEN SANTARELLI, Robert L. Koegel and J. Manuel Casas (University of California, Santa Barbara)

223
 Poster Session
 5/29/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 CBM

15. Techniques to Program the Generalization of Skills in Individuals with Autism; What the Data Has Taught Us. ANTHONY M. FOTI (Private Practice)
16. The Progression of Joint Attention Behaviors in Children with Autism. MARIE ROCHA, Michelle Sherer, Sara Paredes and Laura Schreibman (Autism Research Laboratory)
17. Sibling Relationships in families of Children with Autism: An Exploration of Sibling's Response to Incomplete Sentence Stems. ERIKA DEUSINGER, David Celiberti (Rutgers University), Charles Guarnaccia (University of North Texas) and Karrie Walters (University of North Texas)
18. Establishing Effective Outpatient Services and Training Utilizing Functional Analysis Technologies in a Small Liberal Arts College. EMILY DEWOLF, Mark Derby, Mary McManus, JacQuita Rogers (Gonzaga University) and Stephanie Peck (Utah State University)
19. Clinical Effects of Simplified Habit Reversal on a Covert Counting Habit. GARY L. CATES, T. Steuart Watson (Mississippi State University)
20. Assessments to Identify the Reinforcing Properties of Hand Mouthing. STEPHEN T. NORTH, Elissa McLaughlin-Cheng (Children's Seashore House) and Joseph S. Lalli (University of Pennsylvania School of Medicine and Children's Seashore House)
21. A Case Study in the Behavioral Treatment of Obsessive-Compulsive Disorder, Binge Eating Disorder, and Diabetes. VICTORIA T. STOUT (Southern Illinois University at Carbondale)
22. The Effects of Rules and Reinforcement Contingency Changes for Persons with Obsessive-Compulsive Disorder. DANIEL J. MORAN and Kurt Salzinger (Hofstra University)
23. Descriptive Analysis and Functional Analysis: The Impact of Experimental Analogues. GERALD R. BERNICKY and Andrew W. McNamara (Acquired Brain Injury Behaviour Services, West Park Hospital)
24. Self-Control, Impulsivity and Reactivity to Stressors. Kenneth E. Bell and Suzanne H. Mitchell (University of New Hampshire)

25. Smoking Cessation Using Cognitive-Behavioral Skills Training. MATTHEW COLE, Joseph Welch and Flora Hoodin (Eastern Michigan University)
26. Promoting Research Effectiveness in Planning, Executing, and Evaluating Outcome Data. N. J. RODRIGUES, Kyle E. Ferguson, Marcia Sarratea and Linda J. Hayes (University of Nevada, Reno)
27. Utilizing a Functional Outcome Menu to Evaluate Program Effectiveness in a Psychiatric Hospital. Katherine M. Johnson, Lynn Bacon, Flavia M. Ploog and Beth A. Duncan (Caritas Peace Center)
28. Behavioral Risk Factors Associated to HIV in Undergraduate Students and Seropositive Patients SUSANA M. ROBLES and Diana R. Moreno (Universidad Nacional Autonoma de Mexico)
29. The Effects of Response Cost on Attendance at an Outpatient Behavioral Clinic. NANCY GRACE, Edward A. Toyer, Gary Pace, Kelley Harrison, Gina Richman, Susan Parks, and Beth Aguilera (Kennedy Krieger Institute)
30. Establishing Behavioral Criteria for Therapist Adherence. JENNIFER HUBBERT, Songhay Miguda-Armstead, Stacey VanFleet, Elizabeth Gifford, Grace Chang-Judson and Steven C. Hayes (University of Nevada, Reno)
31. Antecedent Manipulation of Aggression in a Psychiatric Setting. HAKAM M. KAIR, Bethany A. Marcus, Robert L. Thompson Jr. and Daniele A. Longo (Eastern State Hospital)
32. Maintaining Experimental Control in Behavioral Treatments within a Psychiatric Setting. BETHANY A. MARCUS and Robert L. Thompson Jr. (Eastern State Hospital)
33. Integrating Applied Behavior Analysis into a State Psychiatric Hospital. HAKAM M. KAIR, Robert L. Thompson Jr., Bethany A. Marcus, Donna K. Moore, Kelvin Green and Jane Mallon-Czajka (Eastern State Hospital)

224
 Poster Session
 5/29/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 DDA

34. Evaluating the Validity of the Mechanics Factor of the Condom Use Self-Efficacy Scale in Men and Women. RYAN C. OUTMAN, R. Wayne Fuqua and Douglas W. Woods (Western Michigan University)
35. Pharmacological vs. Behavioral Treatment for Behavioral Dysfunctions. STEPHEN R. FLORA (Youngstown State University)
36. Determining the Antecedent Effects of Choice Making on Escape-Maintained Behavior. TAMARA JILL MARDER and Christine L. Cole (Lehigh University)
37. The Use of Matched and Mismatched Extinction Procedures to Clarify an Ambiguous Functional Analyses. ARTHUR E. WILKE, David E. Kuhn, Iser G. DeLeon and Wayne W. Fisher (The Johns Hopkins University School of Medicine)
38. The Effects of Attention-Based Treatments on Destructive Behavior Maintained by Negative Reinforcement. KRIS M. KEENEY Wayne W. Fisher (The Johns Hopkins University School of Medicine), Iser G. DeLeon, Kimberely A. Abt and Lorraine Condon (Kennedy Krieger Institute)
39. Effects of Task Preference on Destructive Behavior Maintained by Negative Reinforcement. PAMELA L. NEIDERT, Wayne W. Fisher and Iser G. DeLeon (Kennedy Krieger Institute)
40. The Eliciting Effects of Reinforcer Removal in a Functional Analysis Tangible Condition. KARENA S. RUSH, Louis P. Hagopian, Alicia S. Perry (The Johns Hopkins University School of Medicine) and Maureen van Stone (Kennedy Krieger Institute)
41. Outpatient Assessment of a Levels System in the Treatment of Severe Behavior Problems. MARY C. AUGUSTIN, Robert Harrell (Kennedy Krieger Institute), Patricia Kurtz, Julia T. O'Connor and Wayne W. Fisher (The Johns Hopkins University School of Medicine)
42. Use of Photographic Activity Schedule for Increasing On-task Behavior and Reducing Task Avoidance, Escape, and Disruptive Behavior in a Day Treatment Setting. VINCENT PANDOLFI (Monroe 2 - Orleans BOCES, Spencerport, NY) and Caroline Magyar (Univeristy of Rochester School of Medicine and Dentistry)

43. An "Encouragement" Protocol to Increase Compliance. TINA WEBER, Linda Cooper and David Wacker (The University of Iowa)
44. Combining a Pica Exchange Training Program with Restraint Fading in the Treatment of Life-Threatening Pica. AMY STREFF, Jerry Goff (Arlington Developmental Center) and Brian A. Iwata (University of Florida)
45. Parametric Weight Assessment Evaluating the Effects of Response Effort on Aberrant and Adaptive Behavior. BLAKE M. LANCASTER, John D. Adelinis (Kennedy Krieger Institute) and Cathleen C. Piazza (The Johns Hopkins University School of Medicine)
46. An Evaluation of the Relationship Between Neutralizing Routines and Destructive Behavior. BLAKE M. LANCASTER (Kennedy Krieger Institute) and Lynn G. Bowman (The Johns Hopkins University School of Medicine)
47. The Use of a Non-Functional Reinforcer in a Differential Reinforcement Procedure for the Treatment of Multiply Controlled Destructive Behavior. JOHN D. ADELINIS (Kennedy Krieger Institute) and Cathleen C. Piazza (The Johns Hopkins University School of Medicine)
48. Functional Analysis and Treatment of Clothes Tearing Maintained by Automatic Reinforcement. BRANDON MCCORD (Arlington Developmental Center)
49. Functional Analysis Variation: Individualizing Assessment Procedures for Behavior Maintained by an Idiosyncratic Contingency. DUY D. LE, Jay Cole (Arlington Developmental Center) and Richard Smith (University of North Texas)
50. Behavior Problems in Young Children with Developmental Delay II: Parental Child Behavior Management Strategies and Effectiveness Ratings. Nicole Rielly, MAURICE FELDMAN, Patricia Minnes, Katherine Ford and Colleen Cairns (Queens University)
51. Behavior Problems in Young Children with Developmental Delay I: Prevalence and Predictors. MAURICE FELDMAN, Patricia Minnes, Christie Hancock, Nicole Rielly and Colleen Cairns (Queens University)

52. Preference for Alternative Responding during Functional Communication Training. APRIL S. WORSDELL, Brian A. Iwata, Juliet Conners and Gregory P. Hanley (University of Florida)
53. Large-scale Analysis of Hand Mouthing. EILEEN M. ROSCOE, Brian A. Iwata, Jay Cole, April Worsdell (University of Florida), Liming Zhou and Gerald A. Goff (Arlington Developmental Center)
54. Development of Play Behavior Using Access to Stereotypic Behavior as Reinforcement. GREGORY P. HANLEY, Brian A. Iwata, Rachel H. Thompson and Jana S. Lindberg (University of Florida)
55. Prevalence of Stereotypic Behavior in State Residential Facilities for Persons with Developmental Disabilities. JULIET CONNERS, Brian A. Iwata, Gregory P. Hanley, Jay Cole (University of Florida), Gerald A. Goff and Liming Zhou (Arlington Developmental Center)
56. The Effects of Restraint Self-Injury and Adaptive Behavior: A Response Effort Analysis. MICHELE D. WALLACE and Brian A. Iwata (University of Florida)
57. On the Functional Independence of Tact and Mand Acquisition. MICHELE D. WALLACE, Brian A. Iwata and Gregory P. Hanley (University of Florida)
58. Effects of Reinforcement for Alternative Behavior. RACHEL H. THOMPSON, Brian A. Iwata, Juliet Conners and Eileen M. Roscoe (University of Florida)
59. A Descriptive Analysis of Social Consequences for Problem Behavior. RACHEL H. THOMPSON, Brian A. Iwata and John M. Suyama (University of Florida)
60. A Functional Analysis of Property Destruction Maintained by Automatic Reinforcement. TODD STREFF, Amy Streff and Jerry Goff (Arlington Developmental Center)

225
 Poster Session
 5/29/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 DEV

61. Short-Term Memory Deficits Can Be Moderated with the Use of Sample-Specific Outcomes. ANGELA K. HOCHHALTER, Whitney A. Sweeney (Minnesota Health Services), Bruce L. Bakke, Richard A. Holub (Minnesota Veterans Home - Minneapolis) and J. Bruce Overmier (University of Minnesota)
62. Some Factors that Affect Timing Ability in Children. JENNIFER L. DANIELS (University of Arkansas at Little Rock), John J. Chelonis, Donna J. Blake (University of Arkansas for Medical Sciences/Arkansas Children's Hospital) and Merle G. Paule (National Center for Toxicological Research)
63. Descriptive Longitudinal Analyses of Caregiver-Child Interactions in Bilingual Environments. REBECA PEREZ-MENON, Judith Guerrero, Jane B. Atwater and Judith J. Carta (Juniper Gardens Children's Project, University of Kansas)
64. On Linguistic Modalities: In Problem Solving, Does Reading and Then Listening Differ from Listening and Then Reading? JULIO A. VARELA, Carlos Martinez, Felipe Cabrera, Americo Rios, Maria E. Montes, Ana L. Zapata, Elba Sierra and Juan Carranza (Universidad De Guadalajara)
65. Evidence for a Curvilinear Relationship Between Infant Visual Attention and Discrimination Learning. D. WAYNE MITCHELL, Daniel Z. Wilkinson, Maria Ciaramitaro (Psychology Department, Southwest Missouri State University) and Scott M. Muller (NOVA Center of the Ozarks)
66. Discovering Methods That Work: Training Functional Stimulus Class Formation in Preverbal Infants. ANNE C. WATSON and Philip N. Chase (West Virginia University)
67. Effects of Instructional Modality, Instructional History and Density of Consequences on Children's Conditional Discrimination Performance. HECTOR MARTINEZ, Gerardo Ortiz and Adriana Gonzalez (Universidad de Guadalajara-Mexico)
68. Caregiver Acceptability Ratings of Positive Behavioral Programming for Treating Behavior Problems in the Elderly. WANDA L. SMITH, Daniela Friedman, Crystal Croucher and Chantal Millar (McMaster University)

226
 Poster Session
 5/29/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 EAB

69. Waning and Waning of Behavioral Gerontology: A Case of Premature Speculation? WANDA L. SMITH (McMaster University) and G. R. Hopper (University of Toronto at Mississauga)
70. Assessing Reinforcing-Stimuli Preferences in Infants: Single and Paired Choice Procedures. MARTHA PELAEZ-NOGUERAS, Mariela Otero, Maria Carvalho, Mirna Cano and Anna Maria Jerome (Florida International University)
71. Teaching New Nurses Developmental Care: A Single Subject Design. SARA GOLDBERG, Joanne Singer and George Singer (University of California, Santa Barbara)
72. Stability and Change of Social Interference: A Longitudinal and Behavioral Study. CARLOS SANTOYO V. (Universidad Nacional Autonoma de Mexico)
73. Prospective Influences on Within-session Responding I: Effect of Sucrose Concentration. JEFFREY N. WEATHERLY, Jason E. Stout, Hanna C. Rue and Cam L. Melville (McNeese State University)
74. Timeout Behavior under Conditions of Signaled and Unsignaled Reinforcement Delay. TODD W. KNEALING (West Virginia University) and Anthony J. Marcattilio (St. Cloud State University)
75. The Effects of Humor on Passenger Rule Following and Rule Recall on a Simulated Flight. CARMENNE A. CHIASSON, Shane S. Hernandez, Sandra Ann B. Vila, Lori Perez and Marissa Blas (University of Guam)
76. Equivalence Classes and Three-Term Contingencies. PAULA BRAGA, Meca Andrade, William H. Ahearn and Murray Sidman (New England Center for Children)
77. Behavioral Economic Revolutions: The Effects of Schedule, Amount, and Effort on Exercise Bicycle Performance. MARYLOUISE E. KERWIN and Brian Rosano (Rowan University)
78. Unit Price Theory Describes Behavior in Closed but Not Open Economies. Valeri A. Farmer-Dougan (Illinois State University) and JAMES D. DOUGAN (Illinois Wesleyan University)

79. Estimating the Contributions of Memory, Motivation, and Response Constraints on a Progressive Ratio Schedule. LAUREN C. KETTLE and Peter R. Killeen (Arizona State University)
80. Assessing the Aversiveness of Timeout from Positive Reinforcement: Progressive-Ratio Timeout Escape. STEPHEN C. HAWORTH and Frans van Haaren (University of Florida)
81. Implied Pliance in Instructions Affecting Variability in Acquisition and Extinction. DONALD J. McCARY, Cloyd Hyten and Bryon Neff (University of North Texas)
82. Systematic Search Patterns in an Operant Simulation of Foraging with Eight Patches and Differing Travel Requirements. CARLOS F. APARICIO and Felipe Cabrera (Universidad de Guadalajara-CEIC)
83. Within-session Response Changes in a Matching-to-Sample Procedure for Rats. PETER D. BROWN, Michael B. Ehlert, Erinn Murray, Diana Ellis and Rebecca Haldeman (Brigham Young University)
84. Instructional Design to Eliminate the Untidiness Behavior in the UCC Cafeteria. SANDRA J. PERDOMO, Sully Y. Morales, Diana X. Puerta, Monica L. Cardenas and Angelica Segura (ALAMOC)
85. Behavioral Tolerance to REM Sleep Deprivation on FI and FR Schedules of Positive Reinforcement: Effects of Restricted and Unrestricted within Session Access to Sleep. CRAIG H. KENNEDY (Vanderbilt University)
86. Equivalence Class Formation Using a Sequential Conditional Discrimination Procedure. NIKKI LYN KEEFER, Amanda Prestemon, Jason Bourret, Matthew Locey and H. S. Pennypacker (University of Florida)
87. Self-Reports and Choice Performance on Concurrent Schedules with Imposed Visits. LAUREL COLTON and Jay Moore (University of Wisconsin-Milwaukee)
88. Untrained Acquisition of Respondent and Operant Functions via Stimulus Relations. JENNIFER A. HARRINGTON and David C. Weers and Michael J. Dougher (University of New Mexico)

227
 Poster Session
 5/29/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 EDC

89. Intertrial Interval Duration and the Acquisition of Simple Simultaneous Discrimination with Visual Auditory Stimuli. Cacilda Amorim, Maria Amalia Andery, Tereza Maria Serio, GABRIELA RINZLER, Luciane V. Peixoto and Roberto Banaco (Catholic University of Sao Paulo - PUC-SP/Brazil)
90. Validation of a New Laboratory Measure of Self-Control: A Comparison Between Adults with Antisocial Personality Disorder and Normal Controls. Donald M. Dougherty, KATHRYN M. WRUBEL, Dawn M. Marsh, James M. Bjork and F. Gerard Moeller (The University of Texas-Houston Health Science Center)
91. Residence Time Model of Behavior in Concurrent VI VI Schedules: Solution to Two Differential Equations. MICHAEL A. NAVAKATIKYAN (University of Auckland)
92. The Effects of the Copy, Cover, and Compare Procedure in Spelling with an Elementary Student with Fetal Alcohol Syndrome. THOMAS F. MCLAUGHLIN, Molly Gryiec and Sharon Grandy (Gonzaga University)
93. Getting Students to Choose up to 40% More Work Utilizing the Interspersal Procedure. GARY L. CATES and Christopher H. Skinner (Mississippi State University)
94. Effects of Self-Monitoring and Self-Evaluation on the Written Language Performance and On-Task Behavior of Elementary Students with Learning Disabilities. YVONNE GODDARD (Groveport Madison School District) and Timothy Heron (The Ohio State University)
95. The Effects of a Combined Intervention to Increase Multiplication Fact Fluency. KAREN I. DITTMER, Katrina N. Rhymer, Christopher H. Skinner and Bertha Jackson (Mississippi State University)
96. A Comparison of Direct, Rubric Based, Writing Assessments and Indirect Writing Assessments. ANDREW P. LLOYD, Mark A. Adams and Linda J. Hayes (University of Nevada, Reno)
97. Acquisition of Mathematics Problem-Solving Skills through the Use of Generative Instruction. KRISTIN H. HAZLETT and Philip N. Chase (West Virginia University)

98. The Effects of Graphic Organizers on the Social Studies Test Scores of Students with Learning Disabilities in an Inclusionary Setting. SARA C. ERNSBARGER (Petal School District) and April D. Miller (The University of Southern Mississippi)
99. Assessing the Effects of a Strategic Intervention to Improve Creative Writing Quality. LUANN R. ALBERTSON and Felix F. Billingsley (University of Washington)
100. The Effects of Different Numbers of Opportunities to Respond during Class-wide Peer Tutoring on Third Graders' Spelling Performance. LI LI (Department of Special Education and Rehabilitation, Utah State University), K. Richard Young (Brigham Young University) and Richard P. West (CPD, Utah State University)
101. FastCard: A Flashcard Computer Software to Establish Accuracy and Build Fluency. NORMAND PÉLADEAU (Psychology Department, Université du Québec à Montréal)
102. The Effects of Fluency, Overlearning and Intermittent Schedules on Prevention of Resurgence. N. J. RODRIGUES, Kyle E. Ferguson, Kimberly Berens and Linda J. Hayes (University of Nevada, Reno)
103. Fluency Training with Computerized Voice Recognition Training Methods. FINNUR ODDSSON and Philip N. Chase (West Virginia University)
104. A Demonstration of Backward Script Fading as a Means to Teach the Pledge and the Preamble. ANTHONY P. CAMMILLERI (University of Kansas and Century School)
105. A Comparison of the Relative Efficacy of Backward Script Fading and Non-Script Fading as a Means to Teach Elementary School Children to Recite Poetry. ANTHONY P. CAMMILLERI (University of Kansas and Century School)
106. Direct Instruction of Writing Strategies with Students with Emotional and Learning Disabilities within Applied Settings. Tina Lafoon, D'Anne Ammerman and LINDA GARRISON-HARRELL (Southwest Missouri State University)
107. The Effects of Cover, Copy, Compare, Editing, and Self-Graphing on Spelling Performance. WAYNE C. PIERSEL, Angie Henke and Coleen Baker-Cuda (University of Nebraska)

228
 Poster Session
 5/29/99
 5:30 PM-7:00 PM
 International Ballroom
 North
 OBM

108. The Effects of Staff Training, Feedback, and Task Redistribution on the Accuracy of Medicaid Billing Documentation. MELISSA WASKO, Mark R. Dixon (Trinity Services, Inc.) and Patrick M. Ghezzi (University of Nevada, Reno)
109. Reducing Log Errors and Late Logs by Way of Training and Feedback. MONICA M. GARLOCK and Linda J. Hayes (University of Nevada, Reno)
110. An Examination of the Effects of Delayed vs. Immediate Prompts on Safety Belt Use. YONATA SHPAK, Jennifer L. King, Marcia Sarratea, Claudia Zenteno, Amy Steele, Linda J. Hayes (University of Nevada Reno) and John Austin (Western Michigan University)
111. Team and Individual Performance on Interdependent Tasks. ERIN L. KANE, Nick Spain and Phillip K. Duncan (Dept. of Psychology, West Chester University)
112. Implementing a Quality Sensitive Pay-for-Performance Plan in a Non-Profit Organization. MARK R. DIXON and Mike Sieling (Trinity Services, Inc.)
113. Do You Have a Future with the Company?: Temporal Discounting in Employee Recruitment. THOMAS E. SCHOENFELDER and Donald A. Hantula (Temple University)
114. Effect of Accurate Data on Absenteeism. REGINA S. LIND and Jennifer DeNicolis-Bragger (Montclair State University)
115. Service Review: Effects of a Staff Program Review Meeting Agenda and Posted Feedback on Staff Productivity. ANTHONY DIVITORIO (Trinity Services Inc.) and W. Lawrence Williams (University of Nevada, Reno)
116. Behavioral Momentum in Major League Baseball. THOMAS E. SCHOENFELDER and Diane F. DiClemente (Temple University)
117. Analysis of an Organizational and Front Line Outcome Review Method to Establish and Maintain Service Outcomes for Persons with Developmental Disabilities. LORI HAUSHEER (Trinity Services Inc.) and W. Lawrence Williams (University of Nevada, Reno)
118. Increasing Staff Compliance to a Functional Communication Training Protocol. BRETT DINOVI, George Linke and Paul A. Nau (Bancroft NeuroHealth)

119. Development of a Behavior Based Safety System at a Fortune 500 Production and Warehousing Facility. P. ADAM VAN ASSCHE, Keith Vedmore, Alicia Alvero, Barbara R. Bucklin and Alyce M. Dickinson (Western Michigan University)
120. Promoting Rater Consistency in Quality Assurance of Professional Products. MARTIN J. POLLACK, Melissa Shirley, Stephen Eversole, Ingo Bergsteinsson, Greg Bertsch and Zbigniew Golonka (Southbury Training School)
121. Judging Appropriateness of Functional Assessments and Behavior Treatment Plans: A Retrospective Analysis. GREGORY BERTSCH, Martin Pollack, Ingo Bergsteinsson, Melissa Shirley, Zbigniew Golonka, and Stephen Eversole (Southbury Training School)
122. Database Upkeep: Facilitating Timely and Accurate Data Management by Professional Staff. MARTIN J. POLLACK and Ingo Bergsteinsson, (Southbury Training School)

228a

Special Event

5/29/99

7:00 PM-7:50 PM

Boulevard A

Aerobics Workout

Chairs: Kimberly Lucker and Amanda Nicolson (Florida State University)

A Traditional workout consisting of high-low impact aerobics, muscle toning work, and a portion of kickboxing appropriate for all levels of experience. Attendees should wear appropriate supportive and padded footwear and should dress in comfortable workout clothing.

229

Business Meeting

5/29/99

7:00 PM-7:50 PM

4D

CABA-The Chicago Association for Behavior Analysis

Chair: Charles T. Merbitz (Illinois Institute of Technology)

229a

JPS Workshop

5/29/99

3:30 PM-4:20 PM

4G

JPS Success Stories: Tips in Job Hunting and Interviewing from a Past JPS Applicant

DANIEL SIKORA (Meijer, Inc.)

230
Business Meeting
5/29/99
7:00 PM-7:50 PM
Astoria

Cambridge Center for Behavioral Studies

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

Purpose: To review progress over the last year and plan for activities in the coming year, especially activities at ABA next year.

231
Business Meeting
5/29/99
7:00 PM-8:20 PM
Boulevard B

Autism Special Interest Group

Chair: David Celiberti (Rutgers University)

A business meeting will be held to cover administrative matters relevant to the SIG. A round table discussion will follow addressing issues related to the limited generalization of ABA technology into contemporary educational environments.

232
Business Meeting
5/29/99
7:00 PM-7:50 PM
Boulevard C

EAHB SIG

Chair: John Crosbie (West Virginia University)

Purpose: To discuss recent events in the EAHB SIG, and plan for the future.

233
Business Meeting
5/29/99
7:00 PM-7:50 PM
PDR 1

Teaching Behavior Analysis Special Interest Group

Chair: Roger Bass (Carthage College)

Purpose: Review goals met from last year and set goals for 1999-2000. Develop tactics for advancing accurate representations of behavior analysis. Elect new officers.

234
Business Meeting
5/29/99
7:00 PM-7:50 PM
PDR 2

Viewing of *B. F. Skinner: A Fresh Appraisal*

Chair: Fran Davidson (Davidson Films, Inc.)

Film narrated by: Murray Sidman

235
Reunion
5/29/99
8:00 PM-9:50 PM
4D

B.F. Skinner Foundation

Chair: Julie S. Vargas (West Virginia University)

236
Reunion
5/29/99
8:00 PM-9:50 PM
Astoria

Cambridge Center for Behavioral Studies

Chair: Betsy J. Constantine (Cambridge Center for Behavioral Studies)

237
Special Event
5/29/99
8:00 PM-10:00 PM
International Ballroom
South
OTH

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

Chairs: Judith E. Favell (Advoserv Programs) and
Maria E. Malott (Malott & Associates)

- BETH SULZER-AZAROFF (The Brown Group)
- LAURA SCHREIBMAN (University of California,
San Diego)
- JAN SHELDON (University of Kansas)
- CYDNEY YERUSHALMI (Yerushalmi &
Associates)
- BARBARA C. ETZEL (University of Kansas)
- SUSAN FOWLER (University of Illinois)
- SIGRID S. GLENN (University of North Texas)

238
Reunion
5/29/99
8:00 PM-9:50 PM
Marquette

Western Michigan University

Chair: R. Wayne Fuqua (Department of Psychology)

Hosts: Alyce M. Dickinson, Howard Farris and Jack
Michael (Western Michigan University)

239
Reunion
5/29/99
8:00 PM-9:50 PM
PDR 2

Utah State University

Chair: Marilyn K. Bonem (Eastern Michigan
University)

240
Reunion
5/29/99
8:00 PM-9:50 PM
PDR 3

Standard Celeration Chart Data Sharing

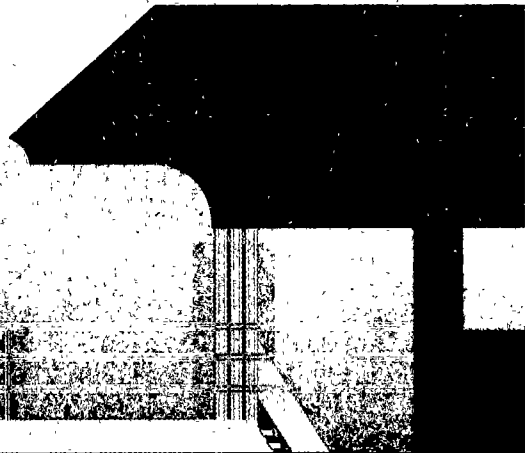
Chair: Stephen A. Graf (Youngstown State University)

ASSOCIATION FOR BEHAVIOR ANALYSIS

an international organization

Sunday, May 30

Day Schedule
Special and Invited Events
Convention Sessions



	Room	7AM		8AM		9AM		10AM		11AM		12PM		1PM	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Lobby	Continental A														
	Continental B					#255 OTH Ch: Bailey		#270 OTH Ch: Lucker/Nicolson							
Second Floor	Continental C	<div> <div></div> = Special & Invited Events Ch: = Chair Legend </div>				#256 AUT Ch: Maguire		#271 AUT Ch: Hickman		#288 AUT Ch: Kephane					
	Int'l Ballroom N														
	Int'l Ballroom S														
	Grand Ballroom														
	Boulevard A					#253 OBM Ch: Redmon		#277 OBM Ch: Ramon							
Third Floor	Boulevard B					#254 CBM Ch: Salzinger		#278 CBM Ch: Mozzoni							
	Boulevard C						#265 OBM Ch: Dams			#284 OBM Ch: Sulzer-Azaroff					
	Waldorf Room														
	Astoria Room														
	Williford A														
	Williford B														
	Williford C					#262 EDC Ch: Boyle		#274 EDC Ch: Spooner		#286 EDC Ch: Witt					
	Marquette Room					#261 DDA		#266 DDA Ch: Asmus		#285 DDA Ch: MacDuff					
	Joliet Room														
	PDR 1														
Fourth Floor	PDR 2														
	PDR 3														
	4A			#241 Safety SIG		#247 AUT Ch: Schreibman		#275 AUT Ch: Cigales							
	4B														
	4C					#248 CSE Ch: Mattaini		#267 CSE Ch: Starlin		#280 CSE Ch: Stoutimore					
	4D			#243 Celeration		#249 TPC Ch: Hoodin		#268 TPC Ch: Verplanck		#281 TPC Ch: Hurley		#289 TPC Ch: Manganello			
	4E			#244 Verbal SIG		#250 CBM Ch: Woods		#276 CBM Ch: Duncan							
	4F			#245 NYABA		#251 CBM Ch: Moore		#269 EDC Ch: Sasso							
	4G						#263 TBA Ch: Bass			#282 TBA Ch: Restauri					
	4H						#264 DDA Ch: DeLeon			#283 DDA Ch: Graff					
	4K			#246 ABA Ed Brd											
	4M					#252 DEV Ch: Lipsitt		#274a DEV MILLER		#287 DEV Ch: Pelaez-Nogueras					
Eighth Floor	Lake Ontario					#260 EAB Ch: Keely		#279 EAB Ch: Myers							
	Lake Michigan					#259 EAB Ch: Blackledge									
	Lake Huron					#258 EAB Ch: Aujla		#273 EAB Ch: Miller							
	Lake Erie					#257 EDC Ch: Duarte		#272 EDC Ch: Yu							

Special and Invited Events

Invited Event

274a On Shaping Behavior (DEV).

Chair: Lewis P. Lipsett. NEAL E.

MILLER

Discover What Makes the May Institute Among "America's Best Nonprofits" ...

We are thrilled to be featured in the new book, *In Search of America's Best Nonprofits*. Compelling mission. Effective leadership. Innovation. Those are a few qualities shared by this select group. The honor reflects the excellence of over 130 May programs across New England and beyond.



Dedicated to the Highest Standards

All our programs share the highest clinical standards, including:

- * Use of the most effective, empirically validated methods
- * Unparalleled commitment to accountability
- * Integrated, outcome-focused case management
- * State-of-the-art quality and clinical information systems



Recognized for Excellence

The praise from the book's authors has been echoed by families, agencies, and accrediting bodies. May programs and staff have earned many honors, including being named among the nation's "Schools of Excellence" by the U.S. Department of Education.



Guided by Leading Experts

Our 2,000 staff benefit from the expertise of our Ph.D. and M.D.-level staff and an Advisory Board including experts in autism (Lovaas, Koegel, Singh, Wacker), brain injury (Sparadeo, Wertleib), and mental health (Barlow, Liberman, Linehan).

Support for Training and Research

We strongly support training and research through our May Centers for Professional Development and Applied Research. We offer many joint degree programs plus internship and practicum opportunities. We are affiliated with over 40 leading universities and hospitals worldwide.

Meeting Diverse Needs

We serve people of all ages with diverse needs, including:

- * Behavioral Health
- * Brain Injury
- * Autism/Developmental Disabilities

An Award-Winning Network

Here are a few of our innovative programs:

- * Five nationally renowned schools in Massachusetts and Maine
- * Several growing centers for child and family services
- * A network of over 100 community-based homes and apartments across Massachusetts and Connecticut
- * New neurobehavioral services for adults with brain injuries
- * *Plus*, beginning this winter, May South, bringing our quality services to Georgia and the Southeast

For More Information

To learn more, please contact us:

(800) 778-7601 or www.mayinstitute.org



The May is accredited by



Joint Commission
on Accreditation of Healthcare Organizations

Corporate Offices: South Harwich, MA • Norwood, MA • West Springfield, MA • Fall River, MA • Gainesville, GA

Convention Sessions

- # 241 Behavioral Safety Special Interest Group**
Chair: Dee Tinley-Smoot (Performance Technology, Liberty Mutual Insurance Group)
Business Meeting
5/30/99
8:00 AM-8:50 AM
4A
The purpose of the meeting is to share and gather information from ABA members who are interested in the field of behavioral safety.
- # 243 Standard Celeration Society and the Standard Celeration Charting SIG**
Chair: Stephen A. Graf (Youngstown State University)
Business Meeting
5/30/99
8:00 AM-8:50 AM
4D
The Standard Celeration Society and SCC-SIG share and spread information about current applications of precision learning and teaching.
- # 244 Verbal Behavior SIG**
Chair: Bill Potter (California State University, Stanislaus)
Business Meeting
5/30/99
8:00 AM-8:50 AM
4E
Purpose: To inform the members of the VB SIG and other interested ABA members about developments related to the AVB journal as well as other business relevant to research, funding opportunities, teaching, and the application of a functional analysis of verbal behavior.
- # 245 New York State Association for Behavior Analysis**
Chair: Beth Diviney (YAI National Institute for People with Disabilities)
Business Meeting
5/30/99
8:00 AM-8:50 AM
4F
The meeting is intended to provide an update on Association activities including the annual conference and BA certification, recruit new members, and review goals for the organization.
- # 246 ABA Education Board**
Chair: Linda J. Hayes (University of Nevada, Reno)
Business Meeting
5/30/99
8:00 AM-8:50 AM
4K
Review of the Board's activities over the past year and plan for the future.

247
Symposium
5/30/99
9:00 AM-10:50 AM
4A
AUT

Linking Assessment to Treatment for Children with Autism

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

Discussant: Aubyn Stahmer (Children's Hospital)

- **Functional Analysis of Echolalia in the Classroom and Laboratory.** MICHAEL SULLIVAN and Laura Schreibman (University of California, San Diego)
- **Augmentative Communication in Autism: An Exploration of Characteristics that Contribute to Success.** AIMEE ANDERSON and Laura Schreibman (University of California, San Diego)
- **Client Treatment Matching for Children with Autism.** MICHELLE SHERER and Laura Schreibman (University of California, San Diego)
- **Individualizing Self-Management Interventions for Children with Developmental Disabilities Participating in Full Inclusion Classrooms.** JOSHUA K. HARROWER, Lynn Kern Koegel, and Robert L. Koegel (University of California, Santa Barbara)

248
Symposium
5/30/99
9:00 AM-10:20 AM
4C
CSE

PEACE POWER!: The Science of Youth Violence Prevention

Chair: Mark A. Mattaini (University of Wisconsin)

Discussant: Anthony Biglan (Oregon Research Institute)

- **The PEACE POWER! Strategy for Violence Prevention.** MARK A. MATTAINI and Christine T. Lowery (University of Wisconsin-Milwaukee)
- **Caring for the Spirits of Youth: A Native American View.** CHRISTINE T. LOWERY (University of Wisconsin-Milwaukee)
- **Violent and Aggressive Behaviors: A Cluster Analytic Examination.** MARK A. MATTAINI (University of Wisconsin-Milwaukee)

249
Paper Session
5/30/99
9:00 AM-10:20 AM
4D
TPC

Perspectives on Behavior

Chair: Flora Hoodin (Eastern Michigan University)

- **Historical Processes and the Nature of Behavioral Evolution.** FREDY REYES and Sigrid Glenn (University of North Texas)
- **Biology and Behavior: Context, Content, and Consequences.** PAUL T. ANDRONIS (Northern Michigan University)
- **Behavior Analysis and Horse Whispering.** JAMES D. DOUGAN (Illinois Wesleyan University) and Valeri Farmer-Dougan (Illinois State University)

250
Symposium
5/30/99
9:00 AM-10:50 AM
4E
CBM

Expanding the Frontier of Habit Disorder Research: Issues in the Assessment and Treatment of Habit Behaviors.

Chair: Douglas W. Woods (Father Flanagan's Boys Home)

Discussant: Keith D. Allen (Munroe Meyer Institute)

- **Motivation, Monitoring, and Fist Clenching: The Frustrations of a Scientist-Practitioner in the Treatment of Persons with Trichotillomania.** DAVID REITMAN (Louisiana State University)
- **Habits as Adjunctive Behavior?** T. S. WATSON and Merilee McCurdy (Mississippi State University)
- **Functional Analysis and Treatment of Finger Sucking in Children.** Sherry Ellingson, Raymond G. Miltenberger, JASON STRICKER, Matthew Garlinghouse, Jennifer Roberts and John Rapp (University of Nevada, Reno)

251
Symposium
5/30/99
9:00 AM-10:20 AM
4F
CBM

Application of Behavior Analysis in a State Psychiatric Setting

Chair: Donna K. Moore (Eastern State Hospital)

Discussant: Ramasamy Manikam (Medical College of Virginia Hospitals at Virginia Commonwealth University)

- **Behavior Support Teams in State Hospital Settings.** DONNA K. MOORE (Eastern State School)

- **Overcoming Limitations within a Psychiatric Hospital When Designing Behavior Programs.** HAKAM M. KAIR, Bethany A. Marcus, Robert L. Thompson, Jr. and Daniele A. Longo (Eastern State Hospital)
- **Integrating Behavioral and Psychiatric Treatments for Individuals with Mental Illness.** BETHANY A. MARCUS and Robert L. Thompson, Jr. (Eastern State Hospital)

252

Panel Discussion

5/30/99

9:00 AM-10:50 AM

4M

DEV

The Behavior Analysis of Imitation in Animals and Children

Chair: Lewis P. Lipsitt (Brown University)

- RACHEL BARR (Rutgers University)
- JACOB L. GEWIRTZ (Florida International University)
- MARK S. LIPSITT (Lipsitt Training Services)
- SLOBODAN PETROVICH (University of Maryland at Baltimore County)
- NEAL E. MILLER (Yale University)

253

Symposium

5/30/99

9:00 AM-10:50 AM

Boulevard A

OBM

Building Chevron Corporation's Competency in Change Management

Chair: Bill Redmon (Continuous Learning Group)

Discussant: Bill L. Hopkins (Auburn University)

- **An Overview of the Chevron Implementation Process (ChIP): A Behaviorally-Sensitive Change Model.** TRACY THURKOW (Continuous Learning group)
- **Integrating ChIP with Existing Approaches to Change Management and Leadership.** BILL REDMON and Mike Leary (Chevron Corporation)
- **The Business Case for Behavioral Change Management: Demonstrating Important Business Results.** NEIL WILSON (Chevron Corporation)
- **Building Skills for Behavioral Change Management for Leaders and Internal Consultants.** JANE MACKENZIE (Chevron Corporation)

254
Symposium
5/30/99
9:00 AM-10:20 AM
Boulevard B
CBM

Alternative Methodologies for Studying Human Clinical Populations

Chair: Kurt Salzinger (Hofstra University)

Discussant: John P. Forsyth (SUNY Albany)

- **A Sequential Analysis of Therapist-Client Verbal Behavior.** ANTHONY T. PROCACCINO (Lawrence Public Schools)
- **Use of Matching-to-Sample Tasks to Measure Rule-governed Behavior.** DANIEL J. MORAN (Hofstra University)
- **Using Incompatible Stimuli with Depressed Subjects in a Stimulus.** PATRICK GREHAN, Kurt Salzinger (Hofstra University) and Lanny Fields (Queens College/CUNY)

255
Panel Discussion
5/30/99
9:00 AM-10:20 AM
Continental B
OTH

Dogs Serving the Disabled

Chair: Marian Breland Bailey (Eclectic Science Productions)

- MARIAN BRELAND BAILEY (Eclectic Science Productions)
- ROBERT E. BAILEY (Eclectic Science Productions)
- PAUL MUNDELL (Canine Companions for Independence)
- MARY BURCH (A.K.C.)

256
Symposium
5/30/99
9:00 AM-10:20 AM
Continental C
AUT

The Use of Video Instruction to Teach Children with Autism Functional Skills

Chair: Russell W. Maguire (Greater Lawrence Educational Collaborative)

Discussant: Melissa A. Maguire (Greater Lawrence Educational Collaborative)

- **The Use of Video Instruction to Teach Children with Autism Imitation.** KATHLEEN QUILL (North Shore Consortium)
- **The Use of Video Instruction to Teach Children with Autism Social Skills.** RUSSELL W. MAGUIRE (Greater Lawrence Educational Collaborative)
- **The Use of Video Instruction to Teach Self-protection Skills.** RUSSELL W. MAGUIRE (Greater Lawrence Educational Collaborative) and Kathleen Quill (North Shore Consortium)

257
 Paper Session
 5/30/99
 9:00 AM-10:20 AM
 Lake Erie
 EDC

Effective Strategies for Students with Disabilities

Chair: Myra Duarte (Florida International University)

- **Choice vs. Preference: The Effects of Choice and No Choice of Preferred and Non Preferred Spelling Tasks on the Academic Behavior of Students with Disabilities.** KIM KILLU, Christine M. Clare (University of Michigan-Dearborn) and Angela Im (Westwood Community Schools)
- **Tutoring Systems with Nontraditional Applications: An Analysis of Skills, Methodologies, and Results.** TIMOTHY E. HERON and Richard G. Welsch (The Ohio State University)
- **Effects of an Interactive Placemat Game Facilitated by "Snack Buddies" on the Social Communication Interaction of Preschool Children with Language Delays.** Susan C. Damopoulous (Buckeye Woods Elementary School), DIANE M. SAINATO and Rebecca Morrison (The Ohio State University)

258
 Paper Session
 5/30/99
 9:00 AM-10:20 AM
 Lake Huron
 EAB

The Analysis of Schedule Effects

Chair: Neelu Aujla (Florida International University)

- **FR1 and MULTFR1EXT Schedule Control in the Zebrafish, Brachydanio Rerio.** JAMES KOPP, Sandy Magee, Jennifer Mueller and Dawnery Ferguson (The University of Texas at Arlington)
- **The Fixed Ratio Pause: Implications for Human Procrastination.** ADAM DERENNE and Alan Baron (University of Wisconsin-Milwaukee)
- **Fixed-Interval Timeout from Avoidance with Humans.** JANET L. EMMENDORFER and John Crosbie (West Virginia University)

259
Symposium
5/30/99
9:00 AM-10:50 AM
Lake Michigan
EAB

Empirical Applications of Relational Frame Theory

Chair: John T. Blackledge (University of Nevada, Reno)

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

- **Testing and Training Spatial Perspective Taking in Children in Accordance with Relational Frames.** YVONNE BARNES-HOLMES and Dermot Barnes-Holmes (University College Cork)
- **Using Relational Frame Theory to Train Relational Responding in Autistic Children.** JOHN T. BLACKLEDGE, Cynthia A. Reinbold, Claudia Dozier, W. Lawrence Williams, Steven C. Hayes (University of Nevada, Reno) and Anne Cummings (Williams & Associates, Toronto, Canada)
- **Relational Acquisition of Stimulus Functions in Substance Abuse.** KELLY G. WILSON (University of Nevada, Reno)
- **Relational Frame Theory and Behavioral Fluency: Potential for Improving the Instruction of Language Skills.** ERIC J. FOX, Kelly G. Wilson and Steven C. Hayes (University of Nevada, Reno)

260
Symposium
5/30/99
9:00 AM-10:50 AM
Lake Ontario
EAB

Seeking Relevance with Delayed Reinforcement

Chair: Josue P. Keely (West Virginia University)

Discussant: Kennon A. Lattal (West Virginia University)

- **Learning Irrelevance: Non-Operant Responding with Delayed Reinforcement.** JOSUE P. KEELY, Tyler W. Feola and Kennon A. Lattal (West Virginia University)
- **Response Acquisition with Delayed Reinforcement as an Assay of Drug Effects.** ALAN POLING and Tom Byrne (Western Michigan University)

261
Paper Session
5/30/99
9:00 AM-9:20 AM
Marquette
DDA

262
Panel Discussion
5/30/99
9:00 AM-10:20 AM
Williford C
EDC

263
Symposium
5/30/99
10:00 AM-11:50 AM
4G
TBA

- **Response Acquisition in Multiple Schedules of Delayed Reinforcement.** MARK P. REILLY (University of Michigan), Raul S. Avila (National Autonomous University of Mexico) and Kennon A. Lattal (West Virginia University)
- **Delayed Reinforcement Induces Behavior Similar to the Target Response.** CARLOS A. BRUNER, Raul S. Avila and Rogelio Escobar (Nation Autonomous University of Mexico)

Developmental Disabilities

Chair: Hiselgis Perez (Florida International University)

- **Risk and Protective Factors in the Development of Severe Behavior Problems.** V. MARK DURAND (University at Albany, SUNY)

Shaping New Behaviors: Teacher Preparation Programs for the 21st Century

Chair: Mary E. Boyle (New York State University-New Paltz)

- DEBORAH A. SHANLEY (Brooklyn College-City University of New York)
- LAURA DOROW (Utica College of Syracuse University)
- SUSAN FRIEDLANDER (New York City Board of Education)

On-Site Training

Chair: Roger Bass (Carthage College)

Discussant: Roger Bass (Carthage College)

- **ABC's On-Site Training Programs.** MICHELLE WILLIAMS-WENDELL (ABC)
- **Comprehensive Application of Behavior Analysis to Schooling (CABAS).** R. DOUGLAS GREER and Jessica Singer (Columbia University)
- **Pyramid Educational Consultants' On-Site Training.** ANDREW S. BONDY (Pyramid Educational Consultants)
- **Teaching Teachers to Use Effective Behavioral Methods.** VICKI SNIDER (University of Wisconsin-Eau Claire)

264
Symposium
5/30/99
10:00 AM-11:50 AM
4H
DDA

Functional Analysis and Treatment of Behavior Disorders: Practical and Conceptual Extensions

Chair: Iser G. DeLeon (Kennedy Krieger Institute)

Discussant: Brian A. Iwata (University of Florida)

- **Verbal Self-Reports and Functional Analyses of Severe Behavior Disorders.** TIMOTHY R. VOLLMER, John Borrero (University of Florida) and Carrie Wright (Children's Seashore House)
- **Functional Analysis of Destructive Behavior during Clinical Trials of Neuroleptic Medication.** JENNIFER R. ZARCONI, Troy J. Zarcone, R. Matthew Reese, Maria Valdovinos, Kim Crosland and Stephen Lindauer (University of Kansas)
- **Client Protection during Functional Analyses of Self-Injury: Methodological Variations.** RICHARD G. SMITH, Robert Churchill (University of North Texas) and Duy Le (Columbus Medical Services)
- **Behavioral Treatment of Food Refusal Based on Functional Analysis of Mealtime Inappropriate Behavior.** BRIDGET SHORE, Cathleen Piazza (The Johns Hopkins University School of Medicine), Charles Gulotta and Deidre Knapp (Kennedy Krieger Institute)
- **Effects of Reinforcement Magnitude on Spontaneous Recovery.** DOROTHEA C. LERMAN, Michael E. Kelley, Carole M. Van Camp and Henry S. Roane (Louisiana State University)

265
Symposium
5/30/99
10:00 AM-11:20 AM
Boulevard C
OBM

Systems Thinking

Chair: Peter-Cornelius Dams (Western Michigan University)

Discussant: Dale M. Brethower (Western Michigan University)

- **Systems Thinking: What is It and How Can I Do It?** PETER-CORNELIUS DAMS and Dale M. Brethower (Western Michigan University)
- **Systems Thinking and Organizational Change.** DONALD TOSTI (Vanguard Consulting)
- **The Origins of the Total Performance System.** DALE M. BRETHOWER (Western Michigan University)

266
Symposium
5/30/99
10:00 AM-11:50 AM
Marquette
DDA

Use of Applied Behavior Analysis Procedures Across School and Inpatient Settings

Chair: Jennifer M. Asmus (The University of Florida)

Discussant: Joseph S. Lalli (University of Pennsylvania School of Medicine)

- **The Effects of Combining Positive and Negative Reinforcement in a Concurrent Operants Paradigm.** HANNAH HOCH, Daphna El-Roy (The Graduate School and University Center of CUNY) and Jennifer J. McComas (Queens/CUNY)
- **Increasing Appropriate Behavior within Treatment of Stereotypy via Response Blocking and Differential Reinforcement.** MARC S. ANDELMAN, Tracy J. Stephens, David P. Wacker, Jennifer M. Asmus and Yu-Chia Wang (The University of Iowa)
- **Brief Antecedent Analysis of Reading Context.** K. MARK DERBY, Tania A. Johnson, Michelle Roberts-Gwinn (Gonzaga University), Betty Fry-Williams (Whitworth College) and Janet M. Drew (Psychology Associates)

- **Linking Self-Management Procedures to Functional Analysis Results.** JOEL E. RINGDAHL, Lee Kern, Alexandra Hilt and Heather E. Sterling-Turner (Children's Seashore/University of Pennsylvania)
- **Levels Treatment Packages Based on Functional Analysis Outcomes.** LOUIS P. HAGOPIAN, Karena S. Rush, David M. Richman (Johns Hopkins University School of Medicine), Stephaine Contrucci, Daniel J. Hendrickson and Kimberly Crosland (Kennedy Krieger Institute)

267

Panel Discussion

5/30/99

10:30 AM-11:50 AM

4C

CSE

Regaining Our Balance: Behavioral Science and Ecology

Chair: Clay M. Starlin (University of Oregon)

- STEPHEN A. GRAF (Youngstown State University)
- E. SCOTT GELLER (Virginia Tech Univ)
- JOHN W. ESHLEMAN (EasyLearn Systems, Inc)

268

Symposium

5/30/99

10:30 AM-11:50 AM

4D

TPC

Interbehavioral Expansions of Behavior Analysis in Instruction and Education

Chair: William S. Verplanck (University of Tennessee)

Discussant: William S. Verplanck (University of Tennessee)

- **Compatible Developments in Interbehavioral Technology: The Lens is the Thing!** TOM SHARPE (Purdue University) and Monica Lounsberry (Utah State University)
- **Assessing Setting Events for Challenging Behaviors in Schools and Preschool.** JAMES FOX (East Tennessee State University) and Maureen Conroy (University of Florida, Gainesville)
- **Student Authoring of Digital Hypermedia: A Taxonomy for Shaping "Constructionistic" Learning Skills?** ROGER D. RAY (Rollins College)

269
Symposium
5/30/99
10:30 AM-12:20 PM
4F
EDC

Research to Support Students in General Education School Environments

Chair: Gary M. Sasso (University of Iowa)

Discussant: Craig H. Kennedy (Vanderbilt University)

- **The Use of Peer Mediation and Task Analysis to Teach Functional Activities to Students with Autism.** Daniel Parker and DEBRA KAMPS (Juniper Gardens Children's Project)
- **A Video Modeling Intervention to Reduce Disruptive Behavior in a Student with Autism in an Inclusion Setting.** LEN LEVIN, Olga Montoya and Bridget Taylor (Alpine Learning Group)
- **Analysis of Inclusive Strategies for Students with Emotional and Behavior Disorders in Public School Settings.** LINDA GARRISON-HARRELL, Paris DePaepe and Jane Doelling (Southwest Missouri State University)
- **Use of a Hypothesis Testing Model to Determine Effective Social Setting Events in an Inclusive Environment.** JANINE PECK (University of South Florida) and Gary M. Sasso (University of Iowa)

270
Panel Discussion
5/30/99
10:30 AM-11:50 AM
Continental B
OTH

How Can We Promote Behavior Analysis in Sports Fitness and Health?

Chair: Kim Luckner and Amanda Nicolson (Florida State University)

- DARYL SIEDENTOP (Ohio State University)
- TOM WELSCH (Florida State University)
- KETH ALLEN (Munroe-Meyer Institute)
- BOBBY NEWMAN (Orca Dragon Kenpo)

271
Symposium
5/30/99
10:30 AM-12:20 PM
Continental C
AUT

Devereux Childhood Autism Research and Education Services (CARES): A State of the Science System for Educating Young Children with Autism

Chair: Wesley T. Hickman (Devereux CARES)

Discussant: Jennifer McFarland (Autism Training Center at Marshall University)

- **Devereux Childhood Autism Research and Education Services: An Overview of the Administrative Model.** VINCENT D. WINTERLING (Devereux CARES & Devereux NJCA) and Wesley T. Hickman (Devereux CARES)
- **Devereux Childhood Autism Research and Education Services (CARES): An Overview of the Clinical Model.** WESLEY T. HICKMAN Dustin J. Polis (Devereux CARES) and Vincent D. Winterling (Devereux CARES/NJCA)
- **Positive Behavior Support: A School's Approach to a Molar and Molecular Philosophy.** DUSTIN J. POLIS, Wesley T. Hickman and Vincent D. Winterling (Devereux CARES)
- **Skill Acquisition Program Development through a Positive Behavior Support Philosophy.** DUSTIN J. POLIS, Wesley T. Hickman and Vincent D. Winterling (Devereux CARES)

272
Symposium
5/30/99
10:30 AM-12:20 PM
Lake Erie
EDC

The Assessment of Basic Learning Abilities (ABLA)

Chair: Dickie Yu (St. Amant Centre & University of Manitoba)

Discussant: W. Lawrence Williams (University of Nevada, Reno)

- **A Comparison of ICAP and ABLA Scores in Determining Services for Persons with Developmental Disabilities.** JACQUELINE COLLINS, W. Lawrence Williams (University of Nevada, Reno), Thane Dykstra, Mark Dixon and Ruth Anne Rehfeldt (Trinity Services Inc.)

- **The Effects of Task Characteristics on Aberrant Behaviour of Persons with Developmental Disabilities in a Naturalistic Setting.** TRICIA VAUSE, Garry L. Martin, Angela Cornick, Shayla Harapiak, Ivy Chong (University of Manitoba), Dickie Yu and Jennifer Garinger (St. Amant Centre)
- **Relationships Between ABLA Test Performance, Auditory Matching, and Communication Ability.** Tricia Vause, Garry L. Martin (University of Manitoba) and DICKIE YU (St. Amant Centre)
- **Can the ABLA Test Be Administered in Half the Time?** TRICIA VAUSE, Shayla Harapiak, Lisa Scharf, Joyce Wong, Garry L. Martin (University of Manitoba) and Dickie Yu (St. Amant Centre)
- **The ABLA and Conditional Discriminations.** CYNTHIA A. RIENBOLD and W. Lawrence Williams (University of Nevada, Reno)

273

Paper Session
5/30/99
10:30 AM-11:50 AM
Lake Huron
EAB

Symmetrical Law of Effect

Chair: Kristi Miller (Jacksonville State University)

- **On the Symmetrical Law of Effect: Conditioned Reinforcement and Conditioned Punishment with Pigeons.** CYNTHIA J. PIETRAS and Timothy D. Hackenberg (University of Florida)
- **On the Symmetrical Law of Effect: Relative Potency of Positive and Negative Reinforcement in Human Operant Behavior.** THOMAS S. CRITCHFIELD (Illinois State University) and Michael A. Magoon (Auburn University)
- **On the Symmetrical Law of Effect: Interpreting Stimulus Generalization of Reinforcement and Punishment.** JENNIFER O'DONNELL (University of Kansas)

274
Symposium
5/30/99
10:30 AM-11:50 AM
Williford C
EDC

Facilitating Interactions in University-level Distance Delivery

Chair: Fred Spooner (University of North Carolina at Charlotte)

Discussant: Charles L. Salzberg (Utah State University)

- **Strategies Gleaned from Broadcast Journalism in Increasing Interaction at a Distance.** FRED SPOONER and LuAnn Jordan (UNC Charlotte)
- **Recommendations to Enhance Student Interactions Across Distance Delivery Sites.** CYNDI ROWLAND, Benjamin Lignugaris/Kraft and Rhonda Menlove (Utah State University)
- **Ideas for Increasing Opportunity to Respond and Providing Feedback in Distance Education Classes.** DAVID W. TEST (UNC Charlotte)

274a
Invited Event
5/30/99
11:00 AM-11:50 AM
4M
DEV

On Shaping Behavior

Chair: Lewis P. Lipsett (Brown University)

- NEAL E. MILLER (Yale University)

275
Paper Session
5/30/99
11:00 AM-12:20 PM
4A
AUT

Behavioral Intervention within the Context of Home, Family, and Culture

Chair: Maricel Cigales (Liberty Healthcare Corporation)

- **Autism in Bilingual Families: in What Language Do We Do Discrete Trials?** ALEX DOMINGUEZ (Baudhuin Oral School of Nova Southeastern University)
- **Some Dynamics of Successfully Implementing a Home Program for a Young Child with Autism.** BETH SWATSKY (Northern Michigan University) and Christopher R. VanDyke (Wisconsin Early Autism Project)
- **Elements of Successful Training of Parents of Children with Autism: Analysis of Compliance with Behavioral Homework Assignments.** Bobby Newman, Frederica Blausten (Association in Manhattan for Autistic Children), SHARON TOLEDO (Queens College, CUNY) and Dana R. Reinecke (The Graduate School and University Center, CUNY)

276
Symposium
5/30/99
11:00 AM-12:50 PM
4E
CBM

Training Parents and Consomers to Implement Behavioral Programs

Chair: Dee Duncan (Neurology Learning and Behavior Center)

Discussant: Theodore A. Hoch (Northern Virginia Training Center)

- **Training Parents to Implement Interventions Using Functinal Analysis.** BETHANY A. MARCUS (Eastern State Hospital), Victoria Swanson (Louisiana State University), Timothy R. Vollmer (University of Florida)
- **Parent Training: An Effective Method for Facilitating the Acquisition of Parent Feeding Skills and Improvement in Children's Feeding Behaviors.** RAMASAMY MANIKAM (Medical College of Virginia Hospitals at Virginia Commonwealth University), Cassandra A. Stanton (Virginia Commonwealth University), L. Cox, A. Kane and E. Terranova (Children's Hospital)
- **Parenting Children with Brain Injuries.** WILLIAM J. WARZAK, Cindy Anderson (University of Nebraska Medical Center) and Bethany A. Marcus (Eastern State Hospital)
- **Improving Performance by Using Self-Monitoring.** HAKAM M. KAIR (Eastern State Hospital) and Donald M. Baer (University of Kansas)

277
Paper Session
5/30/99
11:00 AM-11:50 AM
Boulevard A
OBM

Research on Organizational Effectiveness

Chair: Guillermo Ramon (Florida International University)

- **Using Fluency Based Instruction in Business: It Makes Cents. . . Even Dollars!** DAVID W. ELLENWOOD (Aubrey Daniels & Associates, Inc.)
- **Is It Possible to Measure All Outcome Variables required for Applied Research?** REBECCA J. OLIPHANT (Stetson University)

278
Symposium
5/30/99
11:00 AM-12:50 PM
Boulevard B
CBM

Outcome Measurement: Burden of Care, Quality of Life and Scientific Measurement

Chair: Michael P. Mozzoni (Timber Ridge Group, Inc.)

Discussant: Glen W. White (University of Kansas)

- **Single Subject Experimental Designs (SSEDs) and Behavior Analysis (BA): The Increasing Demands for Demonstrable Effectiveness and Accountability in Medical Rehabilitation.** NANCY K. HANSEN (Illinois Institute of Technology)
- **Burden of Care Measures in Neurorehabilitation: Impact on Length of Stay and Client Outcomes.** MICHAEL P. MOZZONI (Timber Ridge Group, Inc.)
- **Contributions of Behavior Analysis to Solving the Rehabilitation Outcome Measures Puzzle: Single Subject Design, Individualization, Selectionism, Component-Composite Relations, and Frequency Measures.** CHARLES T. MERBITZ (Illinois Institute of Technology)
- **Quality of Life an Outcome Measurement Values System.** ROBERT H. HORNER (University of Oregon)

279
Symposium
5/30/99
11:00 AM-12:50 PM
Lake Ontario
EAB

Delayed Reinforcement

Chair: Todd M. Myers (West Virginia University)

Discussant: David W. Schaal (West Virginia University)

- **Acquisition and Maintenance of Observing with Delayed Conditioned Reinforcement.** KENNON A. LATTAL (West Virginia University)
- **Effects of Delayed Reinforcers Contingent on Accumulated Choices.** TODD M. MYERS and Michael Perone (West Virginia University)
- **Local Effects of Response-Reinforcement Contiguity.** OLIVER WIRTH and Kennon A. Lattal (West Virginia University)

- **Discounting of Signaled and Unsignaled Delayed Shock.** C. W. LEJUEZ, Jerry B. Richards, Tyler W. Feola and Harriet deWit (West Virginia University)
- **Effects of Abused Drugs on Performance on an Adjusting-Delay Procedure in Pigeons.** RAYMOND C. PITTS, Christopher E. Bullock and Amy M. Payne (University of North Carolina at Wilmington)

280

Symposium

5/30/99

12:00 PM-1:50 PM

4C

CSE

Behavior Analysis in Child Welfare: Strategies and Data

Chair: Michael Stoutimore (Family Safety & Preservation in Florida's District 6)

- **A Behavior Contingent Payment Structure.** CATHERINE WILLIAMS (University of South Florida, Professional Developm)
- **The Acquisition of Parenting Behavior.** MICHAEL CRIPE (University of South Florida)
- **The Maintenance of Parenting Behavior.** JAN MONTGOMERY (University of South Florida)
- **Placement Change Data.** BRYON NEFF (University of South Florida)
- **Behavior/Case Managing and Money.** STACIE NEFF (University of South Florida)

281

Paper Session

5/30/99

12:00 PM-12:50 PM

4D

TPC

Influenced by B. F. Skinner

Chair: Christine Hurley (Eastern Michigan University)

- **The FBI File on B. F. Skinner.** W. JOSEPH WYATT (Behavior Analysis Digest)
- **Remembering Behavior: An Alternative Analysis.** SEAN M. CORIATY and Linda J. Hayes (University of Nevada, Reno)

282

Paper Session

5/30/99

12:00 PM-1:50 PM

4G

TBA

Computer and Video Tactics for Teaching Behavior Analysis

Chair: Sherri Restauri (Jacksonville State University)

- **Feedback to In-Course Proctors: An Important Component of Instructional Design.** DARLENE E. CRONE-TODD and Joseph J. Pear (University of Manitoba)
- **Supplementing Your Course in Behavior Analysis with a Website.** BRUCE E. HESSE (California State University, Stanislaus)

283
Symposium
5/30/99
12:00 PM-1:50 PM
4H
DDA

- **Teaching Behavior Analysis via Distance Learning: The Impact of PSI.** KEVIN MURDOCK and Darrel E. Bostow (University of South Florida)
- **A Comparison of Passive Studying vs. Required Overt Instruction and Their Relation to the Appearance of Terminology in Subsequent Student Essays.** PETER J. STUCKE and Darrel E. Bostow (University of South Florida)

Stimulus Preference Assessments: Issues and Applications

Chair: Richard B. Graff (The New England Center for Children)

Discussant: Iser G. DeLeon (Kennedy Krieger Institute)

- **A Comparison of Verbal and Tangible Stimulus-Choice Preference Assessments.** DAN COHEN-ALMEIDA, Richard B. Graff, Cheryl Davis, William H. Ahearn and Eileen Ahearn (The New England Center for Children)
- **Preference Assessments: Selection vs. Duration as Dependent Measures,** Cammarie Johnson, ANJALEE NIRGUDKAR, Beth Deschenes, Pamela Mudway and Kimberly Keogh (The New England Center for Children)
- **Comparison of Three Methods for Determining Stimulus Preference.** ALLEN KARSINA, Christine Morse and D. Daniel Gould (The New England Center for Children)
- **Using Stimulus Preference Assessments and Specific Functional Analyses in the Treatment of Automatically Reinforced Aberrant Behavior.** MEETA A. PATEL, James E. Carr, Christine Kim, Adel Robles, Dixie Eastridge and Craig Titterton (University of Nevada, Reno)

284
Panel Discussion
5/30/99
12:00 PM-1:50 PM
Boulevard C
OBM

Preparing Behavioral Safety Scientists and Professionals at the University Level

Chair: Beth Sulzer-Azaroff (Florida International University)

Discussant: William E. Lischeid (Travelers Property Casualty)

- JOHN AUSTIN (Western Michigan University)
- E. SCOTT GELLER (Virginia Polytechnic Institute)
- DONALD A. HANTULA (Temple University)
- BILL L. HOPKINS (Auburn University)
- MICHAEL F. O'TOOLE (Purdue University, Calumet)
- PAUL RAY (University of Alabama)
- BETH SULZER-AZAROFF (Florida International University)

285
Symposium
5/30/99
12:00 PM-1:50 PM
Marquette
DDA

Facilitating Independence for Individuals with Developmental Disabilities

Chair: Gregory S. MacDuff (Princeton Child Development Institute)

Discussant: Charles L. Salzberg (Utah State University)

- **Prevention and Treatment of Challenging Behavior with Supported Routines.** RICHARD R. SAUNDERS and Muriel D. Saunders (University of Kansas)
- **An Evaluation of Choice Making in the Assessment of Children's Challenging Behavior.** JAY HARDING, David Wacker and Wendy Berg (University of Iowa)
- **Photographic Activity Schedules: An Aid Towards Greater Independence for People with Mental Retardation.** ELISE WEIBERG-AURDAL (Akershus College)

286
Symposium
5/30/99
12:00 PM-1:50 PM
Williford C
EDC

A General Case Model for Behavior Analysis in General Education Settings: Empirical and Conceptual Support for a Problem Validation, Problem Analysis, Treatment Identification and Treatment Implementation Process

Chair: Joseph C. Witt (Louisiana State University)

Discussant: George M. Sugai (University of Oregon)

- **Overview of a General Case Model for the Application of Behavior Analysis in Schools.** JOSEPH C. WITT and George H. Noell (Louisiana State University)
- **Problem Validation: An Empirical Method for Determining the Existence of Academic Deficits or Behavioral Excesses.** DONNA M. GILBERTSON, Joseph C. Witt, George H. Noell and Gary J. Duhon, Jr. (Louisiana State University)
- **Problem Analysis: Empirical Support for a Brief Method of Differentiating Performance Deficits from Skill Deficits.** BRAD DUFRENE, George H. Noell, Joseph C. Witt, Jennifer T. Freeland, Donna M. Gilbertson and Gary J. Duhon (Louisiana State University)
- **Treatment Identification: Treatment Validity and Issues Related to the Use of Descriptive Assessment, Experimental Analysis, and Stimulus Preference Assessment to Develop Intervention for Normally Developing Children.** GARY J. DUHON, JR., Joseph C. Witt, Lynn H. LeFleur and James LeVelle (Louisiana State University)
- **Treatment Implementation: A Summary of Research to Enhance Teacher Implementation of Interventions.** GEORGE H. NOELL, Joseph C. Witt, Lynn H. LeFleur, Donna M. Gilbertson, Bruce P. Mortensen, Deborah Ranier (Louisiana State University) and Jennifer T. Freeland (Mississippi State University)

287
Symposium
5/30/99
12:30 PM-1:50 PM
4M
DEV

Basic Behaviorist Perspectives of Developmental Phenomena

Chair: Martha Pelaez-Nogueras (Florida International University)

Discussant: Jacob L. Gewirtz (Florida International University)

- **Thinking as the Behaviorist Views It.** HAYNE W. REESE (West Virginia University)
- **Watson and Freud: Strange Bedfellows.** LEWIS P. LIPSITT (Brown University)
- **Watson and Instinctive Behavior and the Development of Learned Behavior in Children.** PETER HARZEM (Auburn University)

288
Symposium
5/30/99
12:30 PM-1:50 PM
Continental C
AUT

TreeHouse School: A Comprehensive ABA (CABAS) Program for Young Children with Autism and Related Communication Disorders and a Model Professional Training Center

Chair: Dolleen-Day Keohane (TreeHouse School)

Discussant: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

- **The Comprehensive Application of Behavior Analysis to Schooling (CABAS) at TreeHouse School London.** DOLLEEN-DAY KEOHANE (TreeHouse School)
- **A Behavior Analytic Curriculum for Professionals and Students with Autism and Related Communication Disorders.** AMANDA KEMMISH (TreeHouse School)
- **A Learner Driven Curriculum and Education Program for Parents of Children with Autism and Related Communication Disorders.** KEVIN J. CONALLEN (TreeHouse School)

289
Paper Session
5/30/99
1:00 PM-1:50 PM
4D
TPC

Views on Behaviorism

Chair: Krista M. Manganello (Eastern Michigan University)

- **Extensions of Skinner's Naturalistic Theory of Values.** KRISTIN H. HAZLETT (West Virginia University)
- **Domain Specifications and Their Consequences: Analyzing the Friction Between Behavioristic and Religious Worldviews.** ANDREW P. LLOYD and N. J. Rodrigues (University of Nevada, Reno)

Sustaining and Supporting Members

Through their contributions, Sustaining and Supporting members help build the ABA endowment fund and support the growth, development and vitality of behavior analysis. The following ABA members provided this support during the 1998 membership year.

Sustaining members

Edward Anderson
Donald M. Baer
Carl V. Binder
Jay S. Bimbrauer
Betsy J. Constantine
Aubrey C. Daniels
Alyce M. Dickinson
Janet Ellis
David G. Fossum
E. Scott Geller
Celia Wolk Gershenson
Karen E. Gould
R. Douglas Greer
Matthew L. Israel
Kent R. Johnson
Patricia J. Krantz
Thomas R. Krause
Kennon A. Lattal
Ogden R. Lindsley
Robert F. Littleton, Jr
John R. Lutzker
Christopher Macaluso
Lynn E. McClannahan
Terry E. McSween
Francis Mechner
Jack Michael
Terry J. Page
Helen D Pratt
Howard Sloane
Greg Stikeleather
John E. Stone
Vincent Strully
Beth Sulzer-Azaroff
William J. Sweeney
Travis Thompson

Supporting Members

Judy L. Agnew
Larry Alferink
Betty K. Armstrong
Dermot Barnes
Alan Baron
Daniel J. Bernstein
Sidney W. Bijou
Andrew S. Bondy
Joseph V. Brady
Thomas A. Brigham

Paul L. Brown
Eric L. Carlson
William Casey
A. Charles Catania
Philip N. Chase
Shlomo I. Cohen
John O. Cooper
James H. Cowardin
Judith A. Crandall
Chris Cullen
Michael L. Davis
Philip W. Drash
H. Todd Eachus
Jay N. Eacker
Joel Farb
Howard E. Farris
Judith E. Favell
Suzanne Fitch
Richard M. Foxx
Eileen Gambrell
Sigrid S. Glenn
Stephen A. Graf
Gina Green
Dwight Harshbarger
Michael J. Hemingway
Timothy E. Heron
Bruce E. Hesse
William L. Heward
Philip N. Hineline
Bill L. Hopkins
John E. Humphrey
Brian A. Iwata
James M. Johnston
Edward J. Korber
Kristin J. Korinko
Anne S. Kupfer
Gerald D. Lachter
Peter A. Lamal
Victor G. Laties
T. V. Joe Layng
Thomas Linscheid
John H. Mabry
Sandra E. Mackenzie-Keating
Maria E. Malott
Richard W. Malott
M. Jackson Marr
Mark A. Mattaini
Bill Matthew

V. Thomas Mawhinney
G. Roy Mayer
William J McIlvane
Steven E. Meier
Raymond G. Miltenberger
D. Wayne Mitchell
Jay Moore
Edward K. Morris
Floyd J. O'Brien
J. Grayson Osborne
H. McIlvaine Parsons
Coleman Paul
Martha Pelaez-Nogueras
Henry S. Pennypacker
Carol Pilgrim
Raymond C. Pitts
Roger Poppen
Richard F. Rakos
Jim Rast
Robyn Redinger
Leo J. Reyna
Wayne S. Robb
David L. Roll
Kurt Salzinger
Masaya Sato
William J. Schiller
Hank Schlinger
William E. Scott
Gerald L. Shook
Richard L. Shull
Murray Sidman
Joseph E. Spradlin
Judith E. Stowe
Stephen M. Sundby
Kenneth Traupmann
Vicci Tucci
Jerome D. Ulman
Robert G. Vreeland
Judy Weber
W. Scott Wood
Sherman Yen



official travel agency for

Association for Behavior Analysis May 25-30, 1999 - Chicago, Illinois

American Airlines

- AA - Save 5% on lowest applicable fares (some restrictions apply)
- AA - Zone Fares save you money with no Saturday night stay
- AA - Take an **additional 5% off** with 60 day advance purchase
- Travel between May 20 - June 4, 1999

Alamo Rent A Car

- Special low conference rates starting at \$34/day or \$155/week
- Unlimited free mileage
- Bonus frequent flyer miles

Conventions in America

- Lowest available fares on any airline
- Discounts on American and Alamo
- Free flight insurance of \$100,000
- Seat assignments, senior discounts, frequent flyer mileage
- Easy ticketless travel on most carriers

**Call Conventions in America
1-800-929-4242, ask for Group #349
Visit our website: www.scitravel.com (use #349)**

Outside U.S. & Canada call 619-453-3686 / Fax 619-453-7976
Reservation hours M-F 6:30am - 5:00pm Pacific Time
Email address: flycia@scitravel.com
7770 Regents Road, Suite 111, San Diego, CA 92122

If you call direct or use your own agency, refer to these codes:

American	1-800-433-1790, Starfile #0359UC
Alamo	1-800-732-3232, ID #541005 GR

Reservation Request

Chicago Hilton & Towers

For reservations call: (312) 922-4400

Fax: (312) 663-6528

The *Chicago Hilton & Towers* welcomes you to Chicago for the 25th Annual ABA Convention. We recommend that you reserve your room as early as possible to avoid difficulties during the holiday weekend. To make a reservation please fill out the following information completely and fax to (312) 663-6528. *Reservations must be received by May 5, 1999.*

Group Name: ASSOCIATION FOR BEHAVIOR ANALYSIS

Meeting Date: May 26 - 30, 1999

Special ABA Member Room Rate: \$120/\$160 per night (plus 14.9% tax, subject to change without notice).

Deposit Information:

Reservations that are not accompanied by a deposit will not be processed. Reservations require one of the following in deposit:

- ☐ An enclosed check or money order made payable to the *Chicago Hilton & Towers* covering the first night's stay, or
- ☐ The entire number of your credit card (American Express, Visa or MasterCard), expiration date, and your signature noted below:

Credit Card Number	Expiration Date	Signature
--------------------	-----------------	-----------

(This signature authorizes the *Chicago Hilton & Towers* to charge the above account for one night's room deposit)

Type of card: ☐ American Express ☐ MasterCard ☐ Visa

Personal Information:

Last Name	First Name
-----------	------------

Address

Address

City	State	Country	Zip or Postal Code
------	-------	---------	--------------------

Telephone Number

Sharing With

Arrival Date: _____ Arrival time: _____ (Check-in begins at 3:00 p.m.)

Departure Date: _____ (Checkout ends at 11:00 a.m. An early departure fee of \$25.00 will be charged if guest departs prior to scheduled departure.)

Accommodation Information:

Number of rooms required: _____ Number of people in room(s): Adults: _____ Children: _____

I request a room with:

I prefer a:

- | | |
|--|---|
| <input type="checkbox"/> Two (2) double beds (\$120 per night) | <input type="checkbox"/> Smoking room |
| <input type="checkbox"/> One (1) king bed (\$120 per night) | <input type="checkbox"/> Non-smoking room |
| <input type="checkbox"/> Towers Single (\$160 pr night) | |
| <input type="checkbox"/> Towers Double (\$160 per night) | |

Deposit: Deposits will be retained and credit cards will be charged in the event that guests fail to cancel or arrive by 4 p.m. on the scheduled date of arrival.

- ☐ I have enclosed a check
- ☐ I have pertinent credit card information on this form.



Available from ABA Order Form

Make checks payable to: ABA, 213 West Hall, Western Michigan University,
1201 Oliver St, Kalamazoo, MI 49008-5052
Phone: (616) 387-8341/8342 Fax: (616) 387-8354
Prices include shipping and handling

Publications	Unit Cost		Domestic	Foreign	Quantity	Total
<i>ABA General Publications</i>						
ABA Newsletter (free w/membership).....	\$30.00	\$30.00	x			= \$
ABA Membership Directory (1997-98)	\$16.00	\$21.00	x			= \$
Directory of Graduate Training Programs in Behavior Analysis	\$15.00	\$20.00	x			= \$
Recommendations of the Task Force on Regulatory Issues.....	\$4.00	\$5.00	x			= \$
Recommendations of the Task Force on the Right to Effective Behavioral Treatment.....	\$4.00	\$5.00	x			= \$
Position Statement on Students Right to Effective Education	\$4.00	\$5.00	x			= \$
<i>Journals</i>						
Analysis of Verbal Behavior:	Institution	\$53.00	\$57.00	x		= \$
	Individual	\$23.00	\$27.00	x		= \$
	Student.....	\$16.00	\$20.00	x		= \$
The Behavior Analyst (free w/membership):	Institution	\$85.00	\$95.00	x		= \$
	Individual	\$35.00	\$50.00	x		= \$
	Student.....	\$15.00	\$23.00	x		= \$
<i>Keller, Fred S.</i>						
Pedagogue's Progress	\$15.00	\$20.00	x			= \$
<i>Michael, Jack</i>						
Concepts and Principles of Behavior Analysis	\$17.00	\$22.00	x			= \$
<i>Pryor, Karen</i>						
Lads Before the Wind: Diary of a Dolphin Trainer	\$17.95	\$22.95	x			= \$
<i>Other</i>						
National Public Radio: Interview with B. F. Skinner (audio)	\$4.00	\$6.00	x			= \$
SUBTOTAL						\$
6% Sales Tax (Michigan Residents Only).....						SUBTOTAL x .06 = \$
TOTAL (Make Checks Payable to ABA)						\$

Name: _____

Affiliation: _____

Street Address 1: _____

Street Address 2: _____

City: _____ State: _____ Country: _____ ZIP Code: _____

Credit Card #: _____ Expiration: _____

☐ Visa ☐ MasterCard ☐ American Express Signature: _____

Analysis of Verbal Behavior Order Form

Make checks payable to: ABA, 213 West Hall, Western Michigan University,
1201 Oliver St, Kalamazoo, MI 49008-5052
Phone: (616) 387-8341/8342 Fax: (616) 387-8354

Prices include shipping and handling

	Individual	Unit Cost Student Institution	Quantity	Total Cost
<i>Separate Volumes</i>				
Volume 14 (available in May, 1997).....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 13 (current volume)	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 12.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 11.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 10.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 9.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 8.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 7.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 6.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 5.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 4.....	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
Volume 1, 2, & 3 bound together	\$ 23.00	\$ 16.00	\$ 53.00 x _____	= \$ _____
* International Shipping Fee, per volume.....	\$ 4.00	\$ 4.00	\$ 4.00 x _____	= \$ _____
<i>Complete Set</i>				
Volumes 1-13	\$ 132.00	\$ 132.00	\$ 515.00 x _____	= \$ _____
* International Shipping Fee, complete set...	\$ 60.00	\$ 60.00	\$ 60.00 x _____	= \$ _____
SUBTOTAL	\$ _____			
6% Sales Tax (Michigan Residents Only).....	SUBTOTAL x .06 = \$ _____			
TOTAL	\$ _____			

Name: _____ Affiliation: _____

Street Address: _____

City: _____ State: _____ Country: _____ ZIP Code: _____

Credit Card #: _____ Expiration: _____

☐ Visa ☐ MasterCard ☐ American Express Signature: _____

Subscribe now!

If you are interested in a behavioral analysis of language, *The Analysis of Verbal Behavior* is the ideal journal for you. No other journal offers this unique contribution to the empirical and conceptual analysis of verbal behavior. *The Analysis of Verbal Behavior* (ISSN 0880-9401) publishes original papers relevant to the elementary verbal operants, autoclitics, multiple control, private events, rule-governed behavior, epistemology, scientific verbal behavior, language acquisition, language assessment and training, second languages, pedagogy, the verbal behavior of nonhumans, and verbal behavior research methodology.

If you are not reading *AVB*, you may be missing out of some of the most interesting and valuable information in the field of behavior analysis today.

Society for the Advancement of Behavior Analysis

The Society for the Advancement of Behavior Analysis (SABA) was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities and other areas.

SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA). The eight Directors of SABA also are members of the Executive Council of ABA.

Funds to Support Students in Behavior Analysis

Janet and Sidney Bijou Fund

In December 1996, Dr. Sidney W. and Janet R. Bijou donated a substantial amount of money to the Society for the Advancement of Behavior Analysis to establish the *Sidney W. and Janet R. Bijou Fellowship Program*. The objective of the program is to enable doctoral students to study child development from a behavior-analytic perspective. The Fellowship provides a grant for one student per year in a doctoral program in psychology or education, in which it is possible to conduct research in behavioral child development.

Endowment Fund

SABA's Endowment Fund is currently \$57,000.00. A goal of the organization is to increase the endowment to \$100,000 in order that another grant similar to the Bijou Fellowship can be offered to students

of behavior analysis. SABA is currently accepting contributions to the endowment fund for this purpose.

Student Presenters' Fund

Additionally, SABA has established a fund to provide registration to student members presenting at the annual convention. In order to sustain this service, it is essential that this fund be replenished. Please consider a donation to the SABA Student Presenters Fund.

Tax Status

As a non-profit organization, SABA is exempt from federal income tax under Section 501 (c)(3) of the 1986 Internal Revenue Code as amended.

Contributions to SABA qualify for tax deductions to the full extent provided by law. The IRS identification number assigned to SABA is 38 2325364.

Ethical Standards

The Society is deeply committed to the philosophy, science, and practice of behavior analysis and will support only those activities and programs consistent with this commitment. Behavior analysis activities and program supported by SABA must in turn conform to the ethical guidelines promulgated by the Association for Behavior Analysis. Such programs also must be consistent with the Association's policy on social justice.

Donations

To make a contribution to SABA please include your name address and telephone number and indicate the fund to which you would like to contribute. Make checks payable, in US dollars, through a US bank, to SABA or charge to your Visa, MasterCard or American Express.

Does your library subscribe to *The Analysis of Verbal Behavior* and *The Behavior Analyst*?

Give this form to your reference librarian.

The Behavior Analyst

The Behavior Analyst (ISSN 0738-6729) is the official publication of the Association for Behavior Analysis. It is devoted to the dissemination of information about behavior analysis. As such, *The Behavior Analyst* publishes mainly conceptual and integrative articles, thought it accepts book reviews and other items of general interest to behavior analysts.

If you are not reading *The Behavior Analyst*, you may be missing the most interesting and valuable information in the field of behavior analysis today.

Analysis of Verbal Behavior

If you are interested in a behavioral analysis of verbal behavior, *The Analysis of Verbal Behavior* is the ideal journal for you. No other journal offers this unique contribution to the behavioral literature.

The Analysis of Verbal Behavior (ISSN 0880-9401) publishes original papers relevant to the elementary verbal operants, autocalitics, multiple control, private events, rule-governed behavior, epistemology, scientific verbal behavior, language acquisition, language assessment and training, second languages, pedagogy, the verbal behavior of nonhumans, and verbal behavior research methodology.

I would to request that our library purchase the back issues and obtain an annual subscription to the following journal(s):

- ☐ The Behavior Analyst (ISSN 0738-6729)
- ☐ Analysis of Verbal Behavior (ISSN 0880-9401)

Name: _____

Department: _____

Signature: _____

To be filled out by the reference librarian:

- ☐ The Behavior Analyst (ISSN 0738-6729) – Volumes 1-21 (complete set), \$910 (includes US S&H)
- ☐ Analysis of Verbal Behavior (ISSN 0880-9401) – Volumes 1-15 (complete set), \$666 (includes US S&H)

Institution Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Country: _____

Payment Type: ☐ Check (payable to SABA) ☐ Purchase Order ☐ Visa ☐
American Express ☐ MasterCard

PO# / Credit Card #: _____ Expiration: _____

Signature: _____

Specialty Area Index

AUT: Autism

#12, #19, #31, #40, #43, #56, #64, #86, #88, #95, #102, #118, #128, #156, #164, #173, #180, #185, #191, #197, #213, #219, #222, #247, #256, #271, #275, #288

CBM: Clinical; Family; Behavioral Medicine

#8, #11, #28, #30, #44, #58, #62, #79, #85, #98, #100, #122, #124, #129, #159, #160, #162, #190b, #209, #210, #223, #250, #251, #254, #276, #278

CSE: Community Interventions; Social and Ethical Issues

#15, #36, #45, #70, #82, #94b, #117, #175, #203, #248, #267, #280

DDA: Developmental Disabilities

#6b, #13, #22, #32, #35, #46, #72, #75, #87, #89, #108, #111, #114, #121, #130, #170, #178, #181c, #186, #202, #206, #217, #220, #224, #261, #264, #266, #283, #285

DEV: Human Development Gerontology

#16, #37, #71, #83, #109, #120, #176, #156b, #204, #215, #225, #252, #274a, #287

EAB: Experimental Analysis of Behavior

#24, #25, #38a, #47, #67, #68, #69, #83a, #90, #106, #107, #115, #116, #126, #131, #167, #168, #169, #181a, #187, #200, #201, #211, #212, #226, #258, #259, #260, #273, #279

EDC: Education

#14, #18, #34, #39, #48, #66, #73, #81, #83b, #91, #105, #112, #125, #132, #166, #172, #181, #181b, #188, #193, #199, #207, #218, #227, #257, #262, #269, #272, #274, #286

OBM: Organizational Behavior Management

#6a, #20, #21, #42, #61, #63, #84, #99, #101, #123, #133, #161, #163, #179, #183, #195, #196, #214, #228, #253, #265, #277, #284

OTH: Other

#26, #77, #80, #96, #103, #119, #157, #165, #184, #192, #198, #237, #255, #270

TBA: Teaching Behavior Analysis

#17, #38, #74, #76, #92, #110, #171, #177, #189, #205, #216, #263, #282

TOX: Behavioral Pharmacology and Toxicology

#10, #29, #60, #93, #113, #156a, #172a

TPC: Theoretical, # Philosophical, # and Conceptual Issues

#7, #9, #23, #27, #41, #57, #59, #78, #94, #97, #158, #182, #190a, #208, #249, #268, #281, #289

VRB: Verbal Behavior

#18a, #33, #65, #104, #134, #174, #190, #194

Author Index

A

Abt, Kimberely A.: #186 (42), #224 (38)
 Acuna, Laura: #106
 Adams, Barbara J.: #68
 Adams, Mark A.: #112, #132 (94), #132 (95), #133 (107), #150 (B11), #227 (96)
 Adamske, Sherri: #91 (65)
 Addis, Michael: #11
 Adelinis, John D.: #186 (37), #186 (38), #186 (43), #186 (46), #186 (51), #224 (45), #224 (47)
 Adelman, Barry E.: #47 (77)
 Adkins, Vincent K.: #129 (23)
 Agnew, Judy L.: #21, #179, #214
 Aguilar, Constanza: #150 (C26)
 Aguilera, Beth A.: #223 (29)
 Ahearn, Eileen: #283
 Ahearn, Willaim H.: #46 (66), #79, #226 (76), #283
 Ainslie, George: #1
 Ala'i-Rosales, Shahla: #24, #43 (8), #56, #178
 Al-Attrash, Mohammad: #132 (89)
 Alavosius, Mark A.: #61, #163
 Albert, Cathryn M.: #134 (114)
 Albertson, Luann R.: #227 (99)
 Albin, Richard W.: #81
 Alcaraz, Nancy: #106
 Allan, Robert W.: #90 (60)
 Allen, Keith D.: #270, #44 (22), #129 (25), #192, #250
 Allyon, Ted: #129 (23)
 Almas, Inger K.: #186 (47)
 Altus, Deborah E.: #37
 Alvero, Alicia: #228 (119)
 Alvey, Debi: #W3, #18
 Alzate, Monica: #150 (C26)
 Amari, Adrianna: #46 (69), #129 (29), #222 (13)
 Ammerman, D'Anne: #227 (106)

Amorim, Cacilda: #90 (64), #131 (82), #187 (69), #226 (89)
 An, Qiang: #190 (106)
 Andelman, Marc S.: #170, #266
 Anderson, Aimee: #247
 Anderson, Cindy: #276
 Anderson, Cynthia M.: #W21, #27, #130 (58)
 Anderson, Jennifer: #94 (108), #206
 Anderson, Kari: #48 (109)
 Anderson, Mark T.: #93 (102)
 Anderson, Richard: #47 (87), #47 (88), #83
 Andery, Maria A.: #104, #90 (64), #132 (97), #187 (69), #226 (89)
 Andrade, Meca: #226 (76)
 Andronis, Paul T.: #74, #185 (8), #185 (9), #249
 Andrzejewski, Matthew E.: #47 (86), #93 (95), #131 (70), #187 (64)
 Angello, Lisa Marie: #114
 Anson, John E.: #189 (87)
 Anstey, Kelley: #45 (45)
 Aoyama, Kenjiro: #169
 Aparicio, Carlos F.: #167, #226 (82)
 Ardila, Ruben: #93 (105), #94 (121), #150 (C26)
 Ardoin, Scott P.: #80, #91 (67), #93 (93)
 Arndorfer, Richard E.: #129 (25)
 Arnstein, Laura M.: #222 (2), #128 (4), #130 (50)
 Arntzen, Erik: #68, #97
 Arriaga-Ramirez, J. C. Pedro: #106
 Ascione, Cathy: #199
 Ashley, Judith: #185 (19)
 Aslop, Brent: #200
 Asmus, Jennifer M.: #266
 Atwater, Jane B.: #225 (63)
 Augustin, Mary C.: #222 (13), #224 (41)
 Augustson, Erik M.: #28
 Aujla, Neelu: #22, #58, #183, #215, #258
 Auler, Camila: #90 (64)

Austin, Jennifer L.: #132 (91)
 Austin, John: #21, #50a, #61, #73, #133 (99), #133 (110), #228 (110), #284
 Avalos, Claudia: #132 (96)
 Avila, Raul S.: #106, #260
 Avirov, Lisa B.: #82
 Avis, Madelene K.: #45 (39), #195
 Axelrod, Saul: #76, #150 (A6)
 Ayala, Hector E.: #106

B

Babcock, Robert: #88 (2), #178
 Bacon, Lynn: #223 (27)
 Baer, Donald M.: #24, #33, #165, #204, #276
 Bahl, Alisa: #44 (26)
 Bailey, Jon S.: #73, #153, #166, #196, #197
 Bailey, Marian B.: #103, #255
 Bailey, Robert E.: #103, #255
 Bailey-Whitacre, Keri: #132 (92)
 Bailin, Deborah: #45 (46)
 Baines, Tonita C.: #199, #48 (109)
 Baker, Mary J.: #213
 Baker, R. W.: #113
 Baker, Steve: #89 (32)
 Baker-Cuda, Coleen: #227 (107)
 Bakke, Bruce L.: #225 (61)
 Balcazar, Fabricio E.: #36
 Baldwin, Ronald L.: #93 (97)
 Ballesteros, Blanca Patricia: #70, #78
 Balter, Amoy Hugh: #134 (113)
 Banaco, Roberto: #187 (69), #226 (89)
 Banken, Dawn: #64
 Banna, Kelly M.: #93 (101)
 Barber-Carey, Maureen: #31
 Barbin, Jane: #44 (32)
 Barnard, Jennifer: #129 (34)
 Barnard, John: #31
 Barnes-Holmes, Dermot: #7, #30, #115, #259
 Barnes-Holmes, Yvonne: #7, #115, #259
 Barnette, Janet: #61

Baron, Alan: #131 (66), #258
 Barr, Rachel: #252
 Barreto, Maria L.: #44 (24)
 Barrett, Carolyn: #177
 Barretto, Angali: #114, #46 (73), #129 (37), #186 (50)
 Barros, Romariz S.: #47 (91)
 Barry, Leasha M.: #43 (4)
 Barthold, Christine H.: #89 (34)
 Basile De Carvalho, Daniela C.: #187 (68)
 Bass, Roger: #50a, #76, #110, #150 (B14), #150 (B23) #154, #177, #216, #233, #263
 Bates, Paul: #91 (77)
 Baum, William M.: #2, #67, #83a, #110, #162
 Beck, Barbara: #25
 Becker, Kimberly A.: #9
 Becker-Cottrill, Barbara J.: #191
 Bedient, Guy: #172, #185 (12)
 Belanich, James: #212
 Belchic, Jill: #128 (13)
 Belizaire, Sharon: #43 (11)
 Belke, Terry W.: #47 (80)
 Bell, Kenneth E.: #2, #223 (24)
 Bell, L.A.: #162
 Benavides, Christian: #8
 Benefield, Jennifer: #166
 Bennett, Ashley: #199
 Benyo, Julieann: #91 (68)
 Berens, Kimberly: #92 (82), #227 (102)
 Berens, Nicholas M.: #20, #92 (82), #132 (94), #132 (95), #219
 Berg, Wendy: #8, #46 (73), #285
 Bergen, Anna E.: #46 (61), #46 (64)
 Bergman, Maria A.: #129 (34), #129 (35), #129 (36)
 Bergsteinsson, Ingo: #228 (120), #228 (121), #228 (122)
 Bernicky, Gerald R.: #129 (27), #223 (23)
 Bernstein, Daniel J.: #125, #175
 Bersh, Philip J.: #187 (64)
 Bertsch, Gregory: #228 (120), #228 (121)
 Bethke, Stephanie D.: #44 (27), #185 (2)

Bettis, Daniel F.: #181
 Beuving, Kristen: #189 (94)
 Bianco, Stephanie A.: #88 (15)
 Bicard, David F.: #48 (103)
 Bickel, Warren K.: #93 (99), #113
 Bigelow, George E.: #162
 Biglan, Anthony: #94a, #248
 Bijou, Sidney W.: #71
 Billingsley, Felix F.: #43 (2), #227 (99)
 Binder, Carl: #W17, #102, #172
 Binder, Lisa M.: #130 (52)
 Birrer, Jessieanna P.: #130 (41)
 Bitton, Bellisha: #19
 Bjork, James M.: #226 (90)
 Black, Lacy: #25
 Blackledge, John T.: 259
 Blake, Donna J.: #93 (97), #225 (62)
 Blakely-Smith, Audrey B.: #46 (65), #186 (43)
 Blanton, Debbie: #214
 Blas, Marissa: #226 (75)
 Blausten, Frederica: #275
 Bloomsmith, Mollie A.: #211
 Blum, Nathan J.: #89 (39)
 Bolling, Madelon: #159
 Bondy, Andrew S.: #W10, #31, #86, #263
 Bonem, Marilyn K.: #80, #150 (A3), #208, #239
 Boney, Bobbi R.: #13, #128 (8), #186 (42)
 Booth, Sarah: #45 (43)
 Borja, Carlos: #201
 Borja, Henry: #44 (24)
 Born, David G.: #150 (A7)
 Borrero, John C.: #160, #264
 Bosch, Sebastien: #88 (8)
 Bostow, Darrel E.: #189 (90), #282
 Bourgeois, Michelle S.: #120, #139, #156b
 Bourret, Jason: #226 (86)
 Boussom, Teresa: #25
 Bovey, Edward: #222 (6)
 Bower, R. J.: #45 (41)
 Bowman, Lynn G.: #89 (42), #186 (40), #224 (46)
 Bowman, Mathew: #222 (8)
 Boyce, Thomas E.: #W32, #15, #195
 Boykin, Phyllis: #89 (45)
 Boyle, Mary E.: #262
 Boyvey, Morgan: #40
 Bradley, Tracy A.: #188 (76)
 Braga, Paula: #226 (76)
 Branch, Marc N.: #90 (52), #93 (100), #153
 Bratt, Heather: #69
 Braun, Anne M.: #186 (25)
 Breen, Laurie E.: #186 (48)
 Brethower, Dale M.: #198, #265
 Brierly, Sally: #219
 Brigham, Thomas Armon: #W8
 Brito, Sonia C.: #189 (88)
 Britton, Lisa N.: #160
 Brolund, Ryan: #46 (64)
 Broomberg, Sascha: #128 (1)
 Brosenne, Lia C.: #45 (41)
 Brown, April J.: #42
 Brown, John M.: #166
 Brown, Julia: #94 (108)
 Brown, Kelsey: #94 (113)
 Brown, Kimberly A.: #44 (38), #130 (61)
 Brown, Marty: #188 (71)
 Brown, Paul: #W2, #63
 Brown, Peter D.: #226 (83)
 Brown, Steven R.: #33
 Browning, Leah: #217
 Bruce, Guy: #W28, #179
 Bruinsma, Yvonne E.: #186 (28)
 Bruner, Carlos A.: #106, #260
 Bruzek, Jennifer: #186 (49)
 Buchholz, Louise: #69
 Buckley, Marycate: #160
 Bucklin, Barbara R.: #133 (109), #133 (110), #228 (119)
 Budd, Karen S.: #124
 Buffington, Dawn: #118, #173
 Bullard, Danielle: #131 (67), #222 (4)

Bullock, Christopher E.: #279
 Burch, Cyndee: #46 (58)
 Burch, Mary: #255
 Burgess, Angela: #129 (28)
 Burgess, Tammy: #130 (55)
 Burgos, Jose E.: #1, #59
 Burke, Shannon: #189 (93)
 Burkett, Leslie: #216
 Burkholder, Eric: #112
 Busbee, Leslie G.: #25
 Busby, Suzanne: #129 (31)
 Buscemi, Nicholas V.: #133 (104)
 Bush, Karen M.: #63
 Buten, David: #128 (2), #128 (3)
 Butkiewicz, Timothy: 139a
 Butler, Kasey: #186 (44)
 Butt, Christine L.: #129 (27)
 Byrne, Tom: #260

C

Cabrera, Felipe: #225 (64), #226 (82)
 Caey, Sean D.: #160
 Cain, Donella: #130 (63)
 Cairns, Colleen: #224 (50), #224 (51)
 Call, Nathan A.: #46 (73), #47 (79), #89 (29)
 Camerer, Colin F.: #1
 Cameron, Michael J.: #35
 Cammilleri, Anthony P.: #227 (104), #227 (105)
 Campbell, Arthur R.: #128 (9)
 Campbell, Erika C.: #23
 Campbell, Heather: #66
 Canna, Mark A.: #28, #208
 Cano, Mirna: #225 (70)
 Capelari, Angelica: #47 (96)
 Carajalescov, Vanessa: #90 (64)
 Cardenas, Monica L.: #226 (84)
 Cardinal, Claudia D.: #47 (86), #90 (60), #150 (A6)
 Carey, Sean: #8
 Carpenter, Michael: #88 (17), #88 (18)

Carr, James E.: #108, #150 (A8) #160, #170, #186 (25), #283
 Carranza, Juan: #225 (64)
 Carrol, Tammy: #178
 Carroll, Carla: #89 (35)
 Carta, Judith J.: #225 (63)
 Carter, Ned E.: #W32, #3, #15, #150 (C29)
 Cartledge, Gwendolyn: #150 (A4)
 Caruso, Fernanda: #90 (64)
 Carvalho, Maria J.: #190 (106), #225 (70)
 Casas, J. Manual: #222 (14)
 Casey, Julie: #199
 Casey, Sean D.: #114
 Castellano, Daniele: #79, #186 (51)
 Castine, Todd: #46 (66), #79
 Castrogiovanni, Anthony: #31
 Cataldo, Marilyn D.: #48 (108), #128 (16), #222 (13)
 Cataldo, Michael F.: #85, #129 (30), #129 (32)
 Catania, A. Charles: #76, #176, #198
 Cates, Gary L.: #223 (19), #227 (93)
 Causey-Holden, Meagan: #89 (43)
 Cautilli, Joseph D.: #94 (114), #94 (115), #98
 Celiberti, David: #56, #231, #222 (17)
 Cenerini, Lucille: #46 (64)
 Cepeda, Maria L.: #190 (105)
 Cercone, Jennifer: #186 (36)
 Certo, Nicholas J.: #89 (40)
 Chang-Judson, Grace: #62, #129 (24), #223 (30)
 Charlop-Christy, Marjorie H.: #19, #88 (16), #88 (17), #88 (18), #128 (14), #185 (16)
 Chase, Philip N.: #27, #101, #126, #131 (68), #225 (66), #227 (97), #227 (103)
 Chelonis, John J.: #93 (97), #225 (62)
 Chen, David: #129 (34), #129 (35)
 Cheney, C. D.: #47 (93)
 Cheng, Suling: #32, #130 (54)
 Chernoff, Miriam: #16
 Chi, Mark L.: #187 (60)

Chiasson, Carmenne A.: #26, #44 (25),
 #130 (60), #226 (75)
 Childs, Karen: #81
 Chin, Michelle: #186 (36)
 Chong, Ivy M.: #186 (33), #272
 Choremis, Elsa Meulmeester: #45 (45)
 Chorpita, Bruce F.: #28
 Chu, Wenonah: #128 (12)
 Churchill, Robert: #46 (63), #186 (26),
 #264
 Cianfrani, Marcus F.: #46 (58)
 Ciaramitaro, Maria: #225 (65)
 Cicero, Frank R.: #88 (15), #185 (15), #222
 (10)
 Cicerone, Robert: #W12
 Cicoria, Matthew: #25
 Cigales, Maricel: #42, #71, #275
 Ciotte, Nicole: #128 (10)
 Cisek, Kenneth: #128 (5)
 Clare, Christine M.: #257
 Clark, Claudia P.: #102, #128 (17)
 Clarke, Shelley: #81, #199
 Clarke, Steven W.: #15
 Cleanthous, Charalambos C.: #94 (108),
 #130 (38), #130 (40)
 Cleland, Bryce S.: #116
 Click, Rebecca: #222 (4)
 Click, Rebecca D.: #90 (54)
 Clift, Jeffrey R.: #131 (75)
 Clofene, Jeremy: #W1
 Clow, Julie K.: #157, #168
 Cochran, Meredith L.: #128 (4), #130 (50),
 #186 (22), #222 (2)
 Cohen, Leslie R.: #47 (86)
 Cohen-Almeida, Dan: #W7, #283
 Colbert, Connie L.: #47 (83)
 Cole, Brian L.: #W14, #99
 Cole, Christine L.: #91 (75), #224 (36)
 Cole, Jay: #224 (49), #224 (53), #224 (55)
 Cole, Loretha: #36
 Cole, Matthew L.: #41, #80, #208, #223
 (25)
 Cole, Jay: #46 (75)
 Coleman, David A.: #45 (51)
 Collins, Bridget: #129 (36)
 Collins, Jacqueline: #133 (103), #186 (27),
 #272
 Colon, Marilyn G.: #166
 Colprit, Elaine: #177
 Colton, Laurel: #226 (87)
 Combs, Breta: #197
 Conallen, Kevin J.: #288
 Condon, Lorraine: #89 (42), #224 (38)
 Conners, Juliet: #72, #224 (52), #224 (55),
 #224 (58)
 Connett, Mal: #132 (96)
 Connors, Juliet: #170
 Conrad, C. J.: #66
 Conroy, Maureen: #268
 Constantine, Betsy J.: #101, #150 (B18),
 #236
 Contrucci, Stephanie A.: #72, #89 (27),
 #108
 Cook, Becky: #181
 Cooke, Nancy L.: #188 (74)
 Cooper, John O.: #W1, #150 (A4)
 Cooper, Linda J.: #8, #44 (38), #89 (29),
 #114, #130 (48), #130 (53), #160, #224
 (43)
 Corbin, Michelle D.: #57, #175
 Cordaro, Amy: #59
 Coriarty, Sean M.: #281, #150 (B11)
 Cornett, Yvette: #34
 Cornick, Angela: #272
 Cornish, Christine A.: #66
 Cornish, Jud E.: #66
 Cornwell, Patricia: #25
 Cortes, Fernando: #70
 Coutler, Mia: #36
 Cowart, Lydia: #89 (41)
 Cowley, Brian J.: #200
 Cox, Frank M.: #133 (105)
 Cox, L.: #276
 Crain, Becky: #189 (89)
 Cramer, Heather: #185 (12)
 Crawmer, Catherine: #119

Cripe, Michael: #280
 Critchfield, Thomas S.: #89 (31), #168,
 #212, #273
 Croci, Jackie: #132 (96)
 Crockett, Jennifer L.: #128 (5), #130 (56)
 Crome, Allison: #W1
 Crone-Todd, Darlene E.: #90 (59), #187
 (59), #282
 Crosbie, John: #150 (B25), #232, #258
 Crosby, Ross D.: #129 (22)
 Crosland, Kimberly: #8, #89 (22), #89 (26),
 #128 (8), #264
 Croucher, Crystal: #225 (68)
 Crutchfield, Audra: #44 (27)
 Cruz, Tracy: #26, #44 (25), #130 (60)
 Crye, Amy: #W3, #18, #47 (82), #187 (62)
 Cuellar, Barbara: #134 (115)
 Cullinan, Veronica: #7
 Cummings, Anne R.: #43 (7), #88 (7), #259
 Cummins, Oral: #8
 Cuva, Jamie: #160

D

Dahlquist, Carol: #91 (71)
 Dahlstrom, Christa: #W11, #132 (96)
 Dale, John R.: #99
 Dalton, Tina: #130 (39)
 Damopoulous, Susan C.: #257
 Dams, Lisa G.: #150 (C30)
 Dams, Peter-Cornelius: #50, #80, #135,
 #150 (B12), #150 (C30), #153, #265
 Dancho, Kelly: #130 (56)
 Daneshvar, Sabrina: #185 (16)
 Danforth, Jeffery S.: #W5
 Daniels, Aubrey C.: #147, #179, #214
 Daniels, James: #179
 Daniels, Jennifer L.: #225 (62)
 Darcheville, Jean-Claude: #215
 Darr, Wendy: #123
 Davey, Bryan: #94 (113)
 Davidson, Fran: #234
 Davidson, Karen G.: #188 (81)

Davis, Carolyn S.: #47 (78), #90 (47), #131
 (65), #131 (80), #187 (67)
 Davis, Cheryl: #283
 Davis, Eric S.: #132 (90)
 Davis, John R.: #45 (45), #129 (26), #129
 (27), #129 (28)
 Davis, Paula K.: #89 (43)
 Davison, Michael C.: #69
 Dawson, Jennifer E.: #46 (68)
 de Siqueira Monteiro, Maria Elisa: #131 (81)
 de Wit, Harriet: #131 (73)
 Deacon, Melissa: #130 (56)
 DeBar, Ruth M.: #131 (70)
 Debert, Paula: #90 (63), #131 (82)
 Decasper, Anthony J.: #176
 DeFranco, Robert: #184
 DeLabar, James: #90 (60)
 Delaney, Beth A.: #89 (39)
 DeLeon, Iser G.: #13, #46 (70), #108,
 #128 (8), #186 (41), #186 (43), #224 (37),
 #224 (38), #224 (39), #264, #283
 Delia, Michael D.: #46 (65), #186 (37),
 #186 (38)
 Delprato, Dennis J.: #33, #137, #150 (A3),
 #180
 DeMarse, Thomas B.: #69
 DeMedeiros, Marcos Alexandre: #47 (95)
 Demos, Keri: #222 (13)
 DeNicolis-Bragger, Jennifer: #228 (114)
 Dennis, Brian: #88 (18)
 Denny, Michael: #130 (40)
 DePaepe, Paris: #91 (78), #269
 Depasquale, Jason P.: #195
 Derby, K. Mark: #8, #48 (101), #89 (24),
 #93 (102), #94 (113), #114, #121, #130
 (41), #132 (83), #188 (73), #223 (18), #266
 Derenne, Adam: #131 (66), #258
 Dermer, Marshall: #76
 DeRosse, Pamela: #212
 Deschenes, Beth: #283
 Desjardins, Ann: #W17
 Desrochers, Marcie N.: #130 (55)
 Detrich, Ronnie: #W11, #132 (96)

Deusinger, Erika: #222 (17)
 deWit, Harriet: #279
 DeWolf, Emily: #8, #223 (18)
 Dickey, Dana S.: #89 (28)
 Dickinson, Alyce M.: #196, #228 (119), #238
 Dickson-Crossley, Chata: #175
 DiClemente, Diane F.: #27, #228 (116)
 Difonzo, Kristin M.: #183
 DiGennaro, Florence D.: #88 (11), #185 (11)
 Dillingham, Tracy: #189 (97)
 Dinovi, Brett: #228 (118)
 Diorio, Mark S.: #202
 Dittmer, Karen I.: #94 (110), #227 (95)
 Diviney, Beth: #245
 Divitorio, Anthony: #228 (115)
 Dixon, Mark R.: #89 (30), #90 (49), #130 (46), #130 (52), #150 (B11), #150 (B12), #153, #186 (21), #189 (86), #190 (102), #228 (108), #228 (112), #272
 Dixon, Mike: #186 (44)
 Djoulia, Evie: #118
 Doelling, Jane E.: #91 (78), #269
 Doepke, Karla J.: #130 (56), #185 (2)
 Dominguez, Alex: #275
 Donahoe, John W.: #2
 Donahoe, Patricia: #W8
 Donley, Corrine R.: #207
 Dorow, Laura: #262
 Doty-Nech, Lyana C.: #129 (29), #129 (31)
 Dougan, James D.: #47 (85), #131 (74), #131 (75), #169, #187 (60), #226 (78), #249
 Dougher, Michael J.: #28, #158, #210, #226 (88), #259
 Dougherty, Donald M.: #226 (90)
 Doughty, Adam H.: #47 (84), #107
 Dozier, Claudia: #259
 Drake, Kathleen M.: #46 (55), #89 (25), #111
 Draper, Robin R.: #89 (35), #186 (27)
 Drash, Philip W.: #156, #219

Dressel, Jennifer: #45 (49), #175
 Drew, Heather A.: #188 (85)
 Drew, Janet M.: #266
 Drouin, Deb: #181
 Duarte, Myra: #87, #171, #176, #196, #257
 Dube, William V.: #47 (89), #131 (77), #206
 Dufrene, Brad: #286
 Duhon, Gary J.: #286
 Duke, Robert: #177
 Duncan, Beth A.: #44 (29), #222 (5), #223 (27)
 Duncan, Dee: #276
 Duncan, Phillip K.: #183, #228 (111)
 Dunlap, Glen: #81, #199
 Dunn, Shirley: #222 (11), #222 (12)
 Durand, V. Mark: #W9, #261
 Dworkin, Steven: #50a, #172a
 Dykstra, Thane A.: #90 (49), #272

E

Eastridge, Dixie: #283
 Ebbs, Ralph E.: #112, #133 (103), #196
 Eberman, Eric M.: #46 (56), #128 (5), #130 (56)
 Echangué, Veronica: #187 (69)
 Eckerman, David A.: #9, #198
 Ecott, Cheryl L.: #89 (31)
 Edge, Cindy: #25
 Edmonds, Jennifer: #25
 Edwards, Carla: #178
 Edwards, J.C.: #187 (60)
 Edwards, Mark C.: #93 (97)
 Edwards, R. Michael: #202
 Edwards, William H.: #24
 Ehlert, Michael B.: #44 (30), #182, #226 (83)
 Ehrhardt, Kristal: #94 (117)
 Eischen, Stephanie: #46 (69)
 Eldevik, Sigmund: #43 (5), #88 (4)
 Ellenwood, David W.: #277
 Ellingson, Sherry A.: #130 (44), #250

Elliott, Amy J.: #94 (117), #147, #150 (B12), #153

Ellis, Albert: #190b, #210

Ellis, Cynthia R.: #10

Ellis, Diana: #226 (83)

Ellis, James T.: #88 (1)

Ellis, Janet: #W3, #18, #76, #203

Ellis, Sarah: #181

El-Roy, Daphna: #8, #266

Emmendorfer, Janet L.: #258

Emmett, James: #129 (36)

Empey, Christopher A.: #186 (32)

Endicott, Katie: #104

Engelman, Kimberly: #37

England, Kelli J.: #15

Enloe, Kimberley: #160

Eno-Heineman, Meme: #32

Enzinna, Christie P.: #46 (53), #146

Erev, Ido: #1

Erich, Michael J.: #131 (74)

Ernsbarger, Sara C.: #227 (98)

Ervin, Ruth A.: #48 (109), #199

Eschenmann, Travis: #183

Escobar, Rogelio: #260

Eshleman, John W.: #172 (267)

Esposito, Lisa: #185 (14)

Esteban, Sheri E.: #130 (50), #222 (2)

Estle, Sara J.: #47 (85)

Etzal, Barbara C.: #24, #237

Evans-Hampton, Tawny N.: #91 (79)

Eversole, Stephen: #228 (120), #228 (121)

Everson, Jane M.: #217

F

Fabrizio, Michael: #W1, #39, #185 (6), #185 (7), #191

Fahs, Angela: #89 (41)

Falleo, Catherine: #88 (12)

Fannon, Karey-Anne: #129 (26)

Fantino, Edmund: #167

Faranda, Nicky: #88 (12)

Farmer, Richard: #62

Farmer-Dougan, Valeri A.: #34, #169, #188 (77), #226 (78), #249

Farooqui, Mumtaz: #87

Farris, Howard E.: #76, #150 (A10), #238

Favell, Judith E.: #165, #237

Faw, Gerald D.: #89 (43)

Fazzini, Lisa: #189 (94)

Feeney, David R.: #132 (84)

Fefferman, Brian S.: #43 (19)

Feinberg, Lyle F.: #178

Feldman, Maurice: #224 (50), #224 (51)

Feliciano, Gina M.: #17

Fenske, Edward C.: #W19 (118)

Feola, Tyler W.: #131 (73), #260, #279

Ferguson, Dawnery: #258

Ferguson, Kyle E.: #47 (90), #92 (82), #132 (94), #132 (95), #190 (102), #223 (26), #227 (102)

Ferguson, Tammi S.: #46 (58)

Ferrar, Nancy: #185 (14), #222 (12), #128 (12)

Fetterman, Gregor: #2

Fielder, Laure A.: #89 (36), #89 (37)

Fields, Lanny: #68, #168, #212, #254

Finlay, Carlos G.: #90 (61)

Fisher, Sonya M.: #72

Fisher, Wayne W.: #13, #46 (70), #46 (72), #85, #108, #128 (8), #186 (41), #186 (42), #186 (43), #224 (37), #224 (39), #224 (41), #224 (38)

Fitzgerald, Deirdre L.: #188 (78)

Fitzsimons, Patricia: #116, #173

Fleisig, Neal N.: #70

Fleming, Amy E.: #188 (79)

Fleming, Richard K.: #20, #89 (31), #99, #150 (A1), #157

Flermoen, Sarah: #189 (93)

Flora, Stephen R.: #57, #188 (81), #223 (35)

Floyd, Ryan: #199

Flusser, Debra S.: #35, #47 (89)

Flynn, Susan: #193

Foate, Beth A.: #89 (31)

Ford, Deborah K.: #195
 Ford, Katherine: #224 (50)
 Forget, Jacques: #48 (104)
 Forsyth, John P.: #28, #208, #254
 Fosco, Andrea M.: #131 (75)
 Foster, T. Mary: #116
 Foti, Anthony M.: #222 (15)
 Fowler, Susan: #237
 Fox, Eric J.: #259
 Fox, James: #268
 Foxall, Gordon R.: #57, #182
 Foxx, Richard M.: #12, #38
 Fraley, Lawrence E.: #171, #190a, #216
 Francisca, Huertas: #62
 Frazier, Tawnya: #46 (57)
 Frea, William D.: #43 (1)
 Fredericks, Debra W.: #120
 Fredrick, Laura D.: #66, #50a, #83b
 Freeland, Jennifer T.: #48 (99), #286
 Freeman, Kurt A.: #W21, #27
 Friedlander, Susan: #262
 Friedman, Daniela: #225 (68)
 Frieswyk, Bradley: #W1, #39
 Friman, Patrick C.: #62, #199
 Fry-Williams, Betty: #266
 Fuqua, R. Wayne: #48 (98), #88 (8), #94 (117), #150 (A10), #223 (34), #238

G

Gaitan, Santino C.: #132 (93)
 Galensky, Tami L.: #44 (37), #130 (44)
 Galizio, Mark: #90 (54), #131 (67), #158, #168, #187 (57), #222 (4)
 Gallagher, Stephen J.: #200
 Gallard, Luis M.: #106
 Gallup, Jessica J.: #10
 Galvão, Olavo F.: #47 (91)
 Gan, Caron: #45 (45)
 Garate-Serafini, Teresa: #36
 Garcia, Jorge: #24
 Garcia, Yors A.: #94 (112), #94 (119)
 Gardner, Andrew: #131 (78)

Gardner, III, Ralph: #48 (102), #76, #92 (91), #150 (A4)
 Garinger, Jennifer: #186 (23), #186 (24), #272
 Garlinghouse, Matthew A.: #44 (37), #130 (44), #250
 Garlock, Monica M.: #20, #228 (109)
 Garrett, E.: #211
 Garrison-Harrell, Linda: #91 (78), #227 (106), #269
 Gasporotto, Gloria J.: #150 (A5) #130 (49)
 Gates, Holly: #45 (40)
 Gatti, Susan: #48 (100)
 Gaunt, Brian T.: #108
 Gauthier, Jon: #189 (95)
 Gaynier, Ann M.: #44 (29), #88 (6)
 Gaynor, Schott T.: #67
 Geckeler, Amy: #206
 Geller, E. Scott: #15, #150 (B19), #195, #267, #284
 Gemeinhardt, Monica: #45 (45)
 Gena, Angeliki: #185 (13)
 G  rald, Disma: #94 (109)
 Gerdtz, John: #22
 Gerenser, Joanne: #43 (9), #95, #128 (11)
 Gerhardt, Peter F.: #95
 Gerwitz, Jacob L.: #142
 Gessner, Ches: #92 (87)
 Gewirtz, Jacob L.: #50a, #109, #176, #204, #215, #252, #287
 Ghezzi, Patrick M.: #89 (30), #130 (46), #130 (52), #150 (A8), #219, #228 (108)
 Gibbs, Marge: #77
 Gifford, Elizabeth V.: #11, #28, #62, #210, #223 (30)
 Gilbert, Marilyn: #103
 Gilbertson, Donna M.: #286
 Gillis, Jennifer: #185 (4)
 Gingerich, Margarita: #199
 Giordano, Louis A.: #132 (87)
 Giraldeau, Luc-Alain: #1
 Girolami, Peter A.: #32, #44 (28), #46 (62), #130 (54)

Giroux, Normand: #48 (104)
 Glahn, T. J.: #111
 Glasberg, Beth A.: #128 (2), #128 (3)
 Glenn, Sigrid S.: #4, #47 (82), #56, #96,
 #165, #187 (62), #216, #237, #249
 Glindemann, Kent: #15 (45), #41
 Glowa, John R.: #29, #93 (96)
 Goddard, Yvonne: #227 (94)
 Goff, Gerald A.: #46 (74), #46 (75), #224
 (44), #224 (53), #224 (55), #224 (60)
 Goh, Han-Leong: #13, #46 (65), #186
 (37), #186 (38)
 Goldberg, Sara: #225 (71)
 Golden, Jeannie: #W27, #150 (A2)
 Goldschmidt, Jay N.: #167
 Golonka, Zbigniev: #121, #228 (120), #228
 (121)
 Gomez, Adriana: #150 (C26)
 Gomez Toro, Sonia E.: #45 (47), #190
 (104)
 Gonzalez, Adriana: #225 (67)
 Gonzalez, Angela M.: #46 (63)
 Goodman, Steven D.: #48 (98)
 Goris, Mary: #93 (102), #114, #121
 Gormezano, Isidore: #2
 Gossen, Michele L.: #130 (46)
 Gottschalk, Jennifer M.: #170
 Gould, D. Daniel: #W7, #46 (60), #283
 Gouveia, Abigail K.: #188 (72)
 Goyos, Celso: #187 (61)
 Grace, Nancy: #223 (29)
 Graf, Stephen A.: #W25, #240, #243, #267
 Graff, Richard B.: #170, #283
 Grandy, Sharon: #227 (92)
 Granick, Marcia J.: #43 (20)
 Green, Brandon F.: #94a
 Green, Carolyn W.: #217
 Green, Gina: #153, #206, #221
 Green, John: #84
 Green, Kelvin: #223 (33)
 Green, John: #99
 Greenberg, Daphne: #66
 Greene, Brandon F.: #149

Greenspoon, Joel: #83
 Greenway, David E.: #100, #50a, #190b,
 #210
 Greer, R. Douglas: #102, #177, #194,
 #263, #288
 Grehan, Patrick: #254
 Grose, Laura K.: #182
 Gross, Alan: #W8
 Grossman, Benjamin M.: #45 (43)
 Groves-Taylor, Tara: #129 (28)
 Grundt, Adam M.: #129 (24)
 Gryiec, Molly: #227 (92)
 Guarnaccia, Charles: #222 (17)
 Guerin, Bernard: #27
 Guerrero, Judith: #225 (63)
 Guiffre, Kim: #222 (1)
 Guilhardi, Cintia: #90 (64)
 Gulatta, Charles: #44 (34)
 Gullick, Robert: #31
 Gulotta, Charles S.: #79, #264
 Gutierrez, Javier: #106
 Gutierrez, Rodrigo: #106
 Guzman, Jessenia: #45 (48)

H

Haas, Andrea J.: #47 (83)
 Hackbert, Lucianne: #159
 Hackenberg, Timothy D.: #131 (76), #273
 Hagan, Shanna: #14
 Hagopian, Louis P.: #186 (46), #186 (48),
 #224 (40)
 Haldeman, Rebecca: #226 (83)
 Hale, Alva: #43 (13)
 Hall, Laura J.: #130 (45)
 Hamano, Chie: #93 (94)
 Hamilla, Stacy: #48 (110)
 Hammel, Charles: #44 (36)
 Hammond, Lynn J.: #187 (64)
 Hampel, John: #222 (8)
 Hanae, Yamaki: #132 (88)
 Hanchett, Cassi: #187 (66)
 Hancock, Christie: #224 (51)

Handen, Benjamin: #192
 Handler, Marcie: #14
 Hanks, Casey M.: #89 (24), #121
 Hanley, Gregory P.: #72, #170, #186 (37), #224 (52), #224 (54), #224 (55), #224 (57)
 Hann, Stacy: #92 (85)
 Hanratty, Tina C.: #17, #130 (43)
 Hansen, Karrie: #92 (84)
 Hansen, Nancy K.: #129 (36), #278
 Hansley, Kristina: #83
 Hantula, Donald A.: #42, #94 (114), #94 (115), #94 (123), #125, #132 (90), #133 (108), #150 (A6), #163, #228 (113), #284
 Harapiak, Shayla: #186 (23), #186 (24), #272
 Harchik, Alan E.: #76, #178
 Harding, Jay W.: #46 (73), #129 (37), #285
 Harms, Crystal: #88 (14)
 Haroff, Lisa: #189 (98)
 Harper, Dewayne T.: #90 (62)
 Harrell, Robert: #46 (72), #224 (41)
 Harrelson, Angie: #189 (91)
 Harrington, Jennifer A.: #226 (88)
 Harris, Sandra L.: #86, #118
 Harrison, Cristin D.: #20, #61, #112, #170
 Harrison, Kelley: #223 (29)
 Harrower, Joshua K.: #247
 Harshbarger, Dwight: #101, #163, #230
 Hartman, William: #26
 Harzem, Peter: #W30, #110, #287
 Haight, Patricia A.: #166
 Haugland, Morten: #94 (124), #172
 Hausherr, Lori: #228 (117)
 Haworth, Stephen C.: #226 (80)
 Hayes, Linda J.: #6a, #20, #23, #47 (90), #50a, #61, #92 (82), #132 (88), #132 (94), #132 (95), #133 (101), #133 (107), #144, #150 (A8), #150 (B11), #150 (B24), #188 (78), #190 (102), #196, #223 (26), #227 (96), #227 (102), #228 (109), #228 (110), #246, #281
 Hayes, Steven C.: #11, #28, #62, #100, #129 (24), #150 (A8), #158, #259, #223 (30)
 Haynes, Regina C.: #130 (41)
 Hazlett, Kristin H.: #227 (97), #289
 Healey, Jana M.: #185 (5)
 Healey, John J.: #46 (60)
 Hegarty, Neil: #115
 Heiflauf, Mary: #92 (86)
 Hemingway, Michael J.: #96
 Hemker, Kristen: #187 (66)
 Hemmes, Nancy S.: #185 (1)
 Hemstreet, Brett E.: #46 (55), #89 (25)
 Henaff, Nicolas: #201
 Hendrickson, Dan: #46 (65)
 Henke, Angie: #227 (107)
 Henry, Gordon O.: #123, #133 (105), #133 (106)
 Henry, Jill E.: #185 (12)
 Henry, Michele D.: #133 (106)
 Hensley, Kristina: #43 (8)
 Herman, Kelly M.: #13, #128 (8)
 Hernandez, Aldo: #45 (47), #94 (112), #94 (120), #190 (104)
 Hernandez, Shane S.: #226 (75)
 Heron, Timothy E.: #150 (A4), #227 (94), #257
 Herring, Mitzi A.: #94 (113)
 Hersh, Susan B.: #34
 Hess, Richard D.: #132 (88)
 Hesse, Bruce E.: #282
 Heung, Mann S.: #189 (96)
 Heung, Yvonne: #150 (C31)
 Heward, William L.: #132 (89), #150 (A4)
 Heyman, Gene M.: #2
 Hickman, Hortensia: #190 (105)
 Hickman, Jeffrey: #108, #170
 Hickman, Wesley T.: #128 (6), #271
 Higbee, Thomas S.: #170
 Higgins, Stephen T.: #162
 Higgs, Penaran: #128 (15)
 Hilbert, Susan M.: #42
 Hilker, Kellie A.: #46 (68)
 Hillery, John: #8
 Hillman, Heidi: #94 (108)

Hilt, Alexandra: #45 (46)
 Hinds, Kelly: #75
 Hinline, Philip N.: #2, #31, #67, #93 (95),
 #100, #131 (70), #150 (A6), #165
 Hippler, Brooke J.: #132 (89)
 Hixson, Michael D.: #9, #18a
 Hobbie, Sharon A.: #68
 Hobbins, Kelly: #189 (91)
 Hoch, Hannah: #8, #266
 Hoch, Theodore: #202, #276
 Hochhalter, Angela K.: #225 (61)
 Hodge, Vicki: #W3, #18
 Hoff, Kathryn E.: #199
 Hogan, Elaine: #90 (54), #222 (4)
 Holberton, Alexandra: #88 (10), #88 (13)
 Holborn, Stephen W.: #46 (61), #46 (64),
 #111
 Holcomb, William: #206
 Holden, Borge: #186 (45)
 Holmes, Anne: #95
 Holmes, Peter A.: #180
 Holth, Per: #68, #174
 Holub, Richard A.: #225 (61)
 Honeywell, Judith A.: #84
 Hoodin, Flora: #223 (25), #249
 Hope, Sally: #193
 Hope, Tana: #129 (29)
 Hopkins, Bill L.: #161, #195, #253, #284
 Hopkins, Eileen: #95, #222 (11)
 Hopper, G. R.: #225 (69)
 Horne, Pauline J.: #158
 Horner, Robert H.: #81, #105, #278
 Hornor, Susan: #181
 Horowitz, Adrienne: #185 (10)
 Horowitz, Randy: #43 (9), #88 (11), #185
 (10)
 Houmanfar, Ramona: #20, #133 (101),
 #150 (A8), #150 (B24)
 Howell, Lorrie: #94 (110)
 Howell, Richard D.: #150 (A4)
 Hubbard, Jennifer: #186 (32), #223 (30)
 Huete, John M.: #44 (31)

Hughes, Christine E.: #50a, #93 (103),
 #156a
 Huguenin, Nancy H.: #89 (20)
 Hulse, Michael E.: #188 (77)
 Humphrey, Craig S.: #130 (49)
 Hundert, Joel: #55a
 Huntley, Kenneth R.: #117,
 Hupp, Stephen D. A.: #43 (10)
 Hurley, Christine: #281
 Hursh, Stephen R.: #1, #2
 Hursh, Dan E.: #54, #181b
 Hutchison, William R.: #174
 Hyman, Susan: #98
 Hynes, Sharon: #222 (6)
 Hyten, Cloyd: #47 (87), #47 (88), #116,
 #150 (A9), #226 (81)

I

Iennaco, Fay M.: #90 (58), #131 (77)
 Im, Angela: #257
 Ingersoll, Brooke R.: #222 (3)
 Isava, Duane M.: #W8, #90 (56)
 Israel, Matt: #173
 Ivancic, Martin T.: #170
 Iwata, Brian A.: #13, #46 (74), #46 (75),
 #72, #87, #108, #170, #224 (44), #224
 (52), #224 (53), #224 (54), #224 (55), #224
 (56), #224 (57), #224 (58), #224 (59), #264

J

Jack, Susan L.: #89 (36), #89 (37)
 Jackson, Abram: #195
 Jackson, Bertha: #227 (95)
 Jackson, Jan M.: #157
 Jackson, Nick C.: #37, #120
 Jacobs, Beth: #199
 Jacobs, Gary D.: #92 (90), #92 (91), #92
 (92)
 Jacobs, Wendy: #186 (26)
 Jacobson, John W.: #12, #82
 Jahr, Erik: #43 (5), #88 (4)
 Janczak, Holly: #61
 Jariwala, Ravi: #84

Jawor, Jennifer: #75
 Jefferies, Jennifer: #75
 Jefferson, Gretchen L.: #W33, #14, #91 (72), #188 (75)
 Jerome, Anna Maria: #225 (70)
 Johanson, Chris-Ellyn: #113
 Johnson, Allison: #92 (83)
 Johnson, Dan: #131 (74)
 Johnson, Jesse W.: #91 (71), #92 (81)
 Johnson, Katherine M.: #44 (29), #223 (27)
 Johnson, Kent: #39, #143, #207, #216
 Johnson, Maya J.: #15
 Johnson, Tania A.: #266
 Johnson, Jennifer L.: #60
 Johnson, Kent R.: #50a
 Johnson-Sharpe, Lisa: #45 (50)
 Johnston, James M.: #6, #25, #96, #153
 Johnston, Mark: #190 (103)
 Johnston, Michael R.: #61, #133 (107)
 Johnston, Mike: #112
 Jonaitis, Carmen: #205
 Jones, Kevin M.: #188 (85)
 Jones, Laurilyn: #126
 Jones, Meredith: #25
 Jones, Michael L.: #129 (23)
 Jordan, Christy R.: #131 (67), #222 (4)
 Jordan, LuAnn: #274
 Juarez, Claudia E.: #190 (105)
 Justice, Brandi: #130 (55)

K

Kahng, Sung Woo: #72, #108, #170
 Kair, Hakam M.: #223 (31), #223 (33), #251, #276
 Kaminski, Barbara J.: #10
 Kamps, Debra: #269
 Kane, Alana: #46 (69), #129 (29), #129 (31), #276
 Kane, Denise: #124
 Kane, Erin L.: #228 (111)
 Kanter, Jonathan W.: #30, #159
 Kardell, Arielle: #42

Karmali, Irfa: #43 (11), #43 (12), #43 (14), #43 (15), #130 (64), #134 (117), #134 (119), #134 (121)
 Karsina, Allen: #283
 Kashinsky, Wayne: #130 (50)
 Kates, Kelly: #13, #88 (14)
 Katka, Jill D.: #211
 Kaye, James H.: #46 (57)
 Keefer, Nikki Lyn: #226 (86)
 Keel, Marie: #66
 Keely, Josue P.: #260
 Keene, Angela: #W20, #43 (6), #64, #94 (122)
 Keene, Richard G.: #107
 Keeney, Kris M.: #13, #224 (38)
 Kellet, Kristin: #88 (17)
 Kelley, Michael E.: #72, #89 (27), #108, #186 (20)
 Kelley Conway, Shelagh B.: #128 (18)
 Kelly, Christine: #43 (13), #43 (16), #186 (34)
 Kelly, Kathleen: #213
 Kelly, Michael E.: #264
 Kelly, Susan: #69
 Kelso, Kerry P.: #91 (69)
 Kelso, Susan: #88 (16), #185 (16)
 Kemmish, Amanda: #288
 Kemp, Steven M.: #9
 Kennedy, Craig H.: #47 (92), #93 (106), #199, #226 (85), #269
 Kenney, Kris: #13
 Keogh, Kimberly: #283
 Keohane, Dolleen-Day: #128 (15), #185 (17), #185 (18), #185 (19), #288
 Kern, Lee: #45 (46), #98, #199
 Kerwin, Marylouise: #226 (77)
 Kettle, Lauren C.: #226 (79)
 Keys, Christopher B.: #36
 Keyworth, Randy: #96, #141
 Kiefer-O'Donnell, Richard: #92 (81)
 Killeen, Peter R.: #2, #69, #131 (72), #176, #176, #226 (79)
 Killu, Kim: #70, #257

Kim, Christine: #283
 Kimlicka, Thomas: #117
 Kimura, Lorrie: #46 (76), #89 (45)
 Kincaid, Donald K.: #W21, #32, #130 (54)
 King, Jennifer L.: #61, #133 (103), #228 (110)
 King, Lisa: #8
 King, Rosmarie D.: #129 (34), #129 (35)
 Kirby, Kim: #150 (A6)
 Kirkpatrick-Sanchez, Sharon: #77, #150 (B13)
 Kiser-Griffith, Sandra: #W13, #W23
 Kledaras, Joanne B.: #47 (89), #90 (58), #131 (77)
 Knapp, Deidre: #44 (35), #264
 Knapp, Vicki Madaus: #24
 Knealing, Todd W.: #60, #226 (74)
 Knight, Melissa: #48 (106)
 Koch, Ellen I.: #58
 Koegel, Lynn K.: #247
 Koegel, Robert L.: #213, #222 (14), #247
 Kohlenberg, Barbara S.: #11, #30
 Kohlenberg, Robert J.: #W6, #30, #100, #159, #210
 Kolber, Alicia: #98
 Kollins, Scott H.: #93 (107), #130 (57), #208
 Kolomer, Stacy: #203
 Konecky, Michelle: #222 (1)
 Koontz, Kristine: #85, #129 (30), #129 (32)
 Kopp, James: #258
 Koppel, Louis: #47 (79), #47 (93)
 Koremura, Yuka: #83
 Korneder, Jessica: #88 (8)
 Korneder, Jessica: #88 (9), #205
 Kosloski, Karl: #37
 Kostinas, George: #128 (9)
 Kowal, Benjamin P.: #131 (66)
 Kraft, John R.: #27
 Krantz, Patricia J.: #W19, #6
 Krapfl, Jon: #101
 Kruse, Pam: #48 (97)
 Kubina, Richard M.: #129 (33), #172

Kuczaj, Stan: #119
 Kuhagen, James A.: #202
 Kuhn, David E.: #108, #186 (42), #224 (37)
 Kupfer, Anne S.: #101, #176
 Kurtz, Patricia: #44 (31), #46 (72), #89 (41), #224 (41)
 Kwak, Megan M.: #199
 Kwasnik-Vogt, Kimberly: #17
 Kymissis, Effie: #46 (56)

L

La Dousa, Jennifer: #92 (84)
 Labelle, Chris: #128 (14)
 Lacinak, C. Thad: #119
 Lackey, Amy Davies: #17
 Lafoon, Tina: #227 (106)
 LaForce, Anne M.: #46 (71)
 Lail, Elaine: #90 (58)
 Laipple, Joe: #84, #99
 Lalli, Joseph S.: #13, #46 (54), #160, #223 (20), #266, #192
 Lamal, Peter A.: #203
 Lambeth, S. P.: #211
 Lamm, Nyla: #45 (48), #58, #134 (115)
 Lampton Commons, Michael: #16
 Lancaster, Blake M.: #46 (65), #224 (45), #224 (46)
 Landaburu, Heidi: #160
 Landreneau, Mitchell W.: #13, #46 (54)
 Lane, Scott D.: #130 (57)
 Langewisch, Don: #161
 Langston, Jeffery: #25
 Lannon, Bert: #148
 LaRocca, Yasmin: #34, #71, #84, #215, #64, #88 (3), #94 (122), #111
 Larsson, Eric V.: #W20, #43 (3), #43 (6)
 Latham, Glenn: #W22
 Latham, Larry L.: #202
 Lattal, Kennon A.: #2, #47 (84), #67, #76, #116, #187 (63), #260, #279
 Laube, Mitchell A.: #133 (112)
 Laule, G. E.: #211

Lawrence, P. Scott: #159
 Lawton, George W.: #W15, #W18
 Layng, Michael P.: #74, #126
 Layng, T. V. Joe: #39, #74, #181c, #207, #216
 Lazarus, Belinda: #216
 Le, Duy D.: #46 (63), #186 (26), #264, #224 (49)
 Le, Loc: #19, #88 (17)
 Lea, Brian N.: #45 (41), #45 (43)
 Lea, Stephen E. G.: #1, #2
 Leaf, Ronald B.: #219
 Leary, Mike: #253
 LeBlanc, Linda: #185 (16)
 Lebourdais, Kerri J.: #88 (5), #208
 Ledoux, Stephen F.: #92 (80)
 Lee, Diana F.: #45 (41)
 Lee, Lawrence W.: #197
 Lee, Paul S.: #129 (26), #129 (27)
 Lee, Ronald: #8, #75
 Lee, Rachel: #188 (80)
 LeFleur, Lynn H.: #286
 Legaspi, Vida E.: #26
 Leigland, Sam: #65, #100
 Lejuez, C.W.: #279
 Lenyoun, Maya A.: #129 (23)
 Lerman, Dorothea C.: #89 (27), #108, #264, #72, #186 (20)
 Lesage, Mark G.: #93 (96)
 Leslie, Julian C.: #97
 Lester, Michelle: #46 (64)
 Letso, Suzanne: #12
 Lev, Sandi: #43 (19)
 LeVelle, James: #286
 Levin, Len: #88 (10), #269
 Lewis, Michael J.: #93 (95)
 Lewis, Tim J.: #218
 Lewis, Jim: #130 (49)
 Lewis-Palmer, Teri D.: #105, #218
 Li, Li: #227 (100)
 Libby, Myrna E.: #170
 Lieving, Gregory A.: #116, #187 (63)
 Lind, Regina S.: #228 (114)
 Lindauer, Steven E.: #8, #46 (70), #89 (22), #89 (26), #264
 Lindberg, Jana S.: #13, #170, #224 (54)
 Lindeman, Heather: #W8
 Lindemann, Dana F.: #90 (53), #131 (69)
 Lindsay, Steve: #77
 Lindsley, Ogden: #W1, #6, #6b, #39, #177
 Linke, George P.: #46 (56), #46 (58), #228 (118)
 Linscheid, Thomas R.: #79
 Lipgar, Robert M.: #33
 Lipsitt, Lewis P.: #215, #252, #274a, #287
 Lipsitt, Mark S.: #77, #252
 Lischeid, William E.: #284
 Littleton, Lawrence C.: #W32, #195, #133 (104)
 Lloyd, Andrew P.: #227 (96), #289
 Locey, Matthew: #226 (86)
 Lockshin, Stephanie B.: #185 (4)
 Lohse, Elizabeth L.: #131 (75)
 Lombard, Kristin M.: #35
 Long, Ethan S.: #32
 Long, Marybeth: #44 (30)
 Longo, Daniele A.: #223 (31), #251
 Lopez, Wilson: #93 (105), #94 (121), #150 (C26)
 López, Florente R.: #90 (50)
 Lorelli, Denise: #185 (15), #222 (10)
 Lounsbery, Monica: #193, #268
 Lowe, C. Fergus: #158
 Lowenkron, Barry: #174
 Lowery, Christine T.: #175, #248
 Loyd, Andrew P.: #20
 Lucas, Summer: #46 (57), #88 (9), #189 (94), #205
 Luce, Stephen C.: #64
 Luciano, Carmen: #62
 Luckner, Kimberly D.: #55, #228a, #270
 Ludwig, Tim: #15
 Lukas, Kristen E.: #211
 Lumley, Vicki A.: #32
 Lund, Stein: #31, #128 (18)

Lundervold, Duane A.: #129 (20), #129 (21)

Luterek, Jane: #58

Lutzker, John R.: #94a, #149

Lynch, Niamh: #115

Lyons, Charles A.: #45 (42), #45 (44)

M

Macaleese, Kenneth R.: #132 (88)

MacDonald, Emily K.: #130 (57)

MacDonald, Rebecca: #79, #128 (10), #206

MacDonall, James S.: #67, #167

MacDuff, Gregory S.: #W19, #285

Mace, F. Charles: #13, #53, #89 (39)

Macphail, Robert C.: #156a

Machado, Armando: #107

Maciado, Olga L.: #94 (116)

Mackenzie, Jane: #253

Madden, Ashley: #90 (54), #187 (57), #222 (4)

Madden, Gregory J.: #93 (99), #113

Madho, Vevekand: #194

Madigan, Robert J.: #131 (69)

Magee, Sandy: #W3, #18, #258

Maglieri, Kristen A.: #186 (46)

Magoon, Michael A.: #273

Maguire, Melissa A.: #256

Maguire, Russell W.: #256

Magyar, Caroline: #224 (42)

Maher, Sherrie: #130 (57)

Mahon, Karen L.: #166

Maki, T.: #211

Malabello, Giordana: #W17, #6b, #156, #173, #185 (3)

Malanga, Paul: #188 (82), #188 (83)

Mallar, C.: #211

Mallon-Czajka, Jane: #223 (33)

Malmquist, Susan: #132 (86)

Malone, Jr., John C.: #83a

Malott, Maria E.: #42, #153, #165, #237

Malott, Richard W.: #38, #88 (9), #110, #189 (92), #189 (93), #189 (94), #189 (95),

#189 (96), #189 (97), #189 (98), #189 (91), #205

Manchak, James L.: #186 (35)

Manganello, Krista M.: #90 (48), #289

Manikam, Ramasamy: #251, #276

Mansfield, Renee: #206

Maple, Terry L.: #211

Marcattilio, Anthony J.: #150 (A5), #187 (56), #226 (74)

March, Robert: #105

Marchand-Martella, Nancy E.: #48 (105), #130 (38), #130 (39), #130 (40), #181

Marchant, Michelle: #34

Marchesan, Dan: #129 (28)

Marcus, Bethany: #130 (58), #170, #223 (31), #223 (32), #223 (33), #251, #276

Marder, Tamara Jill: #224 (36)

Marhefka, Jean-Marie: #186 (40)

Mariano, Susan: #43 (12), #43 (15), #130 (64)

Markham, Michael R.: #47 (83), #50a, #90 (61), #190a

Marmolejos, Ivan: #222 (11), #222 (12)

Marr, M. Jackson: #83, #211

Marrone, Diano-Fabio: #90 (59)

Marsh, Dawn M.: #226 (90)

Marsico, Mary Jean: #194

Marston, John: #88 (16)

Martella, Ronald C.: #48 (105), #130 (38), #130 (39), #130 (40), #181

Martens, Brian K.: #91 (67), #93 (93), #188 (76)

Marti, Diane: #188 (80)

Martin, Garry L.: #186 (33), #272

Martinetti, Margaret P.: #93 (95)

Martinez, Carlos: #225 (64)

Martinez, Hector: #225 (67)

Masalsky, Christopher J.: #35

Matey, Linda: #222 (1)

Mathews, R. Mark: #37

Mathewson, Cynthia: #129 (23)

Mathis, Michele L.: #131 (67)

Matrise, Kathy: #92 (88)

Mattaini, Mark A.: #50a, #136, #150 (B16), #203, #248
 Matteo, Santa: #186 (34)
 Matthews, Grainne: #21
 Mauk, Joyce E.: #89 (39)
 Maurice, Catherine: #12
 Mauro, Benjamin C.: #202
 Mautz, Denise: #89 (40)
 Mavroidis, Sophia: #184
 Mayer, G. Roy: #207
 Mayer, Joshua E.: #188 (72)
 Mazur, James E.: #2
 McAlpine, Kerri: #185 (10)
 McCarthy, Bridget L.: #89 (21)
 McCary, Donald J.: #116, #226 (81)
 McClannahan, Lynn E.: #W19, #6
 McComas, Jennifer J.: #8, #43 (19), #121, #266
 McCool, Maura L.: #45 (50)
 McCord, Brandon E.: #87, #224 (48)
 McCoy, James F.: #185 (2)
 McCuller, Glen L.: #89 (28), #187 (65)
 McCurdy, Merilee: #48 (99), #91 (73), #91 (79), #250
 McDade, Claudia: #166 McDonald, Mary: #88 (12), #128 (11), #185 (10)
 McDonald, Rochelle: #208
 McDonnell, John: #92 (81)
 McDonough, Chris: #17
 McEachin, John: #219
 McEntee, Julie E.: #68, #131 (71)
 McFarland, Jennifer M.: #191, #271
 McGee, Gail G.: #222 (6)
 McGill, Peter: #97
 McGlocklin, Linda: #181
 McGovern, Mary: #185 (15)
 McGreevy, Patrick E.: #102
 McGregor, MaryAnn: #161
 McIlvane, William J.: #47 (89), #131 (77), #158, #168, #206
 McIntire, Roger W.: #W29
 McIntire Gottschalk, Jennifer: #128 (18)
 McKerchar, Todd L.: #89 (43), #186 (51)
 McLaughlin, Thomas F.: #48 (97), #91 (65), #132 (83), #227 (92)
 McLaughlin-Cheng, Elissa: #223 (20)
 McManus, Mary: #8, #223 (18)
 McManus, Richard: #W17, #102
 McMorrow, Martin J.: #209
 McMurry, Ashley S.: #90 (46), #187 (53)
 McNamara, Andrew W.: #129 (28), #209, #223 (23)
 McNamara, Cecelia: #162
 McNeil, Cheryl B.: #44 (26)
 McNeil, Stephanie: #130 (51)
 McParland, Amy: #129 (26)
 McSweeney, Frances K.: #50a, #90 (56), #169
 McWilliams, Lara: #185 (11)
 Meade, David J.: #128 (6)
 Meany, Mary Ann: #90 (51)
 Mechner, Francis: #126
 Meinburg, Deborah: #17
 Meinhold, Patricia M.: #16, #180
 Melville, Cam L.: #47 (94), #90 (46), #90 (47), #131 (65), #131 (80), #169, #187 (52), #187 (53), #187 (54), #187 (67), #226 (73)
 Menez, Marina D.: #90 (50)
 Menlove, Rhonda: #274
 Merbitz, Charles: #W1, #129 (36), #149a, #150 (B20), #151, #229, #278
 Merial, Cheryl L.: #114
 Merrill, Susan D.: #91 (70)
 Messick, Brent: #15
 Methot, Laura L.: #21, #123
 Meyer, Kim A.: #91 (70), #150 (A2)
 Michael, Jack: #5, #18a, #104, #165, #238, #238
 Michas, Catherine: #129 (29)
 Micheletto, Nilza: #104, #132 (97)
 Midgley, Bryan D.: #33
 Migliaccio, Dianna: #88 (15)
 Miguda-Armstead, Songhay: #223 (30)
 Mikulski, Frank: #220
 Milby, Jesse B.: #162
 Millar, Chantal: #225 (68)

Miller, April D.: #227 (98)
 Miller, Kristi: #273
 Miller, L. Keith: #133 (100), #133 (102)
 Miller, Matthew L.: #220
 Miller, Michelle L.: #93 (100)
 Miller, Monica C.: #188 (74)
 Miller, Neal E.: #252, #274a
 Miller, Patrice Marie: #16
 Milligan, Jacqueline: #133 (108)
 Miltenberger, Raymond G.: #W16, #44 (37), #46 (52), #129 (22), #130 (44), #250
 Miner, Craig: #91 (77)
 Minnes, Patricia: #224 (50), #224 (51)
 Mitchell, D. Wayne: #225 (65)
 Mitchell, Suzanne H.: #2, #90 (57), #223 (24)
 Mitchem, Katherine J.: #91 (68)
 Mizzone, Angela: #89 (24), #121
 Mlocek, Jennifer B.: #131 (77), #206
 Moeller, F. Gerard: #226 (90)
 Moes, Douglas: #43 (1)
 Monk, Carey E.: #131 (75)
 Monolescu, Dominique: #132 (90)
 Montes, Maria E.: #225 (64)
 Montgomery, Jan: #280
 Montgomery, Robert W.: #208
 Montoya, Olga: #75, #269
 Moore, Ana: #43 (11), #43 (14), #134 (119)
 Moore, Donna K.: #223 (33), #251
 Moore, Jay: #57, #153, #171, #226 (87)
 Moore, Kristy L.: #187 (66)
 Moors, Alison L.: #185 (6), #185 (7), #191
 Morales, Sully Y.: #226 (84)
 Moran, Daniel J.: #223 (22), #254
 Moreno, Diana L.: #190 (105), #223 (28)
 Moreno, Rafael: #190 (106)
 Morgan, Karen R.: #187 (64)
 Morgenstein, Melody: #128 (7)
 Moroa, Melania: #23
 Morrell, Robert F.: #129 (33)
 Morrier, Michael J.: #222 (6)
 Morris, Caroline: #185 (16)

Morris, Edward K.: #23, #33, #45 (49), #78, #150 (A7), #165
 Morrison, Kenda: #24
 Morrison, Rebecca S.: #41, #257
 Morrow, Joseph: #117
 Morse, Christine: #46 (67), #283
 Morse, Larry A.: #189 (89)
 Mortensen, Bruce P.: #286
 Mortimer, Sheri R.: #91 (65)
 Moser, April M.: #131 (75)
 Mott, Craig: #181
 Mozingo, Dennis B.: #197
 Mozzoni, Michael P.: #278
 Mudway, Pamela: #283
 Muela, Jan M.: #99
 Mueller, Jennifer: #258
 Mulick, James A.: #82
 Muller, Scott M.: #225 (65)
 Mundell, Paul: #255
 Mundschenk, Nancy A.: #91 (77)
 Munk, Dennis D.: #91 (71)
 Murdock, Jane Y.: #91 (66), #282
 Murphy, Eric S.: #90 (53), #131 (69)
 Murphy, Janet: #79
 Murphy, Kim: #132 (96)
 Murphy, Margaret: #185 (1)
 Murray, Erinn: #226 (83)
 Murray, Laura K.: #93 (107)
 Murray, Lori M.: #60
 Myers, David L.: #138
 Myers, Todd M.: #279

N
 Napolitano, Deborah A.: #89 (36), #89 (37)
 Nardo, Jennifer C.: #188 (73)
 Nash, Heather M.: #62
 Nassis, Aleka: #92 (88)
 Nau, Paul A.: #228 (118)
 Nault, Karen: #46 (66)
 Navakatikyan, Michael A.: #226 (91)
 Navalta, Carryl P.: #88 (1)
 Neal, Albert E.: #89 (44), #187 (66)

Neboschnick, Havalah: #45 (39)
 Neef, Nancy: #31, #150 (A4), #217
 Neff, Bryon: #116, #226 (81), #280
 Neff, Stacie: #280
 Neidert, Pamela L.: #186 (48), #224 (39)
 Neifer, Karen M.: #91 (75)
 Nelson, J. Ron: #181
 Nelson, Mike: #105
 Nelson, Noel: #128 (13), #164
 Neuringer, Allen: #181a
 Nevin, John A.: #1
 Newland, Christopher: #29, #93 (98)
 Newman, Bobby: #38, #134a, #150 (B15),
 #157, #213, #270, #275
 Newton, Abigail: #187 (57)
 Nicolson, Amanda: #26, #80, #112, #228a
 Nilsson, Kenneth: #W32, #150 (C29)
 Ninness, Chris: #187 (65)
 Ninness, Sharon K.: #187 (65)
 Nirgudkar, Anjalee: #283
 Nishioka, Hideo: #127
 Nocera, Rocco L.: #128 (17)
 Noell, George H.: #48 (100), #286
 Nolan, Tim: #W14
 Noonan Walsh, Patricia: #8
 North, Stephen T.: #223 (20)
 North, Teri D.: #214
 Novak, Gary: #109, #204
 Nwaturoucha, Reginald: #40
 Nyquist, Jeff B.: #66

O

Oakley, Debra J.: #44 (34), #79
 O'Brien, Richard M.: #133 (112)
 O'Connor, Julia: #44 (31), #48 (108), #186
 (39), #224 (41)
 Oddsson, Finnur: #227 (103)
 Odenwald, Whitney: #46 (72)
 O'Donnell, Jennifer: #190 (103), #273
 Odum, Amy L.: #60, #113
 Ohlund, Barbara J.: #44 (38)
 O'Keefe, Cathrionna: #115

O'Leary, Colleen A.: #90 (62)
 Oliphant, Gary C.: #133 (111)
 Oliphant, Rebecca J.: #84, #133 (111),
 #277
 Oliver, Julianne R.: #99
 Olson, Ryan: #73, #133 (99)
 O'Neill, Robert E.: #92 (81), #105, #208
 Opheikens, Rikki E.: #91 (69)
 O'Reilly, Mark F.: #8, #97
 Orlab, Matthew: #181
 Orlando, Gina: #200
 Orlando, Robert G.: #46 (60)
 Ortiz, George: #36
 Ortiz, Gerardo: #225 (67)
 Osborne, J. Grayson: #47 (79)
 Osnes, Pamela G.: #190 (99)
 Ossi, Marie: #48 (110)
 Otero, Mariela: #225 (70)
 O'Toole, Michael: #284
 Otto, Jason: #189 (92)
 Outman, Ryan C.: #223 (34)
 Overmier, J. Bruce: #225 (61)
 Ownbey, Jean: #178, #217
 Ozenne, Lisa: #187 (65)

P

Pabico, Ryan: #160
 Pace, Gary M.: #170, #223 (29), #209
 Paclawskkyj, Theodosia R.: #186 (39)
 Page, Terry J.: #46 (56), #46 (58), #209
 Pajot, Laura: #213
 Paletz, Elliott: #25
 Pallotta, Gina M.: #117
 Palmer, David C.: #65, #174
 Palmer, Terry L.: #14
 Palmieri, Lori: #185 (4)
 Palya, William L.: #2, #50a
 Pandolfi, Vincent: #224 (42)
 Paredes, Sara: #222 (16)
 Parker, Chauncey R.: #30, #159
 Parker, Daniel: #269
 Parker, Kent B.: #126

Parks, Susan: #223 (29)
 Parlato, Craig S.: #197
 Parra, Aida: #24
 Parra, Andrés: #94 (116)
 Parsons, Carolyn: #88 (2)
 Parsons, Marsha B.: #178, #217
 Partington, James: #W26
 Patel, Meeta A.: #283
 Patsoule, Aikaterini: #185 (13)
 Paule, Merle G.: #93 (97), #225 (62)
 Payant, Suzan: #222 (1)
 Payne, Amy M.: #279
 Payner, Rebecca: #48 (107)
 Peacock, Kendra: #164
 Pear, Joseph J.: #90 (59), #187 (59), #282
 Pearce, Ryan: #193
 Peck, Janine: #269
 Peck, Stephanie M.: #8, #89 (24), #114, #121, #199, #223 (18)
 Peeler, Colin: #W8
 Peixoto, Luciane V.: #226 (89)
 Péladeau, Normand: #227 (101)
 Pelaez-Nogueras, Martha: #50a, #109, #163, #190 (106), #225 (70), #287
 Pelios, Lillian: #200
 Peltz, Eli: #130 (63), #134 (118), #134 (121)
 Pendell, Steve: #63
 Pennypacker, Henry S.: #145, #198, #226 (86)
 Peragine, Traci F.: #128 (16)
 Perdomo, Sandra J.: #226 (84)
 Pereira, Maria E.: #9
 Perez, Hiselgi: #71, #123, #261
 Perez, Kendra: #94 (118),
 Perez, Linda Y.: #129 (21)
 Perez, Lori: #226 (75)
 Perez-Gonzalez, Luis A.: #130 (62)
 Perez-Menon, Rebeca: #24, #225 (63)
 Perigaño, Traci F.: #48 (108)
 Pereira, Carlos: #94 (116)
 Perna, Catherine: #222 (1)
 Perone, Michael: #279
 Perosa, Joao Pedro: #90 (64)
 Perrin, Frances: #128 (5)
 Perry, Alicia S.: #44 (27), #224 (40)
 Peterson, Lloyd D.: #91 (76)
 Peterson, Mary Hill: #91 (76)
 Petetit, Lynn: #W33, #188 (75)
 Petrovich, Slobodan: #16, #252
 Pettinger, Charles B.: #195
 Peyton, Robert T.: #89 (36), #89 (37)
 Pfeil, Andrea C.: #44 (21)
 Phelps, Brady J.: #10, #45 (42)
 Phillips, James F.: #46 (71)
 Phillips-Grant, Kim: #123
 Piazza, Cathleen C.: #13, #44 (33), #44 (34), #44 (35), #44 (36), #46 (65), #72, #79, #108, #130 (61), #186 (36), #186 (37), #186 (38), #186 (42), #186 (51), #192, #224 (45), #224 (47), #264
 Picardi, Joseph: #183
 Piccolo, Ellen: #164
 Pierce, Jenna: #W8
 Piersel, Wayne C.: #188 (80), #227 (107)
 Pietras, Cynthia J.: #131 (76), #273
 Pilgirm, Carol: #90 (54), #153, #158, #168, #187 (57), #222 (4)
 Pilgrim, Carolyn S.: #131 (67)
 Pinkston, Elsie M.: #44 (23), #124, #156b
 Pinkston, Jonathan W.: #90 (52), #107
 Pionkowski, Jeff: #64
 Pitts, Raymond C.: #29, #60, #279
 Plancarte, Patricia A.: #190 (105)
 Ploog, Flavia M.: #44 (29), #223 (27)
 Plowman, Feanine: #73
 Pogorzelski, Simmone: #185 (3)
 Polaha, Jodi A.: #44 (22)
 Polhamus, Andrea: #88 (9), #189 (93)
 Poling, Alan: #94 (117), #260
 Polis, Dustin J.: #128 (6), #271
 Pollack, Martin J.: #121, #228 (121), #228 (120), #228 (122)
 Porter, James: #112
 Porter, Kristine: #185 (9)

Portocarrero, Jose: #47 (83)
 Posadas, Diana: #131 (72)
 Potter, Bill: #65, #194, #244
 Potter, Melissa J.: #47 (89)
 Poulson, Claire L.: #43 (19), #43 (20), #75, #89 (21)
 Powell, Melissa: #44 (29)
 Powell, Phillip: #126
 Prelec, Drazen: #1
 Pressley, R.: #211
 Prestemon, Amanda: #226 (86)
 Price, Anne T.: #130 (38)
 Prickett, James R.: #40
 Pride, Stacey: #88 (1)
 Procaccino, Anthony T.: #254
 Proctor, Briley E.: #91 (74)
 Progar, Patrick: #75, #89 (34), #160
 Pryor, Karen: #25, #119, #140
 Pudish, Heather: #222 (1)
 Puerta, Diana X.: #226 (84)
 Puig, Glenis: #43 (12), #43 (15)
 Pumroy, Donald K.: #W29
 Putnam, Robert F.: #W33, #14, #91 (72), #188 (75)
 Pybass, John: #25
 Pyles, David A. M.: #87, #202, #220

Q

Quiat, Allan: #161
 Quill, Kathleen: #256

R

Rachlin, Howard: #1
 Rader, Karen: #25
 Radford, Pamela: #199
 Rahill, Jeremy: #157
 Rajala, Amy K.: #163
 Rakos, Richard F.: #117, #203
 Raleigh, Jason M.: #20
 Ramasamy, Rangasamy: #130 (59)
 Ramirez, Ken: #119
 Ramirez, Napoleon: #106

Ramírez, Ferney: #94 (116)
 Ramon, Guillermo: #71, #277
 Randall, Domonique: #43 (8)
 Ranier, Deborah: #286
 Rankin, Barbara E.: #44 (38), #129 (37), #130 (53), #160, #170, #186 (50)
 Rapp, John T.: #46 (52), #250
 Rasmussen, Erin B.: #29, #93 (98)
 Ravitch, Kristin: #73
 Ray, Kimberly: #46 (59)
 Ray, Paul: #284
 Ray, Roger D.: #268
 Rayborn, Michelle: #69
 Raymond, Pam: #132 (96)
 Rea, Jerry: #186 (44)
 Realon, Rodney E.: #46 (71)
 Reardon, Missy: #42
 Redmon, William K.: #W2, #(161), #(253)
 Reed, Gregory K.: #130 (53), #170
 Reese, Hayne W.: #110, #204, #287
 Reese, R. Matthew: #89 (22), #264
 Reeve, Christine E.: #W4
 Reeve, Kenneth F.: #68, #168
 Rehfeldt, Ruth Anne: #47 (81), #90 (51), #272
 Reichle, Joe: #206
 Reid, Alliston K.: #69
 Reid, Dennis H.: #178, #217
 Reihman, Anita: #186 (50)
 Reilly, Jason F.: #130 (40)
 Reilly, Jennifer R.: #130 (40)
 Reilly, Mark P.: #113, #260
 Reinbold, Cynthia A.: #259
 Reinecke, Dana R.: #43 (19), #43 (20), #184, #185 (1), #213, #275
 Reitman, David: #43 (10), #250
 Repp, Alan C.: #91 (71)
 Resau, Dawn: #46 (65), #186 (37)
 Restauri, Sherri: #282
 Rey, Amanda: #70, #78
 Reyes, Fredy: #47 (82), #47 (87), #47 (88), #80, #93 (105), #94 (121), #150 (C26), #187 (62), #249

- Reyes, Jorge R.: #47 (87), #47 (88)
 Rhymer, Katrin N.: #91 (79), #130 (51), #227 (95)
 Rice, Sherri: #128 (5)
 Richards, David: #20
 Richards, Jerry B.: #93 (104), #107, #131 (73), #279
 Richardson, Amy: #187 (57)
 Richman, David M.: #8, #186 (46)
 Richman, Gina: #223 (29)
 Riddle, Chrissy: #181
 Ridgeway, Andrea: #43 (10)
 Riedesel, Kara: #W20, #64, #94 (122)
 Rielly, Nicole: #224 (50), #224 (51)
 Rienbold, Cynthia A.: #272
 Ring, Mary M.: #188 (84)
 Ringdahl, Joel E.: #89 (29), #130 (48), #130 (53), #170
 Ringeisen, Heather L.: #44 (21)
 Ringler, James: #195
 Rinzler, Gabriela: #266 (89)
 Rios, Americo: #225 (64)
 Ritzler, Tina: #36
 Rizol, Laura: #44 (33)
 Roane, Henry S.: #13, #46 (65), #72, #108, #170, #186 (20), #186 (36), #186 (37), #186 (38), #264
 Robbins, Joanne: #W1, #39
 Robbins, Kara K.: #188 (84)
 Roberts, Jennifer A.: #129 (22), #250
 Roberts-Gwinn, Michelle: #266
 Robillard, Caroline: #W20, #64
 Robinson Lopez, Juan: #6
 Robles, Adel: #283
 Robles, Elias: #162
 Robles, Susana M.: #223 (28)
 Rocha, Marie: #222 (16)
 Roche, Bryan: #7, #30, #115
 Rodrigues, N. Joseph: #92 (82), #150 (B11), #223 (26), #227 (102), #289
 Rodriguez-Catter, Vanessa: #13, #89 (42), #108, #186 (41)
 Rogers, Jacquita K.: #8, #130 (41), #223 (18)
 Rohn, Don: #189 (97)
 Roll, David: #46 (56)
 Roll, John M.: #113, #162, #128 (4), #130 (50), #185 (4), #186 (22), #206, #222 (1), #222 (2)
 Romanczyk, Raymond G.: #56
 Romano, Linda: #122
 Romick, Jill: #160
 Romick, Kimberlee: #160
 Rosales-Ruiz, Jesus: #24, #83, #150 (A9), #172
 Rosano, Brian: #226 (77)
 Rosario, Dilcia: #134 (121)
 Roscoe, Eileen M.: #13, #170, #224 (53), #224 (58)
 Rosen, Howard S.: #121
 Rosenburg, Beth: #88 (14)
 Rosenthal, Harold: #134 (120)
 Rosenwasser, Beth J.: #94 (114), #94 (115), #98
 Ross, Denise E.: #48 (106), #128 (7), #134 (114), #213
 Ross, Linda: #132 (86)
 Ross, S. K.: #211
 Roth, Wendy E.: #109, #204
 Roth, Alvin E.: #1
 Rowland, Cyndi: #274
 Rudrud, Eric: #130 (49)
 Rue, Hanna C.: #47 (94), #90 (46), #131 (65), #131 (80), #187 (52), #187 (54), #187 (67), #226 (73)
 Ruiz, Maria R.: #175, #203
 Rummler, Geary: #6a
 Rumph, Robin: #187 (65)
 Rush, C. R.: #113
 Rush, Karena S.: #186 (48), #224 (40)
 Russo, Lori: #186 (26)
- S
- Sagvolden, Terje: #176
 Sainato, Diane M.: #150 (A4), #257

Salas Martinez, Marco W.: #189 (88)
 Salzberg, Charles L.: #91 (76), #274, #285
 Salzinger, Kurt: #76, #100, #223 (22), #254
 Sanabria, John J.: #190 (100)
 Sánchez, Sergio: #44 (24)
 Sansom, Zyan: #185 (17)
 Santarelli, Grace Ellen: #222 (14)
 Santiago, Lisa C.: #26, #44 (25), #130 (60)
 Santoyo V., Carlos: #225 (72)
 Sanunders, Muriel D.: #131 (71)
 Sarokoff, Randi A.: #75
 Sarratea, Marcia: #112, #133 (101), #223 (26), #228 (110)
 Sartin, Lorikay: #92 (89)
 Sasso, Gary M.: #269
 Sasson, Joseph: #132 (91)
 Sato, Masaya: #49, #127, #153, #177, #198, #221
 Saunders, Kathryn J.: #190 (103)
 Saunders, Muriel D.: #89 (33), #90 (55), #285
 Saunders, Richard R.: #68, #90 (55), #131 (71), #285
 Saville, Bryan K.: #157, #187 (56)
 Sawchuck, Cindy: #132 (96)
 Saxe, D. Dena: #48 (110)
 Sayrs, David M.: #11
 Scandlen, Alison: #128 (9)
 Schaal, David W.: #60, #279
 Scharet, Elizabeth: #92 (92)
 Scharf, Lisa: #272
 Schatzman, Shari: #88 (15), #185 (15)
 Schepis, Maureen M.: #178, #217
 Scherer, Stephen C.: #131 (68)
 Schick, Molly A.: #183
 Schifter, Catherine: #132 (90)
 Schissler, Bonnie: #186 (29)
 Schlund, Michael W.: #209
 Schmelzer, Maryanne: #129 (35)
 Schmitt, Erica: #89 (21)
 Schmitt, Maja: #W20, #64
 Schmitt, David R.: #51
 Schneider, Howard C.: #118, #150 (B22)
 Schneider, Susan M.: #69
 Schoberlein, Tate D.: #10
 Schoenfelder, Thomas E.: #94 (123), #228 (113), #228 (116)
 Schreibman, Laura: #19, #128 (1), #222 (3), #222 (16), #237, #247
 Schuck, Ahuva: #185 (15)
 Schulz, Eldon G.: #93 (97)
 Schulze, Kimberly A.: #150 (A5)
 Schumacher, Joseph E.: #162
 Schutzius, Lauri A.: #186 (31)
 Schwandt, William L.: #64, #88 (3)
 Schwartz, Ilene S.: #43 (2), #43 (18), #88 (19)
 Schwendiman, Jed: #2
 Scott, Jack: #50a, #102, #156
 Scott, Terrance: #218
 Scott-Huyghebaert, Valdine C.: #46 (61), #46 (64)
 Scotti, Joseph R.: #44 (28), #46 (62)
 Scow, Kim: #161
 Scrima, Amy E.: #133 (98)
 Scruggs, Jennifer: #186 (37)
 Seacord, Tricia L.: #17
 Segura, Angelica: #226 (84)
 Self, Jessica: #92 (85)
 Sellers, Jennifer A.: #89 (29), #130 (48), #170
 Sellers, Misti: #90 (54), #131 (67)
 Selten, Reinhard: #1, #2
 Senser, Christina A.: #45 (39)
 Serafin, Gomez-Martin: #62
 Serdikoff, Sherry L.: #93 (101)
 Serio, Tereza M.: #90 (64), #104, #132 (97), #187 (69), #226 (89)
 Serna, Richard W.: #168, #206
 Sevin, Bart: #44 (34), #44 (35), #44 (36), #79, #130 (61)
 Seymour, Michelle: #150 (C31), #189 (95)
 Sgro, Gina: #186 (36)
 Shafer, Esther: #18a
 Shahan, Timothy A.: #67, #93 (99)

Shamberger, Kelly M.: #45 (40), #195
 Shamroa, Andrew: #214
 Shanley, Deborah A.: #262
 Shapiro, Steven: #44 (21), #44 (27)
 Sharpe, Tom: #132 (85), #188 (71), #193, #268
 Shea, Michael C.: #114
 Shear, Stewart: #98
 Sheehan, Heathyr: #213
 Sheldon, Jan B.: #178, #237
 Sherer, Michelle: #19, #222 (16), #247
 Sherman, James A.: #88 (6), #178
 Shimoff, Elliott: #176
 Shirley, Melissa: #228 (120), #228 (121)
 Shook, Gerald L.: #6, #18a, #82, #96
 Shook, Stacey L.: #43 (2), #43 (18)
 Shore, Bridget A.: #44 (32), #44 (33), #44 (35), #44 (36), #264
 Shores, Richard E.: #89 (36), #89 (37)
 Shpak, Yonata: #112, #133 (101), #228 (110)
 Shriver, Mark D.: #91 (74)
 Shull, Richard L.: #67, #158
 Shwartzman, Lisa: #46 (64)
 Sidener, David: #31
 Sidman, Murray: #226 (76)
 Siedentop, Daryl: #26, #270
 Sieling, Mike: #228 (112)
 Sierp, Barbara J.: #89 (39)
 Sierra, Elba: #225 (64)
 Sigman, Connie: #89 (30)
 Sigmon, Stacey C.: #162
 Sigurdardottr, Z. Gabriela: #190 (101)
 Sikora, Daniel: #229a
 Silvaes, Edwiges M.: #187 (61)
 Silverman, Kenneth: #162
 Silvestri, Susan M.: #17, #128 (10), #206
 Simes, Crystal M.: #128 (6)
 Simonsen, Flint: #46 (67)
 Simpson, Cathy: #131 (79)
 Singer, George S.: #43 (4), #225 (71)
 Singer, Jessica: #263
 Singer, Joana: #132 (97)
 Singer, Joanne: #225 (71)
 Singh, Nirbhay N.: #10
 Skinner, Christopher H.: #48 (99), #227 (93), #227 (95)
 Skinner, Leslie M.: #150 (A6)
 Slifer, Keith J.: #46 (69), #129 (29), #129 (30), #129 (31), #129 (32), #209
 Slocum, Timothy: #181
 Smagner, John P.: #44 (23), #124
 Small, Kim M.: #178
 Smeets, Paul H.: #186 (28)
 Smeltzer, Jacalyn: #133 (98), #189 (98)
 Smith, Julie: #63
 Smith, Julie M.: #180
 Smith, Myron J.: #48 (102)
 Smith, Randy: #93 (106)
 Smith, Richard G.: #18, #46 (63), #75, #186 (26), #224 (49), #264
 Smith, Tawnya J.: #94 (110)
 Smith, Wanda L.: #120, #225 (68), #225 (69)
 Smoot, Dee Tinley: #21
 Snider, Vicki: #263
 Sobek, Jeremy: #131 (74)
 Socarras, Andrea: #80, #93 (105), #94 (121)
 Sokolowski, Michel B. C.: #94 (109), #150 (C27), #201
 Soler, Kathleen M.: #48 (105)
 Sonntag, Rainer F.: #85, #159
 Sorenson, Rena J.: #44 (31), #48 (108)
 Souza, Silvia R.: #187 (61)
 Spain, Nick: #228 (111)
 Spates, C. Richard: #58
 Spaulding, Scott A.: #32
 Spear, Debra J.: #10, #93 (94)
 Speckman, Jeanne: #43 (13), #43 (16), #43 (17), #130 (63), #134 (116), #134 (118), #186 (34)
 Spooner, Fred: #274
 Spradlin, Joseph E.: #35, #68, #190 (103)
 Sprague, Jeffrey R.: #105
 Sprenger, Heather A.: #90 (57)

Staddon, John: #181a
 Stafford, David: #93 (96)
 Stahmer, Aubyn: #19, #128 (1), #222 (3), #247
 Stallings, Mary E.: #93 (103)
 Standtke, Imogene: #184
 Stanton, Cassandra A.: #276
 Starlin, Clay M.: #267
 Steele, Amy C.: #112, #133 (103), #196, #228 (110)
 Sten, Amy: #88 (1)
 Stephens, Dave: #1
 Stephens, Kenneth R.: #W15, #W18
 Stephens, Tracy J.: #266
 Stewart, Ian: #30, #115
 Stewart, Katherine L.: #168, #187 (57)
 Stickney, Marcella I.: #129 (22)
 Stikeleather, Gregory: #74, #104, #181c
 Stitzer, Maxine L.: #162
 Stock, Richard A.: #46 (61)
 Stone, Sheila D.: #188 (73)
 Storey, Keith: #89 (40)
 Stout, Jason E.: #90 (46), #90 (47), #131 (65), #169, #187 (52), #187 (54), #226 (73)
 Stout, Victoria T.: #58, #223 (21)
 Stoutimore, Michael: #280
 Street, Libby: #125
 Streff, Amy: #224 (44), #224 (60)
 Streff, Todd: #224 (60)
 Stricker, Jason M.: #44 (37), #130 (44), #250
 Strickett, Tina: #130 (45)
 Stromer, Robert: #W31, #35
 Strouse, Michael C.: #178
 Stucke, Peter J.: #189 (90), #282
 Sugai, George M.: #14, #76, #81, #105, #207, #218, #286
 Suhr, S.S.: #187 (60)
 Sullivan, Meredith H.: #44 (23)
 Sullivan, Michael: #247
 Sullivan, Timothy J.: #119
 Sulzer-Asaroff, Beth: #W10, #31, #198, #237, #284

Summy, Sarah: #199
 Sundberg, Mark L.: #50a, #65, #104, #173
 Suter, Alma H.: #48 (108), #128 (16)
 Suyama, John M.: #224 (59)
 Sveinsdottir, Ingibjerg: #190 (101)
 Swanson, Victoria: #276
 Swatsky, Beth: #185 (8), #185 (9), #275
 Sweeney, Erin C.: #43 (18)
 Sweeney, Susan R.: #188 (82), #188 (84)
 Sweeney, Whitney A.: #225 (61)
 Sweeney, William J.: #188 (82), #188 (83), #188 (84)
 Swiezy, Naomi: #128 (19)
 Swindell, Samantha: #90 (56), #169
 Symons, Frank J.: #130 (42)
 Symons, Jessica S.: #131 (67)
 Szerbaty, M.: #110

T

Talaga, Bernadette: #92 (86)
 Taravella, Cicely C.: #186 (20)
 Tarou, Lorie R.: #211
 Tassin, J.M.: #187 (60)
 Taubman, Mitchell T.: #219
 Tavitian, Hilda J.: #89 (21)
 Taylor, Bridget A.: #75, #88 (10), #88 (13), #222 (9), #269
 Taylor, Cyndi: #89 (38)
 Teicher, Martin H.: #88 (1)
 Teigen, Tana: #188 (83)
 Temple, William: #116
 Tena, Olivia: #190 (105),
 Terenzi, Christina: #73,
 Terranova, E.: #276,
 Terrazas, Angelica: #129 (20),
 Terrey, Rebecca: #185 (18),
 Terzich, Brenda: #213,
 Teshainer, Marcus C.: #187 (69),
 Test, David W.: #22, #188 (74), #274,
 Thomas, Jennifer L.: #180,
 Thompson, Campbell D.: #90 (55),
 Thompson, Patrick: #189 (94),

Thompson, Rachel H.: #72, #108, #170, #224 (54), #224 (58), #224 (59),
 Thompson, Robert L.: #223 (31), #223 (32), #223 (33), #251,
 Thompson-Guerin, Pauline B.: #187 (58),
 Thomson, Richard J.: #87,
 Thurkow, Niki M.: #196
 Thurkow, Tracy: #W14, #63, #161, #253
 Timmerman, Mary A.: #15, #45 (43)
 Tincani, Matthew: #31
 Tinley-Smoot, Dee: #241
 Titterington, Craig: #283
 Todd, Anne W.: #81, #105
 Todd, James T.: #23, #76, #90 (48)
 Tolan, Genene P.: #213
 Toledo, Sharon: #43 (20), #275
 Tompkins, Brendan: #189 (90)
 Torregrossa, William: #195
 Tosti, Donald: #265
 Touchette, Paul E.: #186 (28)
 Toyer, Edward A.: #223 (29)
 Tramuta, Joy: #88 (11), #128 (11)
 Traynor, Scott L.: #133 (99), #150 (C31)
 Treadwell, Kimberli: #128 (5), #130 (56)
 Tressler, Marianne: #46 (62)
 Trojan, Beth: #205
 Tsiouri, Joanna: #17, #48 (111)
 Tudor, Roger M.: #156
 Turner, Lauren: #222 (6)
 Turner, Ted: #119
 Turvey, Michael T.: #2
 Twyman, Janet S.: #17, #110, #130 (43), #205

U

Ulman, Jerome: #117
 Unrath, Anke K.: #1
 Urcuioli, Peter J.: #68
 Usdan, Stuart: #162

V

Valdez, Andrea: #88 (16)

Valdovinos, Maria G.: #89 (22), #89 (23), #89 (26), #264
 Valencia, Olga L.: #150 (C26), #201
 Valk, Jennie E.: #88 (19)
 Valluripalli, Latha: #130 (50), #222 (2)
 Van Assche, P. Adam: #133 (109), #133 (110), #228 (119)
 Van Camp, Carole M.: #72, #89 (27), #186 (20), #264
 Van Haaren, Frans: #226 (80)
 Van Laarhoven, Toni: #91 (71)
 Van Stone, Maureen: #46 (70), #224 (40)
 VanCamp, Carole M.: #108
 VanDerHeyden, Amanda M.: #48 (100), #94 (111)
 VanDyke, Christopher R.: #275
 VanFleet, Stacey: #223 (30)
 VanHouten, Ron: #220
 Varela, Julio A.: #225 (64)
 Varelas, Antonios: #212
 Vargas, Cristina I.: #187 (55)
 Vargas, Julie S.: #83b, #132 (92), #150 (B17), #177, #198, #235
 Vasa, Roma A.: #186 (39), #235
 Vasquez, Donna: #17, #235
 Vásquez, Patricia: #94 (116), #235
 Vause, Tricia: #272, #235
 Vedmore, Keith: #228 (119), #235
 Veigh, Mary: #79, #235
 Venuk, Lawrence J.: #89 (44), #235
 Verplanck, William S.: #65, #268, #235
 Versavage, Christina D.: #46 (57), #189 (98), #235
 Vezina, Paul: #172a, #235
 Viken, Kjetil: #47 (87), #47 (88), #150 (C28), #235
 Vila, Ann B.: #44 (25), #235
 Vila, Sandra Ann B.: #130 (60), #226 (75), #235
 Vollmer, Timothy R.: #72, #170, #160, #264, #276, #235
 Vorndran, Christina M.: #72, #89 (27), #108, #235

Voskuil, Timothy J.: #189 (97), #235
Vu, Chau: #89 (24), #93 (102), #114
Vuchinich, Rudy: #131 (79)

W

Wachs, Andrea I.: #185 (14)
Wacker, David P.: #8, #37, #44 (38), #46
(73), #89 (29), #97, #114, #129 (37), #130
(48), #130 (53), #160, #186 (50), #224 (43),
#285, #266
Waco, Theresa: #188 (73)
Wade, Tammy R.: #93 (104)
Wadhwa, Priya: #212
Waggoner, Paul: #25
Wagner, Sheila J.: #88 (2)
Waldoch, Julie: #43 (3), #64
Walker, Diana J.: #113
Walker, Hill: #105
Walker, Michael E.: #189 (87)
Walker, Robrina: #15
Wallace, Dennis: #162
Wallace, Michele D.: #108, #170, #224
(56), #224 (57)
Waller, Stacey A.: #130 (57)
Walsh, Margaret A.: #46 (58)
Walters, Karrie: #222 (17)
Wang, Sharon S.: #35
Wang, Yu-Chia: #266
Wanzie, Keri: #222 (11), #222 (12)
Warzak, William J.: #130 (58), #276
Wasko, Melissa: #228 (108)
Waterbury, Lynn: #181
Watkins, Carrie E.: #91 (73)
Watkins, Cathy L.: #207
Watson, Anne C.: #168, #225 (66)
Watson, T. Stuart: #46 (59), #91 (73), #91
(79), #94 (110), #130 (51), #223 (19), #250
Weatherly, Jeffery N.: #47 (94), #90 (46),
#90 (47), #131 (65), #131 (80), #169, #187
(52), #187 (53), #187 (54), #187 (67), #226
(73)
Weaver, Corey: #69, #129 (26)
Weaver, Kurt: #129 (27)

Weber, Judy: #173
Weber, Kimberly P.: #48 (101), #91 (69),
#132 (83)
Weber, Nicole L.: #188 (85)
Weber, Tina: #224 (43)
Webley, Paul: #1
Weers, David C.: #226 (88)
Weiberg-Aurdal, Elise: #285
Weil, Timothy M.: #20
Weinberg, Michael: #98
Weiss, Mary Jane: #56, #86, #164
Weissman, Richard D.: #150 (B21)
Welch, Joseph: #223 (25)
Welch, Matthew J.: #88 (8)
Wellisley, Julie: #73
Welsch, Tom: #157, #270
Wenkoff, Carla: #129 (26)
Wesch, David W.: #94 (108)
Wesolowski, Michael D.: #209
West, Richard: #91 (68), #91 (76), #227
(100)
Westcott, Kai-Lyn: #189 (91)
Wexner, Reo: #75, #89 (34)
Whalen, Christina: #19, #128 (1)
White, Glen W.: #278
White, Richard B.: #188 (74)
White, Steve: #77
Whitmarsh, Ernest: #48 (100)
Whitney, Julia: #222 (6)
Wilde, Nina: #164
Wilder, David: #108
Wildmon, Mark E.: #46 (59)
Wilk Braksick, Leslie: #W2
Wilke, Arthur E.: #224 (37)
Wilkinson, Daniel Z.: #225 (65)
Wilkinson, Teresa: #40
Williams, Ben A.: #67
Williams, Bernadette: #43 (14)
Williams, Betty F.: #66, #188 (70)
Williams, Catherine: #280
Williams, Dean C.: #89 (36), #89 (37), #190
(103)

Williams, Don E.: #186 (35)
 Williams, Farasha: #43 (17)
 Williams, Gladys: #130 (62), #222 (7)
 Williams, Joshua H.: #133 (104), #195
 Williams, Judy: #181
 Williams, Larry W.: #186 (21), #259
 Williams, Marc: #25
 Williams, Mark G.: #25
 Williams, Randy L.: #132 (83), #188 (70),
 #188 (72)
 Williams, W. Lawrence: #43 (7), #88 (7),
 #89 (32), #89 (35), #112, #133 (103), #150
 (A8), #186 (27), #186 (30), #186 (31), #186
 (32), #228 (115), #228 (117), #272
 Williams-Wendell, Michelle: #263
 Wilson, Cynthia L.: #130 (59)
 Wilson, Ginger: #93 (94)
 Wilson, Kelly G.: #30, #62, #152, #259
 Wilson, Lopez L.: #78
 Wilson, Neil: #161, #253
 Wilson, Raymond: #122
 Wilson, David M.: #46 (58)
 Wilson-Key, Ami: #44 (27)
 Winterling, Vincent D.: #271
 Winterton, Elizabeth L.: #37
 Wirth, Oliver: #131 (68), #279
 Wishner, Jennifer: #219
 Witkowski, Stefanie E.: #128 (16)
 Witt, Joseph C.: #94 (111), #286
 Woelz, Thomas: #132 (97), #187 (69)
 Wolfe, Laurie A.: #91 (67)
 Wolff, Gretchen E.: #129 (22)
 Wolfson, Jennifer: #128 (4)
 Woll, Robert N.: #34
 Wong, Conrad J.: #162
 Wong, Joyce: #272
 Wood, Susan J.: #91 (66)
 Wood, W. Scott: #5, #41, #65
 Woods, Douglas W.: #223 (34), #250
 Woodward, Stephany: #88 (1)
 Worsdell, April S.: #72, #224 (52), #224
 (53)
 Wranesh, Stacey: #92 (90)

Wright, Carrie: #160, #264
 Wright, Jacqueline: #164
 Wrubel, Kathryn M.: #226 (90)
 Wulfert, Edelgard: #28, #210
 Wyatt, W. Joseph: #W13, #W23, #38, #92
 (80), #281

X

Xaverius, Pamela K.: #37

Y

Ybarra, Rita: #24
 Yen, Sherman: #52, #122, #198
 Yeo, Bee Poh: #185 (3)
 Yerushalmi, Cydney: #237
 Yoo, Helen: #89 (36), #89 (37)
 Yoon, So-Young: #17, #48 (111)
 Yoshioka, Marianne: #203
 Young, Jill: #118
 Yu, Dickie: #272, #186 (23), #186 (24),
 #186 (33)

Z

Zacny, James P.: #113
 Zane, Catherine O.: #128 (2), #128 (3)
 Zapata, Ana L.: #225 (64)
 Zarccone, Jennifer R.: #89 (22), #89 (26),
 #89 (37), #264
 Zarccone, Troy J.: #89 (22), #89 (26), #264
 Zdanowski, Darlene M.: #186 (21), #186
 (30)
 Zencius, Andrew W.: #209
 Zenteno, Claudia: #112, #133 (101), #228
 (110)
 Zhou, Liming: #46 (74), #224 (53), #224
 (55)
 Zsambok, Jeanie: #70
 Zukotynski, George: #155
 Zwicker, Thomas J.: #133 (100), #133 (102)

CHILDREN WITH AUTISM HAVE MANY NEEDS...

**PERHAPS THEIR GREATEST NEED IS FOR
WELL TRAINED AND QUALIFIED INDIVIDUALS
TO WORK WITH THEM.**

NSSA is committed to addressing that need. Through it's Martin C. Barell School children with autism are receiving effective education and achieving significant outcomes. Our faculty is driven by a sense of urgency to maximize learning opportunities because every second counts in the life of a child.



NSSA'S MARTIN C. BARELL SCHOOL OFFERS A VARIETY OF PROFESSIONAL OPPORTUNITIES:

INSTRUCTORS, INTERNS AND PRACTICUM STUDENTS

- ♥ Ongoing training and performance feedback
- ♥ Ongoing supervision/mentor model
- ♥ Daily child progress review meetings
- ♥ Varied opportunities to work with families
- ♥ Commitment to research
- ♥ Opportunities for professional presentations

IN ADDITION, FOR POST-DOCTORAL FELLOWS

- ♥ Training in development and administration of new program services
- ♥ Opportunity to conduct research
- ♥ Training in supervision and administration
- ♥ Potential university appointments

OUR CHILDREN BENEFIT FROM:

- ♥ Accountability for student and staff performance
- ♥ Small student to instructor ratio
- ♥ Focus on generalization
- ♥ Highly structured routines and activities
- ♥ Individualized schedules, teaching and instructional areas





Western Michigan University

213 West Hall

1201 Oliver Street

Kalamazoo, MI 49008-5052

Website <http://www.wmich.edu>

E-mail wmich1312@compuserve.com

25th anniversary
annual convention

CHICAGO 1999

PRSR-STD
Bound Printed Matter
U S Postage Paid
Kalamazoo, MI
Permit No 478