

**ABA Convention Program**

# **Association for Behavior Analysis**

an international organization

**Friday, May 25 through  
Tuesday, May 29, 2001**

**NEW ORLEANS  
2001**

**New Orleans 2001**

**ABA program**

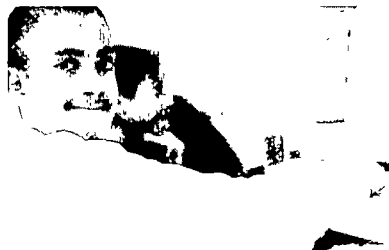
Hyatt Regency New Orleans  
At Louisiana Superdome  
Poydras at Loyola Avenue  
New Orleans, LA 70113

**27th Annual Convention**

## At The New England Center for Children



each child's  
independence



is at the center  
of our attention.

## The New England Center for Children Wins National Award for Model Professional Development

U.S. Secretary of Education Richard W. Riley has named The New England Center for Children in Southborough, Massachusetts as one of four schools and three districts from across the nation as a recipient of the U.S. Department of Education's **National Award for Model Professional Development**. Citing efforts to improve teachers' expertise and raise student achievement, Riley stated, "These award winners exemplify what can be done to give teachers the best skills and knowledge."

The National Award program recognizes comprehensive efforts that improve teacher effectiveness based on the best available research and exemplary practice. The Center is the first private special education program ever to receive this award. The U.S. DOE conducted a rigorous review process including comprehensive site visits and final review by a blue ribbon panel.

Established in 1975, The New England Center for Children is a non-profit, publicly funded school serving 215 students with autism, pervasive developmental disabilities, and behavior disorders from nine states and five foreign countries. The Center received the award from Secretary Riley in December 2000 at the Improving America's Schools National Conference in Washington, D.C.



The New England Center  
FOR CHILDREN

*Independence through Educational Excellence*

33 Turnpike Road  
Southborough, MA 01772-2108  
508-481-1015 • [www.NECC.org](http://www.NECC.org)

# Association for Behavior Analysis

an international organization

Friday, May 25 through  
Tuesday, May 29, 2001

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

M. Jackson Marr, Ph.D., Georgia Institute of Technology

## Program Committee Co-Chairs

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

Martha Pelaez, Ph.D., Florida International University

### Area II: BPH, DDA, EAB, EDC, OBM, OTH, TBA, VRB

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

## Program & Convention Management and Continuing Education Coordination

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

## Area Coordinators

### AUT: Autism

Jack Scott, Ph.D., Florida Atlantic University

### BPH: Behavioral Pharmacology

Christine Hughes, Ph.D., University of North Carolina, Wilmington

### CBM: Clinical; Family; Behavioral Medicine

David E. Greenway, Ph.D., University of Louisiana at Lafayette

### CSE: Community Interventions; Social & Ethical Issues

Mark A. Mattaini, Ph.D., Jane Addams College of Social Work, UIC

Richard Rakos, Ph.D., Cleveland State University

### DDA: Developmental Disabilities; Autism

Kent R. Johnson, Ph.D., Morningside Academy

### DEV: Human Development; Gerontology

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

Martha Pelaez, 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

Ramona Houmanfar, Ph.D., University of Nevada, Reno

### TBA: Teaching Behavior Analysis

Thomas Brigham, Ph.D., Washington State University

### TPC: Theoretical, Philosophical, and Conceptual Issues

Derek Blackman, Ph.D., Cardiff University

### VRB: Verbal Behavior

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

### SQAB: Society for the Quantitative Analyses of Behavior

Armando Machado Ph.D., Indiana University



### Scheduling & Technical Support

Maria Gleeson, Association for Behavior Analysis  
Tabrez Sait, Western Michigan University  
Zoheb Sait, Western Michigan University  
Anthony Tan, Western Michigan University

### Graphic Design & Program Book Layout

Tricia Hennessy, Art Direction; Chris Bassett, Cristie Dertien, Eric Rumsey, and Matt Siegrist, Design; Design Center, Western Michigan University  
Majda Seuss, Association for Behavior Analysis

### Convention Assistance

Timothy R. Castañón, Association for Behavior Analysis  
Maria Gleeson, Association for Behavior Analysis  
Blake Hobbs, CMP  
Lori H. Miller, Association for Behavior Analysis  
Majda Seuss, Association for Behavior Analysis  
Kent Smallwood, Western Michigan University  
Susan Wise, Association for Behavior Analysis

### ABA Convention Presenters

This program contains the contributions of over 2,255 participants from 22 countries. Thanks to their work, the Association for Behavior Analysis can offer this special convention program, including 45 workshops, 40 business meetings, 62 paper sessions (including 148 papers), 149 symposia, 41 panel discussions, 616 posters, 48 Expo posters, 12 reunions/receptions, 34 invited presentations, and 15 special events. We appreciate all the support of the chairs of ABA's 19 special interest groups. They have made significant contributions to the quality and richness of the 2001 convention program. Special thanks to the ABA staff for its dedication and quality work.

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# 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 19 special interest groups, maintains a mutually beneficial relationship with 36 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, Gina Green, Don F. Hake, Philip N. Hineline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, Jack Michael, Edward K. Morris, Henry S. Pennypacker, Ellen P. Reese, Masaya Sato, 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 9.

## Executive Council

### *President (1999-2002)*

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

### *President-Elect (2000-2003)*

M. Jackson Marr, Ph.D., Georgia Institute of Technology

### *Past President (1998-2001)*

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

### *Applied Representative (2000-2003)*

John Cooper, Ph.D., Ohio State University

### *International Representative (1999-2002)*

Michael Davison, Ph.D., University of Auckland

### *At-Large Representative (2000-2003)*

Frances McSweeney, Ph.D., Washington State University

### *At-Large Representative (1998-2001)*

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

### *Experimental Representative (1999-2002)*

Michael Perone, Ph.D., West Virginia University

### *Student Representative (1999-2002)*

Meeta Patel, Ph.D., The Marcus Institute

### *Student Representative-Elect (1999-2002)*

Erin Rasmussen, M.S., Auburn University

### *Past Student Representative (1998-2001)*

Amy Elliott, M.S., Monroe-Meyer Institute

### *Executive Director/Secretary-Treasurer (1993-2002)*

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

## 2001 SABA Student Presenters Fund

Thank you to all who donated to SABA's Student Presenters Fund for the 27<sup>th</sup> annual convention. Thanks to your contributions, 73 eligible student presenters have received free registration for this years convention!

Carolina Aguilera, West Virginia University  
 Lisa Maria Angello, Lehigh University  
 Emily Arthur, University of North Dakota  
 Therese Bartholomew, University of North Carolina, Wilmington  
 Maria Bergman, Illinois Institute of Technology  
 Bunyamin Birkan, Anadolu University, Turkey  
 Kristin Born, University of Kansas  
 Glenn Brown, University of Otago, New Zealand  
 Madelaine Calliou, Stephen F. Austin State University  
 Jean Clore, Western Michigan University  
 Kathy Culig, Western Michigan University  
 Xochitl de la Piedad, SUNY at Stony Brook  
 Kip Den Hartigh, Western Michigan University  
 Dilek Durusoy Erbas, Anadolu University, Turkey  
 David Ellerd, Utah State University  
 Sayaka Endo, The Ohio State University  
 Eduardo Fernandez, University of North Texas  
 Laura Fountain, Louisiana State University  
 Tawnya Fraizer, Western Michigan University  
 Peter Girolami, West Virginia University  
 Jennifer Groom, Western Michigan University  
 Jennifer Gross, University of Wisconsin, Eau Claire  
 Jennifer Harrington, University of New Mexico  
 Holly Harrison, Western Michigan University  
 Jamie Hawkins, Appalachian State University  
 Robbi Hudson, Southwest Missouri State University  
 Amy Hund, Western Michigan University  
 Alisa Ittner, Illinois Wesleyan University  
 Ted Jay, Western Michigan University  
 Christine Kim, West Virginia University  
 Amit Kshirsagar, Eastern Michigan University  
 Krista Lynn Krueger, University of Wisconsin, Eau Claire  
 Ya-Yu Lo, The Ohio State University  
 Allison Lowy, University of Washington  
 Emily Maxwell, Illinois Wesleyan University  
 Katy McCain, Illinois Wesleyan University  
 Erin McNerney, University of California, Santa Barbara  
 Caio Miguel, Western Michigan University

Tracy Nitz, Western Michigan University  
 Denis O'Hara, Nui Maynooth, Ireland  
 Ryan Olson, Western Michigan University  
 Anna Petursdottir, Western Michigan University  
 Holly Reed, University of Oregon  
 Megan Rettberg, Illinois Wesleyan University  
 Amanda Retzak, University of Wisconsin, Eau Claire  
 Jasen Ritt, University of North Dakota  
 Adrienne Robek, CUNY Graduate School at Queens College  
 Don Rohn, Western Michigan University  
 Sarah-Jeanne Salvy, University of Quebec at Montreal  
 Rebecca Sargisson, University of Otago, New Zealand  
 Joseph Sasson, Western Michigan University  
 Daniel Shabani, University of the Pacific  
 Ritu Shrivastava, Murdoch University, Australia  
 Rachel Skinner, Western Michigan University  
 Heather Slager, Western Michigan University  
 William Stowe, Eastern Washington University  
 Jamie Strang, Eastern Washington University  
 Monika Suchowierska, University of Kansas  
 Michelle Sullivan, University of California, San Diego  
 Jennifer Symon, University of California, Santa Barbara  
 Koji Takeshima, Western Michigan University  
 Ioanna Tsiouri, Columbia University  
 Joyce Tu, California State University, Los Angeles  
 Erin Van De Hey, Western Michigan University  
 Karly Walkenhorst, Western Michigan University  
 Kerri Walters  
 Yukiko Washio, Western Michigan University  
 Elizabeth West, University of Washington  
 Howard Wills, University of Kansas  
 Jamie Winter, University of California, San Diego  
 Richard Yi, SUNY at Stony Brook  
 Mary Baldwin Veerkamp, University of Kansas  
 Timothy Weil, University of Nevada, Reno

# Membership Information

## Reduced Membership Fees for International Members

We are excited to offer, for the first time, discounted membership fees for international members who live in countries that have incomes per capita that are <75% of the United States'. Membership fees have been divided into four groups. **Category A** fees are for members in countries with income per capita within 25% of the US'. **Category B** fees are for members in countries with income per capita between 50% and 75% of the US'. **Category C** fees are for members in countries with income per capita between 25% and 50% of the US'. **Category D** fees are for members in countries with income per capita <25% of the US'.

Membership fees have not changed in Category A. Members in Category B will receive a 25% discount; in Category C, a 40% discount; and in Category D, a 60% discount. Income per capita information was obtained from the US Department of Commerce, International Trade Administration, 1998. Source data is available on the Web at <http://ia.ita.doc.gov/wages/> or by calling the ABA office. Members with permanent residency in the following countries may use the International Membership Form: Argentina, Bolivia, Brazil, Colombia, Costa Rica, France, Greece, Korea, Mexico, New Zealand, Peru, Russia, Saudi Arabia, Singapore, Spain, Turkey, and Venezuela. If your country of residency is not listed here, but you feel that you qualify for reduced membership based on the income per capita of your country of residency, contact the ABA office at 76236.1312@compuserve.com or by fax at (616) 387-8354.

## Sustaining and Supporting Members

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

## Full Members

Full members are eligible to vote on ABA business matters and to participate in the nominations and election of officers. Full member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirement: A master's degree in experimental or applied behavior analysis or contributions to the field of behavior analysis; Send vita and course records when requesting this status for the first time (fill out the check list on page 8).

## Affiliate Members

Affiliate status is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member requirements. Affiliate member dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst* and reduced convention registration fees. Requirement: A letter of recommendation from a voting member of ABA.

## Emeritus Members

Emeritus status is designed for persons who are over the age of 65 or retired. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirement: Send verification of retirement or age when requesting this status for the first time.

## Chapter/Adjunct Member

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: A letter from the chapter confirming chapter membership must be sent annually at the time of membership renewal.

## Student Members

Student Members are full-time undergraduate or graduate students, residents, or interns. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and special membership dues and convention registration fees. Requirement: Send verification of full-time student, intern, or resident status with your application.

## How to Become a Member

To become a member of the Association for Behavior Analysis, fill out the ABA 2001 Membership Form, include payment and all supporting documentation, and mail to the ABA office. If you are paying by credit card, you may fax your Membership Form with all supporting documentation to the ABA office at (616) 387-8354. Please fill out and send both sides of the form. To receive a Membership Form, you may contact the ABA office or visit the ABA Web site at: <http://www.wmich.edu/aba>

## Voting Member Status Determination

If you are applying for the first time as a Full, Supporting, or Sustaining Membership, you must show evidence of at least a Master's degree in psychology or a related discipline. Send your vita and complete the following checklist:

- ☐ My training included a minimum of one year's supervised experience in behavior analysis, and my graduate project, thesis, or dissertation was in experimental or applied behavior analysis.
- ☐ I have had two or more years of supervised experience in experimental or applied behavior analysis.
- ☐ I have made significant contributions to the knowledge in behavior analysis evidenced by research publications, presentations at professional conventions, or by other comparable means (your vita should reflect such contributions).

Name: \_\_\_\_\_

Affiliation: \_\_\_\_\_

# ABA 2001 Membership Form, Category A

Mail with payment to: ABA; 213 West Hall; WMU; 1903 W. Michigan Ave.; Kalamazoo, MI 49008  
Telephone: (616) 387-8341/8342/8344 Fax: (616) 387-8354 E-mail: 76236.1312@compuserve.com

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)

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:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

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

Name as it appears on your 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 prior year, check one of the following and enter the amount due here: \$ \_\_\_\_\_

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$242.00	<input type="checkbox"/> \$683.00
Supporting	<input type="checkbox"/> \$131.00	<input type="checkbox"/> \$352.00
Full	<input type="checkbox"/> \$99.00	<input type="checkbox"/> \$233.00
Affiliate	<input type="checkbox"/> \$99.00	<input type="checkbox"/> \$233.00
Emeritus	<input type="checkbox"/> \$39.00	<input type="checkbox"/> \$81.00
Student	<input type="checkbox"/> \$39.00	
Chapter-Adjunct	<input type="checkbox"/> \$34.00	<input type="checkbox"/> \$69.00
Student Transition*	<input type="checkbox"/> \$56.00	<input type="checkbox"/> \$188.00

\*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"/> \$121.00	<input type="checkbox"/> \$562.00
Supporting	<input type="checkbox"/> \$74.00	<input type="checkbox"/> \$294.00
Full	<input type="checkbox"/> \$57.00	<input type="checkbox"/> \$191.00
Affiliate	<input type="checkbox"/> \$57.00	<input type="checkbox"/> \$191.00
Emeritus	<input type="checkbox"/> \$27.00	<input type="checkbox"/> \$74.00
Student	<input type="checkbox"/> \$27.00	
Chapter-Adjunct	<input type="checkbox"/> \$22.00	<input type="checkbox"/> \$60.00

## 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 authority.

## 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
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ ALAMOC-Colombia
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan (BAAM)
- ☐ Behavior Analysis Society of Illinois (BASIL)
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy (BABAT)
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of Behavior Analysis & Therapy (NESBAT)
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA

- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan 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 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
- \_\_\_ Organizational Behavior Management Network
- \_\_\_ Rehabilitation & Independent Living
- \_\_\_ Society for the Quantitative Analysis of Behavior
- \_\_\_ Standard Celeration Charters
- \_\_\_ Teaching Behavior Analysis
- \_\_\_ Verbal Behavior



# ABA 2001 Membership Form, Category B

Mail with payment to: ABA; 213 West Hall; WMU; 1903 W. Michigan Ave.; Kalamazoo, MI 49008

Telephone: (616) 387-8341/8342/8344 Fax: (616) 387-8354 E-mail: 76236.1312@compuserve.com

Members in France, New Zealand, Saudi Arabia, Singapore and Spain should use this form.

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)

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:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

*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 prior year, check one of the following and enter the amount due here: \$ \_\_\_\_\_

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$184.00	<input type="checkbox"/> \$512.00
Supporting	<input type="checkbox"/> \$99.00	<input type="checkbox"/> \$264.00
Full	<input type="checkbox"/> \$75.00	<input type="checkbox"/> \$175.00
Affiliate	<input type="checkbox"/> \$75.00	<input type="checkbox"/> \$175.00
Emeritus	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$61.00
Student	<input type="checkbox"/> \$35.00	
Chapter-Adjunct	<input type="checkbox"/> \$34.00	<input type="checkbox"/> \$52.00
Student Transition*	<input type="checkbox"/> \$42.00	<input type="checkbox"/> \$141.00

\*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"/> \$91.00	<input type="checkbox"/> \$222.00
Supporting	<input type="checkbox"/> \$56.00	<input type="checkbox"/> \$221.00
Full	<input type="checkbox"/> \$43.00	<input type="checkbox"/> \$143.00
Affiliate	<input type="checkbox"/> \$43.00	<input type="checkbox"/> \$143.00
Emeritus	<input type="checkbox"/> \$27.00	<input type="checkbox"/> \$56.00
Student	<input type="checkbox"/> \$27.00	
Chapter-Adjunct	<input type="checkbox"/> \$22.00	<input type="checkbox"/> \$45.00

## 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 authority.

## 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
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ ALAMOC-Colombia
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan (BAAM)
- ☐ Behavior Analysis Society of Illinois (BASIL)
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy (BABAT)
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of Behavior Analysis & Therapy (NESBAT)
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA

- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan 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 Correction
- \_\_\_ 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
- \_\_\_ Organizational Behavior Management Network
- \_\_\_ Rehabilitation & Independent Living
- \_\_\_ Society for the Quantitative Analysis of Behavior
- \_\_\_ Standard Celeration Charters
- \_\_\_ Teaching Behavior Analysis
- \_\_\_ Verbal Behavior

# ABA 2001 Membership Form, Category C

Mail with payment to: ABA; 213 West Hall; WMU; 1903 W. Michigan Ave.; Kalamazoo, MI 49008  
Telephone: (616) 387-8341/8342/8344 Fax: (616) 387-8354 E-mail: 76236.1312@compuserve.com

Members in Argentina, Greece, and Korea should use this form.

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)

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:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

*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 prior year, check one of the following and enter the amount due here: \$ \_\_\_\_\_

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$147.00	<input type="checkbox"/> \$410.00
Supporting	<input type="checkbox"/> \$79.00	<input type="checkbox"/> \$211.00
Full	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$140.00
Affiliate	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$140.00
Emeritus	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$49.00
Student	<input type="checkbox"/> \$35.00	
Chapter-Adjunct	<input type="checkbox"/> \$34.00	<input type="checkbox"/> \$41.00
Student Transition*	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$113.00

\*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"/> \$73.00	<input type="checkbox"/> \$337.00
Supporting	<input type="checkbox"/> \$44.00	<input type="checkbox"/> \$176.00
Full	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$115.00
Affiliate	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$115.00
Emeritus	<input type="checkbox"/> \$27.00	<input type="checkbox"/> \$44.00
Student	<input type="checkbox"/> \$27.00	
Chapter-Adjunct	<input type="checkbox"/> \$22.00	<input type="checkbox"/> \$36.00

## 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 authority.

## 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
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ ALAMOC-Colombia
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan (BAAM)
- ☐ Behavior Analysis Society of Illinois (BASIL)
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy (BABAT)
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of Behavior Analysis & Therapy (NESBAT)
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA

- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan 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 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
- \_\_\_ Organizational Behavior Management Network
- \_\_\_ Rehabilitation & Independent Living
- \_\_\_ Society for the Quantitative Analysis of Behavior
- \_\_\_ Standard Celeration Charters
- \_\_\_ Teaching Behavior Analysis
- \_\_\_ Verbal Behavior

# ABA 2001 Membership Form, Category D

Mail with payment to: ABA; 213 West Hall; WMU; 1903 W. Michigan Ave.; Kalamazoo, MI 49008  
Telephone: (616) 387-8341/8342/8344 Fax: (616) 387-8354 E-mail: 76236.1312@compuserve.com

Members in Bolivia, Brazil, Colombia, Costa Rica, Mexico, Peru, Russia, Turkey and Venezuela should use this form.

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)

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:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

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

Name as it appears on your 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 prior year, check one of the following and enter the amount due here: \$ \_\_\_\_\_

Category	One Year	Three Years
Sustaining	<input type="checkbox"/> \$98.00	<input type="checkbox"/> \$273.00
Supporting	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$141.00
Full	<input type="checkbox"/> \$40.00	<input type="checkbox"/> \$93.00
Affiliate	<input type="checkbox"/> \$40.00	<input type="checkbox"/> \$93.00
Emeritus	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$35.00
Student	<input type="checkbox"/> \$35.00	
Chapter-Adjunct	<input type="checkbox"/> \$34.00	<input type="checkbox"/> \$35.00
Student Transition*	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$75.00

\*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"/> \$49.00	<input type="checkbox"/> \$225.00
Supporting	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$118.00
Full	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$76.00
Affiliate	<input type="checkbox"/> \$35.00	<input type="checkbox"/> \$76.00
Emeritus	<input type="checkbox"/> \$27.00	<input type="checkbox"/> \$35.00
Student	<input type="checkbox"/> \$27.00	
Chapter-Adjunct	<input type="checkbox"/> \$22.00	<input type="checkbox"/> \$35.00

## 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 authority.

## 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:

---

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## 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
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
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- ☐ Australian Association for Cognitive Behaviour Therapy
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- ☐ Behaviour Analysis in Ireland
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- ☐ Florida ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of Behavior Analysis & Therapy (NESBAT)
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA

- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan 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 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
- \_\_\_ Organizational Behavior Management Network
- \_\_\_ Rehabilitation & Independent Living
- \_\_\_ Society for the Quantitative Analysis of Behavior
- \_\_\_ Standard Celeration Charters
- \_\_\_ Teaching Behavior Analysis
- \_\_\_ Verbal Behavior

# Convention Program Information

## Presentation Formats

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

**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.

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.

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

The **Invited Tutorial** is a new presentation format that will be offered for the first time at the 2001 convention. Invited tutorials will be presented by distinguished scholars in a program area who will teach on a specific topic. The 2001 convention will include 6 tutorials, one tutorial per program area, which will be invited by the Program Committee Senior Co-Chair with input from Area Coordinators.

**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

**BPH:** Behavioral Pharmacology

**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

**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, please visit the convention services desk.

The on-site and pre-registration counters and the convention services desk are located at the *Convention Registration Desk* located on the hotel lobby level. Hours are:

Friday, May 25	7 AM – 5 PM
Saturday, May 26	7 AM – 5 PM
Sunday, May 27	8 AM – 5 PM
Monday, May 28	8 AM – 5 PM
Tuesday, May 29	8 AM – 1 PM

## Registration

All convention fees and registration forms must reach the ABA office by May 15, 2001. The ABA office will not process registration forms after this date.

Presenters are responsible for all costs associated with attending the convention. ***All Presenters must register for the convention.***

Attendees who registered before May 15, 2001 may pick up their convention packets at the pre-registration counter at the *Convention Registration Desk* located on the hotel lobby level.

On-site registrants may make payment and receive a badge and packet at the *Convention Registration Desk* located on the hotel lobby level. Badges are required for entrance to all convention events.

## Registration for Relatives

Family attending only your convention presentation should register on your form. Include family member's name(s) and \$2.00/each with your convention registration. Name badges will be prepared and placed in your advance registration packet, or may be requested on-site.

## Membership Dues

Convention attendees' ABA membership must be current unless you are registering as a non-member. Please include all forms in one envelope and all payments on one check, money order or charge.

## Cancellations & Refunds

You may cancel convention registration, workshops, or other events prior to May 1, 2001, unless otherwise noted. 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<sup>st</sup> you will only receive refunds for events cancelled by ABA.

## Pre-Convention Workshops

Admission to workshops is by ticket only. Workshops may be cancelled due to low enrollment, so advanced registration is advised. Early registrants will receive workshop ticket(s) in their registration packets. ABA provides APA continuing education credit for workshop attendance at no additional charge.

[www.behavior.org](http://www.behavior.org)

Join  
the Behavioral Virtual Community  
now hosting  
online discussion groups for  
ABA SIGs

Visit  
[behavior.org](http://behavior.org)  
to find  
online journals, book reviews, commentary  
and  
our online store for an expanding selection of  
behavioral books, videos, and more!

CAMBRIDGE CENTER  
FOR  
BEHAVIORAL STUDIES  
336 BAKER AVENUE, CONCORD, MA 01742-2107  
Phone: 978-369-2227 • Fax: 978-369-4584 • Email: [center@behavior.org](mailto:center@behavior.org)



# 2001 Convention Registration Form

Mail with payment to: ABA; 213 West Hall; WMU; 1903 W. Michigan Ave.; Kalamazoo, MI 49008  
Telephone: (616) 387-8341/8342/8344 Fax: (616) 387-8354 E-mail: 76236.1312@compuserve.com

## 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:**

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover  
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 2001 calendar year. If you do not wish to renew your membership for 2001, 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	\$109.00
Emeritus and Student	\$49.00
Chapter-Adjunct	\$138.00
Non-member	\$249.00

## One-Day Registration

**Circle day(s) attending:**

Saturday 5/26                      Sunday 5/27

Monday 5/28                      Tuesday 5/29

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

Category	Fee
Sustaining, Supporting, Full or Affiliate	\$49.00
Emeritus and Student	\$49.00
Chapter-Adjunct	\$66.00
Non-member	\$88.00

## Special Events & Materials

### Sweatshirts New Orleans, LA 2001 Logo

Adult Sizes (circle size): L XL XXL \$27 ea. \$

### Short-Sleeved T's with 2001 Logo

Adult Sizes (circle size): L XL XXL \$17 ea. \$

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

### Long-Sleeved T's with 2001 Logo

Adult Sizes (circle size): L XL XL \$22 ea. \$

**New Orleans, LA 2001 Mug \$8 each**      \$

**Donation to Support Student Presenters \$**

Registration for ABA 2001 Convention \$

**Workshop Registration Total** \$

(from page 20)

**TOTAL PAYMENT (US\$ Only)                      \$**

# ABA 2001 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.

## Friday May 25<sup>th</sup> 10:00 AM - 5:00 PM

1. *Designing Efficient Learning Programs: Part I;* Members - \$180 Non-Members - \$195
2. *Functional Analysis in Public Schools: Assessment...;* Members - \$135 Non-Members - \$150
3. *Introduction to Multimedia Instructional Design;* Members - \$145 Non-Members - \$160
4. *Teaching Reasoning and Problem Solving Skills;* Members - \$195 Non-Members - \$210
5. *FECT: A Behavioral Treatment for Depression;* Members - \$135 Non-Members - \$150
6. *How to Establish a Behaviorally Based Educational...;* Members - \$118 Non-Members - \$133
7. *Standard Celeration Chart Reading and Charting;* Members - \$150 Non-Members - \$165
8. *How to Develop an ABA Educational Curriculum...;* Members - \$125 Non-Members - \$140
9. *Behavioral Relaxation Training;* Members - \$145 Non-Members - \$160
10. *FBT: A Clinical Methodology for the Treatment of...;* Members - \$115 Non-Members - \$130
11. *Acceptance and Commitment Therapy...;* Members - \$135 Non-Members - \$150

## Friday May 25<sup>th</sup> 2:00 PM - 5:00 PM

12. *Review of Behavioral Assessment in Applied Settings;* Members - \$75 Non-Members - \$90

## Friday May 25<sup>th</sup> 6:00 PM - 9:00 PM

13. *Review of Observation and Measurement Methods in...;* Members - \$75 Non-Members - \$90
14. *Designing Efficient Learning Programs: Part II;* Members - \$130 Non-Members - \$145 (subtract \$65 if you are also registering for Workshop #1)
15. *Intensive Early Intervention: Individualized...;* Members - \$73 Non-Members - \$88
16. *Integrating the PDD/Autistic Learner into the Public School...;* Members - \$65 Non-Members - \$80
17. *Successful Job Search Using Behavioral Approach...;* Members - \$65 Non-Members - \$80
18. *Improve Your Oral Presentations;* Members - \$75 Non-Members - \$90
19. *Using Organizational Behavior Management Skills...;* Members - \$65 Non-Members - \$80
21. *Building Fluent Foundation Skills for Children with Autism;* Members - \$135 Non-Members - \$150
23. *Teaching Nine Critical Communication Skills to Children...;* Members - \$75 Non-Members - \$90
24. *How to Develop, Produce and Use SAFMEDS;* Members - \$85 Non-Members - \$100
25. *Video Modeling: A Tool for Skill Building ...;* Members - \$85 Non-Members - \$100

## Saturday, May 26<sup>th</sup> 8:00 AM - 11:00 AM

20. *How to Create Language Stimulation Groups to Enhance...;* Members - \$65 Non-Members - \$80
22. *Current Technologies for Rapid Acquisition and...;* Members - \$75 Non-Members - \$90
26. *Designing Efficient Learning Programs: Part III;* Members - \$130 Non-Members - \$145 (subtract \$65 if you are also registering for Workshops #1 or #11)
27. *Review of Systematic Manipulations in Applied Settings;* Members - \$75 Non-Members - \$90
28. *A Rational Habilitation for People with Profound...;* Members - \$125 Non-Members - \$140
29. *Clinical Applications of Visual Programming for Young...;* Members - \$80 Non-Members - \$95
30. *Intensive Early Intervention: A Comprehensive...;* Members - \$73 Non-Members - \$88
31. *Behavioral Activation Treatment for Depression...;* Members - \$85 Non-Members - \$100
32. *Social Skills Training for Students with Asperger's Disorder;* Members - \$70 Non-Members - \$85
33. *Using the Corrective Reading Program to Remediate...;* Members - \$65 Non-Members - \$80
34. *Celerating Student Skills: Basic or Advanced;* Members - \$80 Non-Members - \$95
35. *Effective Treatment: Vital Elements, Systems...;* Members - \$65 Non-Members - \$80
36. *School-Wide Effective Behavior Support;* Members - \$65 Non-Members - \$80
37. *Facilitation Techniques from A Behavioral Perspective;* Members - \$80 Non-Members - \$95
38. *Bringing the Technology of Teaching to Teaching with...;* Members - \$70 Non-Members - \$85
39. *Challenges and Triumphs in Training Staff for Intensive Early...;* Members - \$80 Non-Members - \$95
40. *The Use of Trigger Analysis Driven Intervention to Treat...;* Members - \$70 Non-Members - \$85
41. *Effective Supervision & Data Collection in Applied Settings...;* Members - \$80 Non-Members - \$95
42. *Sustained Performance Curriculum: Innovative Clinical...;* Members - \$75 Non-Members - \$90
43. *Applied and Experimental Data Collection and...;* Members - \$135 Non-Members - \$150
44. *Using PowerPoint to Teach Beginning Literacy Skills...;* Members - \$90 Non-Members - \$105
45. *Clinical Management of Tourette's Syndrome and Related...;* Members - \$65 Non-Members - \$80

Enter workshop #s and fees here and add total on reverse side of this form.

Name: \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

Total for Workshops.....\$ \_\_\_\_\_

# 2001 Conference in Venice Registration Form

November 28 - 30, 2001

Mail form and payment to: ABA Venice Conference Registration; 213 West Hall; Western Michigan University; 1903 West Michigan Avenue; Kalamazoo, MI 49008-5301  
Telephone: (616) 387-8342/8341/8344. Fax: (616) 387-8354

## Personal Information

NAME (Last, first, middle)

ADDRESS

ADDRESS

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area/country codes)

HOME TELEPHONE # (please include area/country codes)

WORK FAX # (please include area/country codes)

E-MAIL

## Convention Name Badge

Print your name as you would like it on your badge:

Print your affiliation (where you work or go to school):

## Method of Payment

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

☐ Am Ex ☐ Discover ☐ MasterCard ☐ Visa

*If paying by credit card, please include:*

Name as it appears on you card

Card Number

Expiration Date

Signature

## Program

The program schedule is available on the ABA Website: [www.wmich.edu/aba](http://www.wmich.edu/aba).

## Convention Registration

A discount of \$40 is available for early payment. If you register by the last day of the convention in New Orleans (May 29, 2001) you will pay the amount in the "before" column. *Discounts that are not taken will be considered donations to ABA unless a written request is submitted.*

## Registration for the Conference

(Wed., November 28 - Fri, November 30, 2001)

Register before 5/29/2001: ☐ \$360.00

Register after 5/29/2001: ☐ \$400.00

Registration Fees:..... \$

Donation to Support

Student Presenters:..... \$

Total Registration

Payment Enclosed:..... \$

ASSOCIATION FOR BEHAVIOR ANALYSIS  
INTERNATIONAL CONFERENCE IN ITALY  
NOVEMBER 28-30, 2001

WHERE: VENICE, ITALY ON ST. GIORGIO ISLAND

REGISTER: AT THE 2001 ABA CONVENTION IN NEW ORLEANS



## Continuing Education

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

The continuing education program is designed to meet needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABA maintains records of all continuing education credits.

### APA-Approved CE Credits for Psychologists

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 pre-convention workshops at the 2001 ABA convention, please visit the continuing education desk on-site in New Orleans.

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

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

### ABA CE Credits for Behavior Analysts

ABA will provide continuing education for Behavior Analysis Certification Board (BACB) Certified Behavior Analysts™ and Associate Behavior Analysts™ for 76 total events at the 2001 convention.

All 45 workshops will be available for BACB credit. There will be no additional charge for credits received from workshops.

Additionally, for a flat fee of \$30, ABA will offer CE for 31 additional events, including invited tutorials, other invited events, the Presidential Address, Presidential Scholar's Address, and the BACB Update panel discussion.

Attendees seeking ABA credit for the BACB will need to sign in at the beginning and out at the end of each approved event. A volunteer or ABA staff member will be at the door of each event to collect signatures. A complete list of events that qualify for ABA credit will be included in the registration packets and are posted at the ABA Web site at [www.wmich.edu/aba/convention/ce.htm](http://www.wmich.edu/aba/convention/ce.htm). They are also indicated in this program book with the notation, "ABA CEUS".

*Recently introduced mobile intervention program...  
..where the 'rubber' of research hits the 'road' of field application.*

# **BATIECH™**

**Behavior Analysis & Therapy Integrated  
into Education, Community, & Home**

*(pronounced 'b-Teach')*

*Practical application of the scientific  
principles of behavioral science for the  
benefit of individuals and their involved  
teachers, parents, and community.*

## **INDIVIDUALIZED CASE CONSULTING**

- In Home, School, &/or Community
- Handling Children - Varied Diagnosis
- Hybrid ABA Format & Reporting
- Development of academic &/or behavioral support programs

## **FOUNDATIONAL EDUCATION (Courses)**

- Instructing Teachers, Staff, & Parents
- Comprehensive & Coordinated
- State-of-the-Art Use of Multi-Media
- Optional Formats: 7hr, 15hr, custom

**Look for us at  
New Orleans!**

## **Recruiting Behavior Analysts**

Starting NOW and Summer 2001

Philadelphia area (at least first 2 years)

PhD or MS in Applied Behavior Analysis (or degree  
in other field w/ reputable behavioral focus)

In 2 years ... \$65k+/year full time (pt time avail)

**QUINN DEVELOPMENTAL SERVICES**

215-654-7577 866-763-1366

[www.BehaviorExcellence.com](http://www.BehaviorExcellence.com)

[QDS@BehaviorExcellence.com](mailto:QDS@BehaviorExcellence.com)

PO Box 765 Ambler (Philly) PA 19002

**Boca Raton, Florida**

**Full Time Position**

## ***ABA Therapist Home Program***

**For Our 4 ½ Year Old Mildly Autistic Son**

### **REQUIREMENTS:**

Minimum BA in Psychology, Speech, or Special Education

Excellent English

Minimum 3 Years Experience *with ABA Discrete Trial Therapy*

Assist or Supervise Other Therapists

Computer and Craft Skills

Self-Starter, Attention to Detail

Athletic: Love Swimming, Etc.

Assist with Daily Living Skills

Some Travel in Private Jet

Non-Smoker

Background Checked

Must Be Fun Loving and Upbeat

**35— 40 HOURS/WEEK, INCLUDING SOME EVENINGS**

**FAX COPY OF DRIVERS LICENSE  
AND RESUME TO 1-561-479-4744**

## **ABA's Placement Service Jobs, Internships, & Graduate Programs**

The Association for Behavior Analysis has expanded its Job Placement Services (JPS). In addition to posting job positions, our recent changes include internship postings as well as graduate school program information. If you are looking for qualified behavior analysts for an internship, a full or part time job position, or if you are interested in recruiting students to your graduate program let us help you.

### **Employer Services:**

- Post a job position on line (2 months) ..... \$50
- Post an internship position on line (2 months) ..... \$50
- Post a position at the annual convention and have ABA coordinate and schedule interviews at the annual convention with qualified candidates..... \$35

### **How to Register:**

Fill out this form completely and send to the ABA office with job/internship description. If you are posting at the annual convention, we must receive this information by May 15<sup>th</sup>. Otherwise, bring the information with you to the convention and register on-site.

#### **I am posting a position (circle one):**

- On the ABA Website for 2 months
- At the annual convention
- Both on the ABA Website and at the convention

**Name of Organization** \_\_\_\_\_

**Contact Person Name:** \_\_\_\_\_

**If attending the convention, name of person who will conduct interviews:**

\_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

\_\_\_\_\_

#### **Number of Employees in Organization (circle one):**

- |          |              |
|----------|--------------|
| • 1-50   | • 101-1,000  |
| • 51-100 | • Over 1,000 |

**Position Title:** \_\_\_\_\_

Is this (circle one):

- An internship (Please specify the length of the internship: \_\_\_\_\_)
- A full time job
- A part time job

Salary range of position: \_\_\_\_\_

Level of training preferred (circle one):

- Bachelor
- Master's
- Doctorate
- Other: Please Specify: \_\_\_\_\_

Please circle the primary area in which this position fits under: (if job fits under more than one area, please specify #1, #2, etc.):

- Clinical
- Developmental Disabilities/Autism
- Education
- Organizational Behavior Management
- Research
- Other: Please Specify: \_\_\_\_\_

State this job or internship is located in: \_\_\_\_\_ Starting Date: \_\_\_\_\_

Please make sure you attach a description of the job or internship with this form and send it to:

ABA-JPS, 213 West Hall, 1903 West Michigan Avenue, Western Michigan University, Kalamazoo, MI 49008; or Fax: (616) 387-8354

**Payment Information:**

Total: \$ \_\_\_\_\_

I have included:

- Check # \_\_\_\_\_
- Purchase Order # \_\_\_\_\_
- Credit Card Information

Name as it appears on the card: \_\_\_\_\_

Type of credit card (circle one):      Visa      MasterCard      American Express

Card Number: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Signature: \_\_\_\_\_



## Applicants!

We haven't forgotten about you! ABA wants to assist upcoming behavior analysts and students in gaining full or part time and internship positions in the field of behavior analysis. Positions are available in education, research, autism, developmental disabilities, organizational behavior management, and clinical psychology.

Applicants may submit their resume or vita to JPS to post on the ABA Website and/or at the annual convention. Your vita will be displayed for two months on the ABA Website for potential employers and graduate programs to peruse. You can remove it or renew it as needed. At the convention, resumes and vita are available to interested employers and graduate program representatives. JPS will schedule interviews for you on-site.

### Payment

The cost to post your resume/vita on the Website for two months and/or at the convention is \$15. *Please note: If you are a student in an ABA accredited university\* this service is free.*

**\*ABA Accredited Universities:** California State University, Los Angeles; The Ohio State University; St. Cloud State University; University of Nevada, Reno; University of North Texas; Western Michigan University

### How to Register:

Fill out this form completely and send to the ABA office with your resume/vita (preferably on a disk in Microsoft Word). If you are posting your resume/vita at the annual convention, we must receive this information by May 15<sup>th</sup>, otherwise, bring the information with you to the convention and register on site.

**I want to post my resume/vita (circle one):**

- On the ABA Website for 2 months
- At the Annual Convention
- Both on the ABA Website and at the convention

**Name:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**Are you interested in finding: (circle one):**

- |                   |                      |
|-------------------|----------------------|
| • A full time job | • An internship      |
| • A part time job | • A graduate program |

**Current Affiliation:** \_\_\_\_\_

**School and Program Name (if applicable):** \_\_\_\_\_

**Highest Degree Held**

**University/Program**

**Year:**

- Bachelors \_\_\_\_\_
- Masters \_\_\_\_\_
- Doctorate \_\_\_\_\_
- Other: Please specify: \_\_\_\_\_

**If currently enrolled in a graduate program, what degree are you seeking?**

- Bachelors
- Masters
- Doctorate
- Other: Please Specify: \_\_\_\_\_

**Expected Date of Graduation:** \_\_\_\_\_

**If looking for a graduate program to attend, what degree do you wish to pursue?**

- Bachelors
- Masters
- Doctorate
- Other: Please Specify: \_\_\_\_\_

**GRE Scores:** \_\_\_\_\_

**Primary Area of Interest (circle one):**

- Clinical
- Developmental Disabilities/Autism
- Education
- Organizational Behavior Management
- Research
- Other: Please Specify: \_\_\_\_\_

**Do you currently attend an ABA accredited university?**

- Yes
- No

**Students from accredited universities: please attach a copy of your student i.d.**

**Payment Information:**

**Total: \$** \_\_\_\_\_

**I have included:** Check # \_\_\_\_\_ or Credit Card Information

**Name as it appears on the card:** \_\_\_\_\_

**Type of credit card (circle one):**      Visa      MasterCard      American Express

**Card Number:** \_\_\_\_\_ **Expiration Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## ABA 2001 Exhibitors

Be sure to visit the exhibits at the ABA convention! The ABA exhibit area will be located in the French Market of the Hyatt Regency New Orleans. This is the same area as the poster sessions and the ABA convention bookstore.

### Exhibit hours:

Friday, May 25 ..... 1:00 p.m. – 7:00 p.m.

Saturday, May 26..... 9:00 a.m. – 1:30 p.m... .. 2:30 p.m. – 7:00 p.m.

Sunday, May 27..... 9:00 a.m. – 1:30 p.m... .. 2:30 p.m. – 7:00 p.m.

Monday, May 28 ..... 9:00 a.m. – 1:30 p.m... .. 2:30 p.m. – 7:00 p.m.

Below are descriptions of the 2001 exhibitors. If you are interested in exhibiting, please contact ABA at (616) 387-8345.

### Accelerated Multimedia Education, LLC

Accelerated Multimedia Education, LLC (AME) produces and sells on-line college courses that can be used for on-campus and distance education. Both AME principals have PhDs in behavior analysis and are members of ABA, APA and APS. Accelerated Multimedia Education will demonstrate its first course, Introductory Psychology, at the 2001 ABA Convention.

### AdvoServ

AdvoServ augments professional services for children with developmental disabilities by utilizing interactive video along with comprehensive database systems. (Majda, they have promised a better description of their product by April 1 352-383-8041  
LukeBaker@AdvoServ.com)

### (AI)<sup>2</sup>

(AI)<sup>2</sup> offers two computer Software products:

*CyberRat* for laboratory simulations of operant conditioning;

*MediaMatrix*, an artificially intelligent adaptive instructional system for internet delivery of an electronic textbook and mastery certification in Introductory Psychology.

### ALZA Pharmaceuticals

ALZA Pharmaceuticals, A research-based pharmaceutical company, specializes in drug-delivery technologies and products designed for disorders of the central nervous system. Concerta™ is a new once-daily methylphenidate for the treatment of Attention Deficit Hyperactivity Disorder that lasts through twelve hours, eliminating the need for in-school and after-school dosing. [www.concerta.net](http://www.concerta.net)

### Behavior Analysis Certification Board

The Behavior Analysis Certification Board (BACB) exhibit booth will contain information on the BACB and behavior analyst certification, application and renewal materials, and other certification standards. [www.bacb.com](http://www.bacb.com)

## **Behavior Development Solutions**

Behavior Development Solutions sells the CBA Learning Module Series, a computer-based training program based on the precision teaching model. The program is ideal for individuals preparing for the behavior analyst certification exam or anyone who wants to learn more about applied behavior analysis. Other products under development will provide CEU credit for BCBAs and BCABAs.

## **BEACON Services, Inc.**

BEACON's offers state-of-the-science services for children with autism and related disorders. BEACON's exhibit will feature computer programs developed for home-teaching. The exhibit will supplement Stromer and Kinney's workshop on educational software. Complementary teaching programs on compact discs will be distributed.

## **BIOBSERVE**

BIOBSERVE provides powerful tools for a wide range of behavioral research with animals. Our products range from software for tracking experiments in two and three-dimensional space with automatic interaction devices to programs for collecting and analyzing observational data. We also offer video server solutions to control multiple camera systems over the Internet. Mobile data acquisition using PALM OS hand-held computers is another branch of our product line. We offer programs with speech recognition and GPS capabilities.

## **Hydropedes**

Hydropedes is a unique foot massaging and cushioning shoe insole designed specifically to provide a high level of comfort and postural support. It provides significant foot, leg and back pain relief for those who stand, walk or run on hard surfaces daily. Based on the science of Reflexology, Hydropedes stimulates and massages the nerve endings and pressure points of the feet. These glycerin filled insoles also provide excellent arch support, improve circulation, and help to correct misalignment of the feet ankles, knees and lower back.

## **The New England Center for Children**

The New England Center for Children's primary mission is to increase the skills of children, adolescents and young adults with autism and other developmental disorders through the use of applied behavior analysis (ABA). The New England Center for Children provides comprehensive educational, residential 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. Our research, which is disseminated nationwide, focuses on basic learning processes, teaching techniques for children with severe learning problems, managing challenging behavior, communication training strategies, early intervention and the generalization and maintenance of treatment gains. To learn more about the New England Center for Children, please stop by our display in the exhibit area, and be sure to visit our web site at [www.NECC.org](http://www.NECC.org)

## Noldus

Noldus Information Technology offers computer software and integrated systems for recording and analyzing behavior. The *Observer* is available for live observations, video analysis, or mobile coding. Contact Noldus for information regarding special conference prices.

## Professional Crisis Management Association, Inc.

Professional Crisis Management (PCMA) is a cognitive behavioral system of crisis management used with children, adolescents and adults who exhibit disruptive, aggressive and self-injurious behaviors. Professional Crisis Management (PCM) was designed and developed for use by educators and human service providers whose primary focus is to go beyond the first step in crisis management training. PCM is prevention oriented but includes a complete system of physical interventions procedures based on principles of active feedback and learning. The system has been utilized in hospitals, training programs, residential and home settings for more than 15 years. PCM is the only complete crisis management system available that can guarantee successful prevention and intervention with maximum safety, increased dignity and total effectiveness. PCM includes competency-based training and certification for Practitioners and Master Trainers.

## Thera Care Preschool Programs

Thera Care provides home and community-based ABA programming for children under three years of age through our early intervention program and for children three to five years of age through our SEIT Preschool Programs. TheraCare's ABA program services for young children diagnosed with Autism/PDD are offered in the five boroughs of New York City as well as Nassau, Suffolk, Westchester and Putnam counties.

Behavior Development Solutions Presents the

**Pass the CBA Exam!!!**

**CBA  
Learning  
Module  
Series**

## Computer-Based Mastery Training for Students Preparing for the CBA Exam

The CBA Learning Module Series provides mastery training on most of the Content Areas for the CBA exam. Based on a precision teaching model, the program is ideal for individuals preparing for the CBA exam or anyone who wants to learn more about applied behavior analysis.

---

*Those of us who had the advantage of using your modules feel we were more prepared because of them. We couldn't talk enough about how you helped us.*

*—Denise McKee*

*It doesn't take that long to go through the modules to get to 100% proficiency, and it's a fun way to review the material because it requires an active response.*

*—Mareille Koenig*

*I found it very helpful that I had studied module 2 before the exam - there were several questions on the test which covered that material and I got (most of them) right - which I'm not sure I would have done had I not had study module 2.*

*—Maggie Hancock*

**SEversol@aol.com**

**www.behaviordevelopmentsolutions.com**

## ABA Convention Bookstore

The ABA bookstore is pleased to offer over 800 titles relating to the field of behavior analysis at the 2001 annual convention. The ABA convention bookstore will be located in the French Market. Books in the following categories will be represented:

<b>AB</b>	Animal Behavior
<b>BPH</b>	Behavioral Pharmacology
<b>CBM</b>	Clinical, Family, and Behavioral Medicine
<b>CSE</b>	Community, Social, and Ethical Issues
<b>DDA</b>	Developmental Disabilities and Autism
<b>DEV</b>	Human Development and Gerontology
<b>EAB</b>	Experimental Analysis of Behavior
<b>EDC</b>	Education and Instructional Design
<b>OBM</b>	Organizational Behavior Management
<b>PD</b>	Professional Development
<b>RCH</b>	Research Methodology and Analysis
<b>TBA</b>	Teaching Behavior Analysis
<b>TPC</b>	Theoretical, Philosophical, and Conceptual Issues
<b>VRB</b>	Verbal Behavior

### Shipping Services

Shipping will be available via United Postal Service (UPS) if you prefer to ship your books home. To inquire about this service, please ask a bookstore staff member at the convention.

### Institutional Purchase Orders

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.

### Other Items

Promotional items will be available at the bookstore, including convention T-shirts, sweatshirts, and mugs. Also be sure to stop by to pick up a schedule of book signings and to enter the free raffle, which features a variety of prizes.

### Book Donations

As part of the mission to disseminate behavior analysis internationally, ABA will accept book donations at the bookstore to send to international libraries in need of current writings in the field. Please consider supporting the international development of behavior analysis by purchasing a book to donate.

### Book Orders

Any title listed in the convention bookstore catalogue may be ordered from May 26 through July 20, 2001. 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.

### Contact

For inquiries related to the 2001 ABA convention bookstore, please contact:

Kent Smallwood or Maria Gleeson  
ABA Convention Bookstore Coordinator  
213 West Hall  
Western Michigan University  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008-5301

Telephone: (616) 387-8341 or 387-8381  
E-mail: 76236.1312@compuserve.com



# Association for Behavior Analysis

an international organization

Friday, May 25

Day Schedule  
Workshops  
SQAB Meeting  
Icebreaker Social

**Friday, May 25, 2001**

Room		7 AM :00 :30		8 AM :00 :30		9 AM :00 :30		10 AM :00 :30		11 AM :00 :30		12 PM :00 :30		1 PM :00 :30	
Lower Level	Loyola A														
	St. Charles A							#W7 Standard Celeration Chart ... (LINDSLEY, et al.)							
	St. Charles B							#W4 Teaching Reasoning and ... (JOHNSON et. al.)							
	St. Charles C							#W1 Designing Efficient Learning ... Pt. 1 (BRUCE et al.)							
2nd Fl.	Esplanade A														
	Regency D														
	Regency G	#1 SQAB EVENTS													
Regency H															
3rd Floor	Kenilworth							#W11 Acceptance and Commitment ... (WILSON, et al.)							
	Versailles							#W8 How to Develop an ABA ... (MAGYAR, et al.)							
	Rampart														
	Dauphine							#W5 FECT: A Behavioral ... (KOHLENBERG, et. al.)							
	Royale			<div><div></div> = Special and invited events</div> <div>Ch: = Chair</div> <div>LEGEND</div>				#W3 Intro. to Multimedia ... (EMMENDORFER, et. al.)							
	Burgundy A							#W10 FBT: A Clinical Methodology ... (SONNTAG)							
	Burgundy B							#W2 Functional Analysis in Public ... (ELLIS, et al.)							
	Burgundy C								#W6 How to Establish a Behaviorally ... (LETSO, et al.)						
4th Floor	Burgundy D							#W9 Behavioral Relaxation Training (PEACOCK, et. al.)							



Friday, May 25, 2001

Room	2 PM :00 :30		3 PM :00 :30		4 PM :00 :30		5 PM :00 :30		6 PM :00 :30		7 PM :00 :30		8 PM :00 :30	
Loyola A									#W19 Using OBM ... (CAUTILLI et. al.)					
St. Charles A	#W7 Standard Celeration Chart ... (cont'd)								#W21 Building ... (FABRIZIO et. al.)					
St. Charles B	#W4 Teaching Reasoning and ... (cont'd)								#W15 Intensive Early ... (LARRSON et. al.)					
St. Charles C	#W1 Designing Efficient ... Pt. 1 (cont'd)								#W14 Designing ... Pt. 2 (BRUCE et. al.)					
Esplanade A									#W22 Current Technologies ... (FOX et. al.)					
Regency D												#1A Icebreaker Social 9P - 11P		
Regency G	#1 SQAB EVENTS (continued)													
Regency H														
Kenilworth	#W11 Acceptance and ... (cont'd)													
Versailles	#W8 How to Develop an ABA ... (cont'd)								#W24 How to Develop ... (GRAF et. al.)					
Rampart	#W12 Review of ... (GOULD et. al.)								#W13 Review of ... (GOULD et. al.)					
Dauphine	#W5 FECT: A Behavioral ... (cont'd)								#W25 Video Modeling ... (HAYMES et. al.)					
Royale	#W3 Intro. to Multimedia ... (cont'd)													
Burgundy A	#W10 FBT: A Clinical ... (cont'd)								#W16 Integrating the ... (AGNEW et. al.)					
Burgundy B	#W2 Functional Analysis in ... (cont'd)								#W17 Successful ... (BLUMENTHAL et. al.)					
Burgundy C	#W6 How to Establish a ... (cont'd)								#W23 Teaching Nine ... (FROST et. al.)					
Burgundy D	#W9 Behavioral Relaxation ... (cont'd)								#W18 Improve Your Oral ... (CARTER et. al.)					

## Workshop # 1

5/25/2001  
10:00 AM - 5:00 PM  
St. Charles C

### Designing Efficient Learning Programs: Part I

GUY BRUCE, Ed.D. (Aubrey Daniels International), and Kathleen Bailey, Anthony Defulio, Carrie Hartman, Melanie Porter, Keith Williams, and Laraine Zanatta (University of North Texas)

**Description** - Participants will learn how to design instruction that achieves measurable performance objectives in the least amount of learning time. There are four steps in the design process: 1) define measurable objectives; 2) identify deficits; 3) create accelerated learning programs; and 4) evaluate the costs to achieve your business or educational results. This is a three-part workshop. Part I (6 hours) will teach the first half of the design process: 1) defining objectives and 2) identifying deficits. These are the planning steps crucial to the successful design and evaluation of an accelerated learning program. Part II (Workshop #14) will teach you to design accelerated learning programs. Part III (Workshop #26) will teach you to evaluate learning programs. These three workshops, though sequential, are designed to be independent.

**Objectives** - Participants will: 1) write measurable results and performance objectives; 2) design valid tests to assess performance deficits; 3) label performance deficits as teaching, management, or work design problems; 4) design a program that will achieve learning objectives in the least amount of time; and 5) evaluate the effectiveness and efficiency with which the program achieves its learning objectives.

**Activities** - Participants will engage in hands-on practice of the component skills necessary to design an accelerated learning program. After some initial practice with the exercises in Instructional Design Made

Easy®, a workbook for designing accelerated learning programs, participants will work in teams to design efficient learning programs. A design coach will assist each team. All participants receive a copy of Instructional Design Made Easy®.

**Audience** - The workshop will benefit anyone who would like to improve the learning efficiency of his or her learning programs. If you want your students or trainees to get more from your courses in less time, this workshop is for you.

**Members** - \$180 **Non-Members** - \$195

## Workshop # 2

5/25/2001  
10:00 AM - 5:00 PM  
Burgundy B

### Functional Analysis in Public Schools: Assessment, Data Analysis, and Intervention

JANET ELLIS, Ph.D., Sandy Magee, Amy Crye, Chris Ewing, Julia LePage, and Ellynn Uek (University of North Texas)

**Description** - Functional analysis as the Iwata, et al. (1982) model embodies it (i.e., 1 standard conditions) provides a competent and effective tool given certain populations. However, when functional analyses are conducted in public school settings with various student populations (ranging from those with mental retardation and autism to students with normal to above average cognitive and verbal skills) this model requires modification. Problem behavior: observed in classrooms may necessitate changes to accommodate the more complex antecedent and consequent stimuli occurring in these environments. Also, a novel behavioral economic approach to preference assessment will be included. This preference assessment procedure is unique in that it provides information regarding not only appropriateness, but also durability of specific reinforcers. This workshop provides extensive participant involvement including opportunities to observe, via

videotape, the behavioral economic-based preference assessment, actual in-school functional analyses, take data on on-going behavior during functional analyses, and learn about successful modifications to the basic 4 assessment conditions.

**Objectives** - Participants will learn how to: 1) analyze data from baseline graphs and graphs from inconclusive functional analyses; 2) brainstorm and problem solve re other conditions to implement as well as modifications to conditions already conducted; 3) design and carry out modified conditions; 4) assess results; 5) devise and implement intervention strategies based on functional analysis outcomes.

**Activities** - Participants will practice: 1) recording data using a unique A-B-C event record; 2) role playing various modifications to the basic four functional analysis assessment conditions; 3) recording and analyzing data from customized functional analysis assessment conditions; 4) writing data-based behavior management plans.

**Audience** - Individuals interested in/responsible for carrying out functional analyses in public school or similar institutional settings with individuals whose behavior is multiply controlled and/or does not entirely fit the Iwata, et al. (1982) model.

**Members** - \$135 **Non-Members** - \$150

### Workshop # 3

5/25/2001

10:00 AM - 5:00 PM

Royale

### Introduction to Multimedia Instructional Design

JANET L. EMMENDORFER, Ph.D. and Barbara R. Bucklin (Accelerated Multimedia Education, LLC)

**Description** - The eLearning revolution is here, and that means that instructional designers and trainers now need multimedia computer skills. This workshop will give

participants the tools they need to produce an interactive computer-based training (CBT) product and post it on the Internet. We will cover basic computing with Macromedia Flash and introductory instructional-design topics including interactivity and evaluating CBT. Participants who have laptop computers should bring them, but a computer is not required to participate in the workshop. Materials include exercises, Flash reference guides, and sample software.

**Objectives** - After this workshop, participants will be able to: 1) create text, buttons, and animations with Flash; 2) assemble and publish a CBT module; 3) write active, meaningful learner interactions; and 4) use the provided checklist for evaluating CBT.

**Activities** - Participants will observe and practice the following basic Flash features: toolbars, timelines, text boxes, buttons, and animations. They will discuss effective and ineffective instructional-design techniques, and write sample instruction and interactions. Finally, participants will evaluate CBT using an evaluation checklist, instructions, and a sample course.

**Audience** - This workshop will benefit training professionals and students interested in instructional design. Participants should be beginners in multimedia training. A background in behavior analysis is recommended.

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

Get

## ABA Credit

For Board Certified Behavior Analysts  
and Associate Behavior Analysts

Pre-convention Workshops

Invited Tutorials

Invited Events

*See page 23 for details*

## Workshop # 4

5/25/2001

10:00 AM - 5:00 PM

St. Charles B

### **Teaching Reasoning and Problem Solving Skills, and Using Curriculum-Based Measurement: A Precision Teaching Approach**

KENT JOHNSON, Ph.D., Joanne Robbins, and Susan Malmquist  
(Morningside Academy)

**Description:** Two more research-based methods have been incorporated into the Morningside Model of Generative Instruction: Arthur Whimbey's Thinking Aloud Problem Solving (TAPS), and Curriculum-Based Measurement (CBM). Join us and our Morningside faculty coaches as we teach you these methods and coach you while you practice them in a simulated classroom environment.

**TAPS.** We often tell students to "think," but many are not quite sure what we mean by that. Analytical skill is often an expected ability or talent, and not directly taught. In a radical behavior analysis, much of what we call thinking and reasoning involves a private conversation with oneself. These conversation skills can be learned. In TAPS, we explicitly teach students how to verbalize their thinking—their observations, thoughts, and decisions—by teaching them specific speaker, listener, and dialoguing repertoires involved in thinking and reasoning. Our data show that students who learn TAPS in addition to basic academic skills make significantly more gains on standardized tests than students who learn only specific skills.

**CBM.** Curriculum-based Measurement is a set of procedures for evaluating basic skills in reading, writing, and mathematics. CBM tests are administered in brief timings, weekly, bi-monthly, or monthly, and the results are charted. CBM tests are normed in a school or school district to describe typical performance and progress in a

school year's time. Teachers analyze student data and make decisions about whether students are progressing according to these standards, or whether specific instructional changes are warranted. Data indicate that students whose progress is systematically monitored by CBM earn achievement test scores between .4 and .7 standard deviations higher than their control group peers. In our Precision Teaching approach, students chart their CBM timings on weekly or monthly Standard Celeration Charts, and participate with teachers in making decisions about whether they need more instruction or more practice to meet our standard of two grade level gains in one school year.

**Objectives** – 1) Learn and practice the speaker, listener and dialoguing repertoires of TAPS while solving complex logic and other problems. 2) Learn and practice coaching others as they learn and practice using TAPS to solve complex logic and other problems. 3) Learn the steps of school, agency or district norming involved in CBM. 4) Learn and practice taking, administrating, scoring, charting and interpreting CBM measures in reading, writing, math and reasoning, using Standard Celeration charts. 5) Design an implementation of CBM and/or TAPS for your home school or agency.

**Activities** - During TAPS instruction, we will demonstrate the steps we take to teach students the speaker, listener and dialoguing behaviors involved in reasoning and analytical thinking. We will model and prompt these behaviors, then you will practice them in speaker/listener pairs, while solving logic, verbal analogy, and math exercises of all kinds. During your talking aloud, you will get feedback from us and your peers. Then you will practice the behaviors out loud, "in the same skin," and eventually privately. You will also learn how to coach these repertoires.

During CBM instruction, we will teach you how to conduct program, school, or school

district norming; and how to administer, score, chart, and interpret student performance using Standard Celeration Charts. You will take CBM tests and chart your own progress. We will also share normed CBM tests and software to facilitate implementation in your home school or agency. We will also describe how to extend CBM to reasoning and problem solving skill development. You will also design a CBM implementation for your home school or agency.

**Audience** - All teachers, school psychologists, behavioral specialists, and administrators and directors of programs that teach basic academic and intellectual skills are encouraged to attend. Populations include typical and mild special education children and youth, and workplace literacy youth and adults. Managers and directors of staff development, and college instructors are also encouraged to learn how to implement the first half of the workshop dealing with TAPS with their staff and students.

**Members** - \$195 **Non-Members** - \$210

#### Workshop # 5

5/25/2001

10:00 AM - 5:00 PM

Dauphine

#### **FECT: A Behavioral Treatment for Depression**

**ROBERT KOHLENBERG, Ph.D.**  
Madelon Bolling, Jonathan Kanter,  
Chauncey Parker, and Reo Wexner  
(University of Washington)

**Description** - Depression is the common cold of mental health. Depressed clients often display negative verbal behavior followed by low mood, lack of energy, inability to concentrate, etc. In this case a behavior-behavior relationship has developed in the course of the client's reinforcement history and the interventions of Cognitive Therapy (CT) are appropriate and useful. Functional Analytic Psychotherapy (FAP; Kohlenberg & Tsai,

1991) enhanced by Cognitive Therapy (FECT) is a functional analytic approach to psychotherapy for depression. It provides a theoretical rationale to guide clinicians in the appropriate application of the well known empirically validated interventions of CT developed by Beck, Rush, Shaw, and Emery (1979). FECT emphasizes the in-vivo implementation of these strategies. In addition, when depressive behaviors are a direct result of interpersonal contingency shaping prior to verbal behavior, FECT provides a detailed guide to direct, in-vivo shaping of client behavior in the therapeutic hour.

This workshop will introduce a behaviorally informed treatment including methods of detecting operative functional relationships through observation and evocation of clinically relevant behaviors, and a theoretically consistent rationale for choosing appropriate interventions.

**Objectives** - The primary objectives are: 1) to introduce a behavioral understanding of the psychotherapy environment in general; 2) to introduce a behavioral view of phenomena focused on by cognitive therapists; and 3) to demonstrate applications of CT interventions in FAP. Participants will also learn about 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; the three important client behaviors; the rules for the therapist that guide treatment; and the role of the therapeutic rationale in outpatient treatment. Finally, we will offer FAP-enhanced versions of standard CT forms 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 detecting clinically

relevant behaviors (including cognitive behavior) that are the focus of FECT; discriminating therapist behaviors that are called for by FECT; presenting a behaviorally informed rationale; working with FECT case conceptualization; and using interventions with an in-vivo focus.

**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 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 - \$135 Non-Members - \$150**

#### **Workshop # 6**

5/25/2001

10:00 AM - 5:00 PM

Burgundy C

#### **How to Establish a Behaviorally Based Educational Program for Individuals With Autism**

SUZANNE LETSO, Ph.D., Patricia Fitzsimons, and Jodi Linn Mazaleksi (Connecticut Center for Child Development, Inc.)

**Description** - In recent years, the demand for educational services based on empirically validated teaching strategies has increased exponentially. Behavior analysts, parents of children with autism, and other professionals are establishing private, non-profit organizations designed to meet this ever-increasing need for additional service

programs. This introductory workshop will provide information regarding both the administrative and clinical aspects of development of a behaviorally based educational program for children with autism and related disorders. An overview of organizational design and implementation of a business plan will be provided. Creation of an agency mission, establishing organizational goals, and determining program design will be discussed. How to obtain status as a non-profit agency, create a budget, and determine a time line will be outlined. Strategies for identifying staffing needs, staff qualifications, recruitment, and training will be discussed. Information about establishment of a board of directors, fiscal management, public relations, and fundraising plans will be provided. Determination of location, space requirements, site selection, curriculum development, equipment, and materials will be discussed.

**Objectives** - 1) To provide basic information about the structure and operation of non-profit administration; 2) To provide basic clinical guidelines necessary for effective staff selection, training, and supervision; 3) To provide guidelines regarding the physical requirements of an educational facility; and 4) To identify additional resources participants can access to assist them in the establishment of a service organization.

**Activities** - Didactic lectures, group discussion, and videotape will be utilized. Handouts including an extensive bibliography will be provided. Participants will be encouraged to present their own challenges and solutions to the group.

**Audience** - Behavior analysts, program administrators, parents, and other educational service providers interested in establishing service organizations for individuals with autism and related disorders.

**Members - \$118 Non-Members - \$133**

## Workshop # 7

5/25/2001

10:00 AM - 5:00 PM

St. Charles A

### Standard Celeration Chart Reading and Charting

OGDEN R. LINDSLEY, Ph.D. (Behavior Research Company), Michael Fabrizio (Morningside Academy), Shahla Ala'I-Rosales (Autism Project, University of North Texas), Christine Kim (Department of Psychology), Giordana Malabello (The Australian Optimal Learning Centre), Alison L. Moors, Jesus Rosales-Ruiz (University of North Texas), and Henry S. Pennypacker (University of Florida)

**Description** - This workshop teaches reading and charting daily, weekly, monthly and yearly Standard Celeration Charts. The dramatic learning results produced by Morningside Academy, Malcolm X College, and Free Operant Autism treatment attract attention to this powerful learning and behavior 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 - 00 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 Charts at 60 per minute. Chart frequencies on daily, weekly, monthly, and yearly Standard Celeration Charts accurately at 10 per minute.

**Activities** - Morning: Pointing to frequencies on a chart wall and drawing a chart from scratch overcome fear and give standard chart feeling. Paced choral reading

at 60 per minute of frequencies, celerations, turns, jumps, bounces, and outlier probabilities from 16 different Standard Celeration Chart practice sheets. Afternoon: Each participant charts from spread sheets on daily, weekly, monthly, and yearly charts at 10 dots per minute. Coaches assist the instant a participant hesitates. Singing fun chart songs lightens the load. Participants are shown how to continue daily charting practice on their own to reach fluency above 30 dots correct per minute. Unique features: From 1965 to 1994 Standard Celeration workshops taught dot dropping without chart reading practice. This workshop teaches fluent chart reading before putting dots on charts. Practice sheets with 100 small (3/8" x 1/2") Standard Celeration Charts help produce rapid, paced, choral chart reading. After reading frequencies, celerations bounces, turns, and jumps fluently at 60 per minute, accurate charting at 10 dots per minute comes rapidly, and easily. The second unique feature provides a coach for every four participants as they practice throughout the workshop. Five of our eight coaches have early autism charting experience. Every participant has help at their side.

**Audience** - Students, faculty, researchers, and consultants who have heard about the power of Standard Celeration Charting, but had no opportunity to learn how. Charting discrete trial to free operant autism treatment covered. ABA members from outside the U.S. find a coach at their side clears language difficulty. This proven, top-rated, entirely hands-on, fast paced, fun, workshop works!

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

## Workshop # 8

5/25/2001

10:00 AM - 5:00 PM

Versailles

### **How to Develop an ABA Educational Curriculum for Students With Autism (Ages 2 to 6 Years)**

CAROLINE I. MAGYAR, Ph.D.  
(University of Rochester School of  
Medicine and Dentistry)

**Description** - The workshop will address the fundamentals of developing a comprehensive educational curriculum for children with autism ages 2 to 6. A general framework for conceptualizing educational curriculum and the progression of skill development will be discussed.

**Objectives** - Participants will refresh their knowledge of basic behavior analytic teaching techniques like task analysis, stimulus control, stimulus discrimination training, stimulus and response prompts, shaping, discrete trial teaching methods, and generalization and maintenance training methods. They will learn how to conduct an initial curriculum based assessment and identify a beginning educational curriculum. Participants will learn about other tools for assessing language, cognition, and adaptive abilities and how information gathered from those evaluations can translate into specific educational goals and objectives. Participants will learn how to write educational goals so that procedures and objectives are clearly written and easy to implement by trainers. Participants will learn how to identify appropriate teaching materials that promote concept formation and stimulus discrimination and generalization. Participants will learn how to identify activities that train for generalization and maintenance of targeted skills.

**Activities** - Participants will receive a lecture in order to review basic behavior analytic teaching techniques, developmental skills progression, and general educational

information. Subsequently the participants will view a video tape of a student. They will be instructed to identify general strengths and weaknesses across areas of language, cognition, socialization and play. Handouts containing a formatted 'curriculum based assessment' will be distributed which will enable the participants to structure their observational assessment. Additionally, participants will be provided with descriptive information on the student including 'standardized assessment' information on the student's language abilities, cognitive adaptive skills. Finally, participants will write one education program that contains a long range teaching goal, sequential teaching objectives, task analysis of the target skill, procedures for discrimination, generalization and maintenance, and appropriate prompting procedures. Further, participants will identify and describe teaching materials specific to the target goal.

**Audience** - This workshop is designed for special educators, certified behavior analysts, behavioral psychologists, speech and language therapists, and curriculum specialists. Participants should be well versed in applying behavior analytic techniques to the education of children with autistic spectrum disorders. Participants should have some experience teaching in educational settings or in home ABA programs and in designing educational curricula.

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



## Workshop # 9

5/25/2001

10:00 AM - 5:00 PM

Burgundy D

### **Behavioral Relaxation Training**

CARRIE PEACOCK, M.S., Tim Cripps,  
and Cynthia Zeller-Gonzalez (West  
Tennessee Regional Office)

**Description** - Behavior relaxation training has been used successfully with a variety of individuals such as children with Attention Deficit Hyperactivity Disorder, adults with schizophrenia, and adults with developmental disabilities. This workshop will teach participants to train and score Behavioral Relaxation.

**Objectives** - 1) Participants will be able to demonstrate competency on scoring BRT by obtaining 80% reliability with an experienced observer. 2) Participants will be able to demonstrate competency on training BRT by obtaining 80% or higher on the BRT training task analysis. 3) Participants will be able to demonstrate knowledge of the principles of BRT by scoring 80% or higher on a written exam.

**Activities** - Listen to lecture, observe model of BRT, practice BRT, score BRT, and train BRT.

**Audience** - Clinicians and Applied Behavior Analysts working in Behavior Therapy or Behavior Medicine settings or those interested in learning BRT.

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

## Workshop # 10

5/25/2001

10:00 AM - 5:00 PM

Burgundy A

### **FBT: A Clinical Methodology for the Treatment of Behavioral Disorders in Office-Based Settings**

RAINER SONNTAG, M.D. (Private Practice)

**Description** - Functional behavior therapy (FBT) is a methodological model rather than a new kind of therapy or intervention. It can be specified by three main characteristics: 1) Within this model treatment is considered a process comprising several rather than one specific intervention. Planned interventions correspond to experiments. Because every intervention experiment is coherent with the overarching goals of the treatment the therapeutic process resembles a thematic research program. 2) Specific interventions are embedded in nine background principles derived from behavior analysis. Among other components acceptance and commitment therapy, functional analytic psychotherapy, and self-control theory play their role as part of these background principles rather than as specific interventions. 3) Therapeutic questions (see Johnston, 1993) correspond to experimental questions. The answers guide the overall process of treatment including selection of target behaviors, methods of measurement, interventions, and evaluation of outcome. The questions are: What is the nature of the problem? What says the literature? What are the goals of treatment? What are the clinically relevant behaviors? What are the clinically relevant influences? What specific interventions are to be considered? How can treatment be organized? What are the effects and how can they be measured? How can treatment be improved?

**Objectives** - The primary objectives are: 1) To show that behavior analysis is ripe to

develop a comprehensive and theoretically coherent treatment model that may compete with traditional psychiatry, CT and other more or less specified approaches serving verbally capable adult outpatients and that can incorporate the application of psychotropic drugs.

2) To present a conceptual framework that may be helpful in organising individual treatment processes in outpatient settings.

3) To conceptualize interventions from a functional perspective and with different time-frames, e.g. moment-to-moment or session-to-session, paying attention to the distinction between contingency-shaped and rule-governed behavior.

4) To link research methodology to clinical practice and provide a systematic scientist-practitioner model from the perspective of a clinician in an office-based full-time practice.

5) To provide behavior analytic conceptualizations for those treatment activities reaching beyond specific interventions thus filling up spaces that might have been theoretically "empty" so far and

6) To discuss this clinical methodology with an interested audience and explore its usefulness as an all-encompassing process model that may provide a basis for a standardization of true functional analyses rather than mere functional interpretations in outpatient settings.

**Activities** – 1) Clinical treatment is described as a thematic research program.

2) Nine background principles are presented (Pay attention to language traps; Be careful with reasons; Outcome counts; Change behavioral patterns; Focus on few and concrete topics; Pay attention to the whole; Use strengths; Work for a trusting relationship; Promote independence) It is shown how they are derived from behavior analytic research and how they contribute to treatment.

3) Each therapeutic question and its role in guiding the selection of interventions is discussed. Specifically, diverse methods to be applied to answer the questions are evaluated. For example, with regard to the nature of the problem the role of syndromal diagnoses is explored.

4) A method to assess environmental events is presented (Brown & Harris, 1978) that can improve verbal reports and provides a pragmatic means to control for confounding variables extraneous to the treatment.

5) Commonalities and points of contact with other treatment approaches are emphasized.

6) The procedures are illustrated with case examples of diverse clinical problems. Therefore, participants are invited to bring in some cases that can be worked through.

7) Role-plays are performed on selected procedures and there will be space for group discussions.

**Audience** - Clinical and applied behavior analysts interested in a generic treatment model that can incorporate a wide variety of interventions and nevertheless stands true to the philosophy of behavior analysis. With regard to the latter theoreticians may be interested as well. Office-based clinical behavior analysts and those interested in the relationship between behavior analysis and medicine/psychiatry may be specifically interested because the workshop is delivered by a behavioral psychiatrist in private practice.

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

## Workshop # 11

5/25/2001

10:00 AM - 5:00 PM

Kenilworth

### Acceptance and Commitment Therapy: Core Principles in Treatment and Supervision

KELLY G. WILSON, Ph.D., Laura Ely,  
and Amy Murrell (University of Mississippi)

**Description** - In the workshop, participants will learn core principles that direct both treatment of clients and supervision of therapists working within this model. The treatment utilizes a variety of techniques derived from other therapeutic schools; however, these techniques are understood and modified according to the underlying behavioral theory on which ACT is based. Both general strategic and tactical issues will be examined.

**Objectives** - Workshop participants will learn to use metaphor, paradox, and experiential exercises to help clients: 1) recognize and let go of destructive suffering; 2) contact and embrace healthy suffering; 3) gain flexibility in their responses to troubling cognitive and emotional content; 4) make contact with a sense of self that transcends cognitive and emotional content; 5) clarify values; and 6) make and keep commitments.

Participants will get an overview of the treatment process. Participants will learn a variety of ACT interventions. Through these experiences, the workshop will clarify the core theoretical principles that can guide treatment of clients with a wide variety of topographical characteristics.

**Activities** - Workshop activities will include didactic instruction, viewing of therapy videotape, experiential exercises, and practice with some core ACT strategies.

**Audience** - This workshop targets behavior analysts working in applied settings where clients or client guardians

face substantial psychological barriers to effective living. The workshop will also target treatment development **researchers** and clinical supervisors.

**Members** - \$135 **Non-Members** - \$150

## Workshop # 12

5/25/2001

2:00 PM - 5:00 PM

Rampart

### Review of Behavioral Assessment in Applied Settings

D. DANIEL GOULD, Ph.D., and Allen Karsina (New England Center for Children)

**Description** - The most effective interventions are those based on an assessment of the function of the target behavior. Hypotheses regarding the function of target behaviors may be generated by a number of assessment methods. This workshop will review the differences between indirect assessment, descriptive assessment, and systematic manipulation as an assessment method. The emphasis will be on behavioral assessment in applied settings.

**Objectives** - At the conclusion of this workshop, trainees will be able to 1) describe the differences between indirect assessment, descriptive assessment, and systematic manipulation, 2) identify the advantages and disadvantages of indirect assessment, descriptive assessment, and systematic manipulation, and 3) design assessments for sample cases.

**Activities** - This workshop will emphasize trainee participation in a series of exercises. Each of the training objectives will be addressed through a combination of brief lecture, discussion and written exercises.

**Audience** - This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of behavioral assessment in applied settings. It will also be of particular interest to behavior analysts who are preparing to take the

board certification examination. The workshop will focus primarily on Task List Content Areas #4, #5, and #6 with additional reference to Content Area #1.

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

### **Workshop # 13**

5/25/2001

6:00 PM - 9:00 PM

Rampart

#### **Review of Observation and Measurement Methods in Applied Settings**

D. DANIEL GOULD, Ph.D. and 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 review of- and practical guidelines for observation and measurement procedures in applied settings. The workshop will briefly review identifying and prioritizing target responses and developing operational definitions, and focus primarily on selecting appropriate methods for measuring the target response and obtaining interobserver agreement data. Advantages and disadvantages of various measurement methods will be discussed with particular emphasis on selecting the most accurate measurement methods possible given the limited resources in typical applied settings.

**Objectives** - At the conclusion of this workshop, trainees will be able to: 1) evaluate operational definitions using four specific criteria; 2) identify appropriate measurement methods based on video-taped samples of behavior; 3) discuss advantages and disadvantages of various measurement methods for a variety of target responses; and 4) select and calculate an appropriate index of interobserver agreement data.

**Activities** - This workshop will emphasize trainee participation in a series of exercises.

For operational definitions, trainees will generate definitions from video-taped behavior samples and review and critique other trainees' definitions according to specific criteria. For measurement methods, trainees will: 1) use a variety of measurement methods to record behaviors of varying frequency, duration, and temporal distribution; and 2) evaluate accuracy and interobserver agreement using sampling methods with varying parameters to measure the same target response.

**Audience** - This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of specifying, defining and measuring target responses. It will also be of interest to behavior analysts who are preparing to take the board certification examination. The workshop will focus primarily on Task List Content area #7.

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

### **Workshop # 14**

5/25/2001

6:00 PM - 9:00 PM

St. Charles C

#### **Designing Efficient Learning Programs: Part II**

GUY BRUCE, Ed.D. (Aubrey Daniels International), and Kathleen Bailey, Anthony Defulio, Carrie Hartman, Melanie Porter, Keith Williams, and Laraine Zanatta (University of North Texas)

**Description** - Participants will learn how to design instruction that achieves measurable performance objectives in the least amount of learning time. There are four steps in the design process: 1) Define measurable objectives; 2) Identify deficits; 3) Create accelerated learning programs; and 4) Evaluate the costs to achieve your business or educational results. This is Part II of a three-part workshop. Part II will teach you to design accelerated learning programs. Part III (Workshop 26) will teach you to evaluate learning programs. These

three workshops, though sequential, are designed to be independent.

**Objectives** - Participants will: 1) Write measurable results and performance objectives; 2) Design valid tests to assess performance deficits; 3) Label performance deficits as teaching, management, or work design problems; 4) Design a program that will achieve learning objectives in the least amount of time; and 5) Evaluate the effectiveness and efficiency with which the program achieves its learning objectives.

**Activities** - Participants will engage in hands-on practice of the component skills necessary to design an accelerated learning program. After some initial practice with the exercises in *Instructional Design Made Easy*®, a workbook for designing accelerated learning programs, participants will work in teams to design efficient learning programs. A design coach will assist each team. All participants receive a copy of *Instructional Design Made Easy*®.

**Audience** - The workshop will benefit anyone who would like to improve the learning efficiency of his or her learning programs. If you want your students or trainees to get more out of your courses in less time, this workshop is for you.

**Members - \$130 Non-Members - \$145**  
(subtract \$65 if you are also registering for Workshop #1)

## Workshop # 15

5/25/2001  
6:00 PM - 9:00 PM  
St. Charles B

### **Intensive Early Intervention: Individualized Programming for Complex Challenges - Three Case Studies**

ERIC LARSSON, Ph.D. (FEAT of Minnesota), Kara Lyn Riedesel (REM Health, Inc./University of Kansas), and Angela M. Keene and Julie A. Waldoch (University of Kansas)

**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 consistently high rate of skill acquisition, as they move toward independent, natural functioning. Children who do not make rapid progress may be challenged by a variety of complex autistic behavior patterns. The purpose of this workshop is to identify a variety of these challenging behavior patterns and present specific training programs which have been developed and validated to remediate these challenging behavior patterns. Where skills are not showing satisfactory progress, methods of individualizing therapy 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 developing social interaction skills with peers; and for replacing stereotyped noncompliance. These issues will be presented in the context of three case studies of the complete course of treatment for three successful children.

**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 instructor.

**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** - \$73 **Non-Members** - \$88

#### **Workshop # 16**

5/25/2001

6:00 PM - 9:00 PM

Burgundy A

**Integrating the PDD/Autistic Learner Into the Public School Utilizing the Principles of Applied Behavior Analysis**  
MARIA AGNEW, M.A., and Bonnie Sebastian (Bancroft NeuroHealth)

**Description** - The move towards inclusion into the public school system is permeating several disability groups, more each day. Autism has become a disability that is moving out of the private school and into the public school. One of the challenges to this movement is that many of the school systems are not prepared to serve these students. This workshop will assist educators and administrators in designing and implementing programs in the public school for students with autism/pdd based on the principles of applied behavior analysis. Instruction will include program design, staff development and training, discrete trial implementation, teaching methodologies, implementation of behavior

management programs, classroom functional analysis training, inclusion and integration activities and parent training instruction.

**Objectives** - 1) The participant will be able to structure a classroom to meet the needs of the pdd/autistic learner in the public school. 2) The participant will demonstrate an understanding of the training involved for classroom staff and be able to implement training protocols. 3) The participant will be able to demonstrate an understanding of how to assess a student with autism for the purpose of writing discrete trial programs. 4) The participant will demonstrate an understanding of how the principles of applied behavior analysis are foundations for autism school programs. 5) The participant will be able to conduct a classroom functional analysis and develop classroom behavior plans. 6) The participant will be able to develop a parent training model for autism/pdd program. 7) The participant will be able to develop a model for an integrated/inclusionary program.

**Activities** - The participants will listen to a presentation on all the components of designing and implementing a program that allows the autistic/pdd learner to successfully be integrated into the public school setting. Following the presentation, participants will participate in a discussion of the materials presented. Each topic will be reviewed and opportunities to demonstrate an understanding of the material presented will be provided through small group discussions, hands on learning activities and written activities.

**Audience** - This workshop is designed for administrators, teachers, psychologists, parents, social workers, case managers and all others who work with autism and pervasive development disorder in a school setting.

**Members** - \$65 **Non-Members** - \$80

**Workshop # 17**

5/25/2001

6:00 PM - 9:00 PM

Burgundy B

**Successful Job Search Using Behavioral Approach: Interviewing Skills, Networking, and Résumé Design**

JUDY BLUMENTHAL, Ph.D. (Associates for Behavior Change), and Roger McIntire and Donald K. Pumroy (University of Maryland)

**Description** - The workshop will be designed to teach individuals how to be successful in the competitive job search using a behavioral approach. Individuals will learn effective interviewing skills, how to effectively and successfully use their employment network, and how to craft a good résumé that reveals a candidate's unusual skills.

The importance of a behavioral approach to successful job search can not be over emphasized. Many publications stress the importance of identifying desirable behaviors that match the required competencies to hire the right person for a specific job. To fully evaluate an applicant's relevant knowledge, skills, and abilities, the employer needs to identify the interview behaviors that would confirm the strength expected on a job through the interview, written exercises, and the resume.

**Objectives** - The candidate can anticipate and direct the employer's focus to the desirable behaviors that the job requires. Identifying desirable behaviors to hire the right person for a job is of utmost importance in today's job market. Identifying desirable behaviors increase the likelihood of accurately predicting job performance, the ability to work well with others, etc. Thus, identifying desirable behaviors increases the selection of the right people for specific jobs. This, in turn, strengthens the organization's workforce, reduces hiring errors and turnover, saves money and time, enhances communication

throughout the organization, and serves as a model for, or can assist other organizations.

**Activities** - Attendees at this workshop will review and edit their resume and cover letter, and they will practice interviewing styles to fit a specific employment sector including academia, government, and the private sector. The workshop includes role-playing to practice and strengthen the use of behavioral strategies.

Participants will come away with new ideas and strategies for highlighting strengths that will enable them to move from one type of position to another.

**Audience** - The workshop is appropriate for employers seeking a more effective selection process, and for students searching for their first job, and others who are in transition or wish to enhance their current career.

**Members** - \$65 **Non-Members** - \$80

**Workshop # 18**

5/25/2001

6:00 PM - 9:00 PM

Burgundy D

**Improve Your Oral Presentations**

NED CARTER, Ph.D. (Department of Occupational and Environmental Medicine), Thomas E. (Ted) Boyce (University of Nevada, Reno), and Kenneth Nilsson (Uppsala University, Sweden)

**Description** - Oral presentations play an essential 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. 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 demands prior to appearing. Participants will also learn techniques to initiate and promote audience demands for content. The workshop will teach participants to identify and control extraneous stimuli in order to maximize audience attention.

**Activities** - The workshop is interactive and active participation is encouraged. Techniques for creating better overheads, slides and presentation figures will be described. Participants will take part in a series of exercises and structured role-play sessions. Course content will be adapted to the interests of participants.

**Audience** - Behavior 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 examples for use in role-playing exercises.

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

#### **Workshop # 19**

5/25/2001  
6:00 PM - 9:00 PM  
Loyola A

#### **Using Organizational Behavior Management Skills to Develop Programs for Human Services Organizations**

JOSEPH CAUTILLI, M.Ed., and Karen Clarke (Devereux Community Services of Philadelphia), and Michael Weinberg (Devereux Florida Treatment Network, Viera Campus)

**Description** - Given the current rapid increase in the credentialing of behavior analysts, there will be a growing number of behavioral practitioners applying their craft to a variety of workplace arenas. Among these is in organizational management and Human Resources (HR) applications. One particular area of interest for behavioral

practitioners will be Organization Behavior Management (OBM). OBM conceptualizes and empirically solves organizational problems. This workshop will provide participants with the concepts and knowledge to increase their potential for professional behavioral consultation to human services organizations. Operational issues plague most mental health and service industry professions. It is our experience that Organizational Behavior Management has much to offer traditional operations in job design, analysis and HR management. This workshop focuses on applying the basics of OBM to the development of successful service operations. Management involves the acquisition and use of resources. OBM redefines management from control of the person to control of the context/environment in which the person works. It has developed powerful techniques for a range of management areas, and can be used to improve the integrity and quality of treatment approaches being used in a human services organization. (from Cautilli & Clarke, BAT, 2000)

**Objectives** - Some critical questions which which certified behavior analysts will be faced, include: 1) How do we attract workers during worker shortages? 2) How do we organize what workers do? 3) How do we assess and become responsive to various stakeholders? 4) How do we go about building successful partnerships with other agencies? 5) How can we consult to other social service and mental health agencies? 6) How do we maintain high levels of worker performance and increase efficiency, while improving quality and maintain or increase worker satisfaction?

Participants in this workshop will acquire the skills to:

- Develop management by team objective programs
- Analyze performance problems from a traditional operations perspective



**Workshop # 21**

5/25/2001  
6:00 PM - 9:00 PM  
St. Charles A

**Building Fluent Foundation Skills for Children With Autism**

MICHAEL FABRIZIO, Ph.D. and Alison Moors (Fabrizio/Moors Consulting), and Andrea Polhamus-Reed (Repertoire Development)

**Description** - Participants in this workshop will learn how to develop fluent performance in repertoires which form a significant part of the foundation children with disabilities need to build upon for later learning. Specifically, the areas of motor skills, imitation skills, receptive language, and expressive language will be targeted. Throughout, emphasis will be placed on developing generativity within repertoires, rather than on mastery of targeted skills alone.

**Objectives** - By the end of the workshop, participants will be able to: 1) State a typical skill sequence for learners with autism within the areas of motor, imitation, receptive, and expressive language skills using terminology and naming conventions from Precision Teaching. 2) Given a description of a targeted skill, identify the component skills and their associated frequency aims that are crucial for successful performance of the targeted skill. 3) Given sample performance data and accompanying videotape, list possible interventions to enhance performance after completing an error analysis.

**Activities** - While some lecture will be presented, emphasis will be placed on participants performing the objectives or component skills of the objectives.

**Audience** - This workshop is intended for persons with experience working with children with autism using behaviorally-based technologies. In addition, participants should have at least a rudimentary

- Learn ways that OBM can enhance this approach.
- Learn Operations and HR approaches to enhance employee performance, and to achieve a company's strategic goals
- Learn how OBM in operations can be used to enhance treatment integrity.

**Activities** - Quality is one of the most critical functions of an operations manager. Organizational behavior management techniques can be integrated into an overall total quality framework. Participants will learn how to use statistical process control in the service industry and how tie results to overall organizational goals. OBM procedures based on outliers can be effective in achieving organizational objectives. Participants will learn the course objectives via instruction from the presenters, utilizing overheads and handouts, and will participate in exercises designed to teach the skills indicated, including use of data to make quality management decisions in an organization. Participants will have the opportunity to discuss concepts learned during the workshop, and receive input and feedback from the instructors during practice activities.

Participants will learn:

- How to integrate OBM into TQM
- How to use statistical process control to determine when to intervene. (P Chart).

**Audience** - The target audience for this workshop is applied behavior analysts who have an interest in learning the basic concepts and principles Organization Behavior Management for application to the administration and management of human services organizations.

**Members** - \$65 **Non-Members** - \$80

understanding of the concepts and principles of Precision Teaching.

**Members - \$135 Non-Members - \$150**

### **Workshop # 22**

5/26/2001

8:00 AM - 11:00 AM

Esplanade A

#### **Current Technologies for Rapid Acquisition and Generalization of Verbal Behavior in Children with Autism**

SUSAN D. FOX, B.A., BCABA, (ACES Behavioral Consulting), Craig Thomas (The Childhood Learning Center), and Joseph D. Cautilli (Devereux/ Temple University)

**Description** - This workshop reviews the current state of the art technology for acquisition and generalization of verbal skills for children with autism. A breath of current technologies for children with autism are covered with the intent of integrating these technologies in a behavioral development model guided by Skinner's (1957) model of verbal behavior. Topics to be covered are the use of Skinner's verbal behavior to guide the milieu language training packet (including incidental teaching, mand-modeling, and time delay technique). This packet is a least to most prompt strategy and can be used to build tacts and mands. The use of contingent imitation and other techniques (including discrete trial training) are explored. Flash cards of pictures and word cards are used in a SAFMED format to build tacts and verbal fluency. Intraverbal's such as conversation skills are addressed through the use of script fading procedures. The use of recombinative generalization to build autoclitic frames is reviewed. Special topics include reading/writing programs for older nonverbal children with visual preferences in learning and augmentative communication (PECS) to build concept formations in nonverbal children. Emphasis is on the verbal community to approach learning from an ecobehavioral perspective

including the use of siblings and peers.

**Objectives** - Upon completion of the workshop, participants will have knowledge of:

- How to design a language intervention using Skinner's model of verbal behavior.
- A grasp of the state of the art technology in the acquisition and generalization of verbal skills for children with autism.
- An understanding of how to integrate these technologies in a behavioral development model guided by Skinner's (1957) verbal behavior.
- Developing a milieu language-training packet (including incidental teaching, mand-modeling, and time delay technique).
- Using least to most prompt strategy to build tacts and mands.
- Understanding the use of contingent imitation.
- The use of discrete trial training for tacts, mands, and to build intraverbal skills.
- Using SAFMEDS to build tacting.
- Using script fading procedures to build conversation, intraverbal skills
- Using recombinative generalization to build autoclitic frames.
- Designing recombinative generalization matrixes for use in training.
- Understand the use of reading and writing programs for children with visual preferences.
- Selection based communication systems to build concept formations in non-verbal children.

**Activities** - Participants will in role-plays assess children for both speaker behavior (using Skinner's verbal behavior) and listener behavior (using Steven Hayes' system) and generate interventions for each stage of VB.

**Audience** - Behavior analysts and educators

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

### Workshop # 23

5/25/2001

6:00 PM - 9:00 PM

Burgundy C

#### Teaching Nine Critical Communication Skills to Children With Autism and Related Disabilities

LORI FROST, Ph.D. and Andy Bondy  
(Pyramid Educational Consultants)

**Description** - Children with autism and related communications disabilities must learn a broad range of communication skills. Some intervention strategies focus upon the modality of communication-obtaining speech- while minimizing the role of the function of the communicative skills. This workshop focuses upon 9 critical communication skills that need to be taught early in intervention programs regardless of the modality stressed. These skills include a set of critical expressive skills as well as certain critical skills associated with understanding the communication of others. The workshop describes strategies designed to promote communication via initiation, responding to cues and prompts, as well as imitatively. Strategies will be reviewed that are beneficial to children who are speaking, signing, or using augmentative systems (including PECS).

**Objectives** - Participants will learn to differentiate between self-initiated, responsive, and imitative communication skills. Participants will identify and label examples of nine communication skills that must be acquired in order to participate independently in school, home, and

community activities. Participants will be able to describe how to design effective lessons to teach each skill independent of communicative modality.

**Activities** - Participants will listen to a description of the 9 critical communication skills. Participants will read descriptions or view videos of children engaging in a variety of behaviors and determine whether appropriate communication skills are being exhibited or what functionally equivalent alternative behavior should be taught to replace an inappropriate behavior. The workshop will review how those with relatively good cognitive skills may still require specific training on certain critical functional communication skills.

**Audience** - This workshop is appropriate for behavior analysts, teachers, speech/language pathologists responsible for assessing current communication repertoires and for designing implementation packages.

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

### Workshop # 24

5/25/2001

6:00 PM - 9:00 PM

Versailles

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

STEPHEN GRAF, Ph.D. (Youngstown State University)

**Description** - SAFMEDS, an acronym for "Say All Fast Minute Every Day Shuffled," represent a procedure to promote fluency in verbal behavior developed by Ogden Lindsley 20 years ago. Learners see information on the front of a card and attempt to say a brief response which can be found on the back. Use of the technique provides an easy way to monitor the learning of large numbers of facts and concepts. Use provides enhanced retention of material with better application to new material, as well as focused performance under pressure.

**Objectives -** Participants should be able to:

- Develop sets of SAFMEDS which conform to the rules provided for content areas in which the participants teach or train
- Produce SAFMEDS masters from the Microsoft Word templates provided to them as part of their materials.
- Reproduce sets of SAFMEDS for students or trainees.
- Implement use of SAFMEDS in various settings, structuring practice timings to interface smoothly within classroom or training sessions

**Activities -**

- Practice with conversion of different types of information to SAFMEDS
- Discussion of using the templates provided to produce SAFMEDS masters to be printed as decks on card stock
- Discussion of alternatives for making the SAFMEDS available to students, clients, or trainees
- Demonstration of how to run timings with small or large groups
- Discussion of how to incorporate SAFMEDS into larger patterns of learning.

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

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

**Workshop # 25**

5/25/2001

6:00 PM - 9:00 PM

Dauphine

**Video Modeling: A Tool for Skill Building and Improving Performance:**  
LINDA K. HAYMES, Ph.D. and  
Stephanie Martin (Spectrum Center for  
Educational and Behavioral Development)

**Description -** Recently, there has been growing interest in using technology for people with autism, especially use of videos. More parents and professionals are looking for these cost-effective and efficacious methods. To create videos and maximize success for the students it is important to look at the components that lead to successful videos. This workshop will focus on the latest research in video modeling, break down the components and relate this to the latest research on autism. This workshop will also present future directions for research in skill acquisition and video modeling. We will present many different samples of video modeling and relate the components to the students learning styles (stimulus overselectivity). We will look at the use of videos across domains including speech, language, play, self-help, social interactions, and academics. Participants will have an opportunity to begin the process of creating effective tools for their students.

**Objectives -** 1) Participants will learn why videos are successful, the theory and data based research behind video modeling. 2) Participants will learn how to create effective videos for treatment and future research. 3) Participants will analyze the components of videos versus in-vivo modeling. 4) Participants will learn specific strategies for skill acquisition. 5) Participants will determine when the use of videos is warranted.

**Activities -** The session will include some didactic presentations with plenty of opportunities for discussions. Participants

will analyze examples of video models across a variety of skills for the necessary components. In addition, they will design video-modeling treatments for skill acquisition and improving performance for students they work with. This component of the workshop includes use of video equipment. Participants will engage in role-plays for the creation of videos and be given feedback.

**Audience** - This workshop is appropriate for: 1) professionals who work directly with students with autism, 2) professional supervisors/trainers who teach parents, teachers or other direct care staff, 3) behavioral and educational consultants, 4) parents, 5) college instructors interested in teaching their students current methods and researching effective methods.

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

Friday, May 25

# THE ICEBREAKER SOCIAL

Friday, May 25<sup>th</sup>

9:00 – 11:00 PM

Regency D

*friends, cash bars, lots of music and dancing*



Society for the Quantitative Analyses of Behavior  
Annual Meeting, May 25-26, 2001  
*Hyatt Regency Hotel, New Orleans*

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### Friday, May 25

<b>John Staddon</b>	<i>Duke University, The dynamics of interval timing</i>
<b>Amy Odum</b>	<i>University of New Hampshire, Behavioral pharmacology and timing</i>
<b>Geoffrey White</b>	<i>University of Otago, Temporal generalization and diffusion in forgetting</i>
<b>Kim. Kirkpatrick</b>	<i>York University, Packet theory of conditioning and timing</i>
<b>William Roberts</b>	<i>University of Western Ontario, Timing and counting by pigeons: Do they require similar or different mechanisms?</i>
<b>Richard Keen</b>	<i>Indiana University, Relative numerosity discrimination and short-term memory</i>
<b>Allen Neuringer</b>	<i>Reed College, Operant variability and a theory of operant behavior.</i>
<b>Alexandra Logue</b>	<i>Baruch College, City University of New York, Self-control, impulsiveness, and higher education administration</i>
<b>Howard Rachlin</b>	<i>Stony Brook, Teaching and learning in the prisoner's dilemma</i>
<b>John Kraft</b>	<i>Armstrong Atlantic State University, Quantifying human social behavior with the Ideal Free Distribution model</i>
<b>Anthony McLean</b>	<i>University of Canterbury, Extraneous reinforcement, response rate and resistance to change</i>
<b>Randolph Grace</b>	<i>University of Canterbury, Acquisition of preference: comparing representational and linear operator models</i>
<b>William Baum</b>	<i>University of New Hampshire, Analysis of visits in the dynamics of choice</i>



Society for the Quantitative Analyses of Behavior  
Annual Meeting, May 25-26, 2001  
*Hyatt Regency Hotel, New Orleans*

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### **Saturday Morning, May 26**

- Ralph Miller**      *Binghamton*, Interference between cues and between outcomes presented together and presented apart
- Douglas Williams**      *University of Winnipeg*, Input coding in animal and human associative learning
- Tony Nevin**      *University of New Hampshire*, Behavioral Momentum: measurement properties of force and mass
- John Donahoe**      *University of Massachusetts*, On neuroscience and behavioral analysis.

### **Saturday Afternoon, May 26**

#### **Invited Preeminent Tutorials: From basics to contemporary paradigms**

##### **What Reinforcers Do To Behaviour**

Michael Davison (*Auckland University*)

Discussant: William Baum

##### **Quantification**

Randolph Grace (*University of Canterbury*)

Discussant: John Nevin

##### **Behavior Systems**

William Timberlake (*Indiana University*)

Discussant: Donald Patterson

##### **The Discounting Function**

Leonard Green (*Washington University*)

Discussant: Michael Davison

For further information, visit the **SQAB** web page at <http://sqab.psychology.org> or contact Armando Machado, SQAB Program Chair, at [armandom@iep.uminho.pt](mailto:armandom@iep.uminho.pt)

## # 1 SQAB

5/25/2001

7:00 AM - 10:00 PM

Regency G & H

### SQAB

Chair: Armando Machado (Indiana University)

See schedule on pages 56 and 57 for details.

## # 1a Special Event

5/25/2001

9:00 PM - 11:00 PM

Regency D

### The Icebreaker Social

Join other early arrivants on Friday night for music and merrymaking. This is a new event that will feature a dance floor and cash bars. Come socialize with old friends and welcome newcomers to the ABA convention.

The Right Crisis Management makes a difference...

## *Professional Crisis Management*

Professional Crisis Management (PCM) is:

Behavioral Consistent

Clinically Efficacious

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Designed for Dignity & Safety

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Includes Verbal & Physical Components

Non-Aversive, Based on Natural Body Positioning

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Sunrise, FL 33351

phone – (800) 341-4699

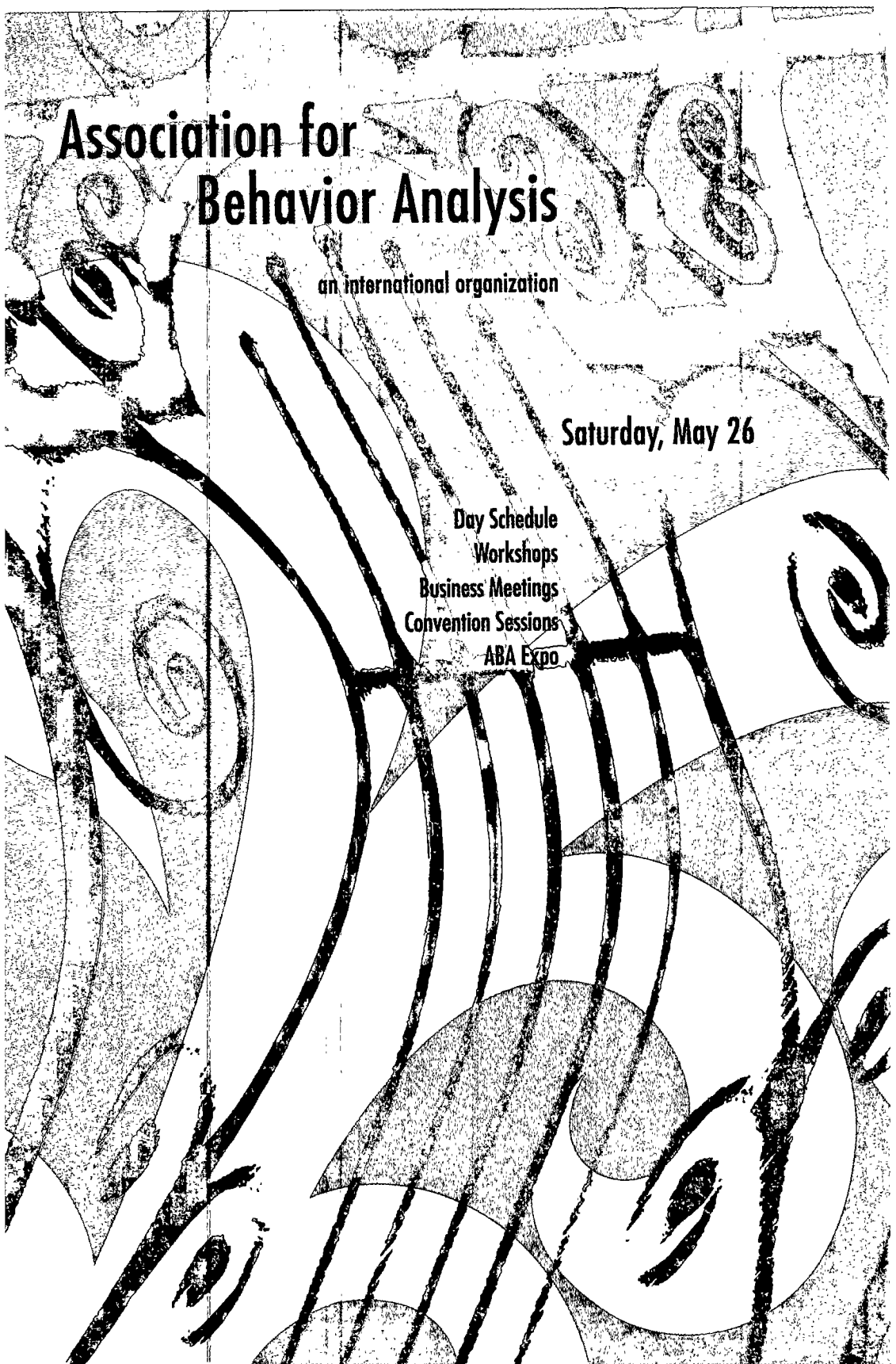
fax – (954) 746-4628

email – [pcma@pcma.com](mailto:pcma@pcma.com)

The Professional Crisis Management Association, Inc. has provided Crisis Management training and competency-based certification to educators and human service providers for over fifteen years. Onsite training is available. Please call us for references.

Visit our website at [www.pcma.com](http://www.pcma.com)






# Association for Behavior Analysis

an international organization

Saturday, May 26

Day Schedule  
Workshops  
Business Meetings  
Convention Sessions  
ABA Expo

Saturday, May 26,

	Room	7 AM		8 AM		9 AM		10 AM		11 AM		12 PM		1 PM	
		:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30	:00	:30
Lower Level	Loyola A							#5 Newcomer Session						#12 DDA Ch: Wackar	
	Loyola B													#17 DDA Ch: Cooper-Brown	
	St. Charles A			#W43 Applied and ... (SHARPE, et. al.)										#7 CBM Ch: DEAN	
	St. Charles B			#W30 Intensive ... (LARRSSON et. al.)											
	St. Charles C			#W26 Designing ... Pt. 3 (BRUCE et. al.)											
2nd Floor	Gentilly			#W40 The Use of Trigger ... (ROLIDER)										#19 EDC Ch: Martinez	
	Prytania			#W28 Rational Habilitation ... (IVANCIC)										#24 EDC Ch: Lazarus	
	Delgado			#W34 Celerating ... (MCDADE et. al.)										#10 EDC Ch: Haymes	
	Elysian Fields			#W38 Bringing the Technology ... (RAY)											
	Toulouse			#W39 Challenges ... (REYNOLDS, et. al.)											
	Esplanade A													#18 VRB Ch: Stephens	
	Esplanade B													#13 TPC Ch: Tonneau	
	Esplanade C			#3 Intl Development Breakfast		#4 Affiliated Chapters Mtg								#23 CBM Ch: Chasson	
	Poydras A			#W35 Effective ... (MCGIMSEY, et. al.)											
	Poydras B			#W20 How to Create ... (CHECKOFF, et.al.)										#14 OTH Ch: Shook	
	Audubon			#W44 Using PowerPt ... (STROMER, et. al.)										#20 OTH Ch: Jackson	
	Cabildo A													#16 DDA Ch: Wesolowski	
	Cabildo B													#21 DEV Ch: Miller	
	Cabildo C													#9 CSE Ch: Pumroy	
	Carrollton			#W29 Clinical ... (LATTINEN, et. al.)											
3rd Floor	Regency A													#15 AUT Ch: Mozingo	
	Regency B	 = Special and invited events Ch: = Chair <b>GRID LEGEND</b>												#8 AUT Ch: Kubina	
	Regency C													#22 AUT Ch: Larsson	
	Regency D											#6 Opening Reception/Awards			
	Regency E														
	Regency F														
	Regency G	#2 SQAB EVENTS												#18 SQAB Ch: [illegible]	
	Regency H													#19 SQAB Ch: [illegible]	
	French Market														
4th Floor	Kenilworth			#W33 (MARCHAND-MARTELLA, et. al.)											
	Versailles			#W32 Social Skills ... (MAGYAR, et. al.)											
	Rampart			#W27 Review of ... (GOULD, et. al.)											
	Dauphine			#W41 Effective ... (ROMANCZYK, et. al.)											
	Royale			#W37 Facilitation ... (NOLAN, et. al.)											
	Burgundy A			#W45 Clinical Management ... (WOODS)											
	Burgundy B			#W31 Behavioral ... (LEJEUZ, et. al.)											
	Burgundy C			#W36 School-Wide ... (MILCHICK, et. al.)											
Burgundy D			#W42 Sustained Performance ... (CIPANI)												

**Saturday, May 26,**

[illegible]

## Workshop # 20

5/26/2001

8:00 AM - 11:00 AM

Poydras B

### **How to Create Language Stimulation Groups to Enhance Generalization of Skills Taught by Discrete Trials**

ABBY CHECKOFF, M.S., and Maria Agnew (Bancroft NeuroHealth)

**Description** - Students that have been diagnosed with autism and pervasive developmental disorder do not consistently generalize language skills taught in a discrete trial setting to other environments. It is critical for these students to be given multiple opportunities to use targeted language skills from one-to-one instruction in varied contexts throughout the school day for mastery to occur. We have designed a program that enables the student to have more opportunities to generalize skills learned through discrete trial instruction. All classroom staff are trained in language stimulation techniques. The training involves lecture, hands on activities, role playing opportunities and a video presentation. To assist the teachers with implementing appropriate language stimulation groups, we have created a Language Opportunity Checklist ("LOCK"). This checklist assists the teachers in developing groups that are language based and target the specific language goals of the students in the classroom. This presentation is designed to provide information on how to implement a language stimulation program to increase generalization of targeted language skills. Information will be given on how to train staff on language stimulation techniques; how to assess their competency in using techniques; how to use the Language Opportunity Checklist and how to implement ongoing quality assurance.

**Objectives** - 1. The participant will demonstrate an understanding of language stimulation techniques. 2. The participant

will become proficient at identifying opportunities for student's to use targeted language skills from discrete trial instruction in other environments to improve generalization. 3. The participant will learn to use the Language Opportunity Checklist ("LOCK") to create language stimulation groups. 4. The participant will demonstrate the ability to plan and implement activity language groups, interest-center language groups and theme language groups. 5. The participant will demonstrate an understanding of the training involved for classroom staff and be able to implement training protocols and quality assurance protocols.

**Activities** - The participants will listen to a presentation on how to develop language stimulation groups for the autistic population to enhance generalization of language skills taught by discrete trial instruction. Participants will view a video presentation, which illustrates three different types of language stimulation groups. Opportunity for role-playing and hands on activities will be provided throughout the presentation to give the participants an opportunity to design and implement a language stimulation group

**Audience** - This workshop is designed for professionals who work with children with autism and pervasive developmental disorder in a school setting. This workshop is applicable to administrators, teachers, speech-language pathologists, psychologists, social workers, discrete trial instructors, behavioral analysts and parents. Members of the audience should have a basic understanding of applied behavioral analysis, discrete trial instruction and language and social deficits of children with autism.

**Members - \$65 Non-Members - \$80**

## Workshop # 26

5/26/2001

8:00 AM - 11:00 AM

St. Charles C

### Designing Efficient Learning Programs: Part III

GUY BRUCE, Ed.D. (Aubrey Daniels International), Kathleen Bailey, Anthony Defulio, Carrie Hartman, Melanie Porter, Keith Williams, and Laraine Zanatta (University of North Texas)

**Description** - Participants will learn how to design instruction that achieves measurable performance objectives in the least amount of learning time. There are four steps in the design process: 1) Define Measurable Objectives, 2) Identify deficits, 3) create accelerated learning programs, and 4) Evaluate the costs to achieve your business or educational Results. This is Part III of a three-part workshop. Part III will teach you to evaluate learning programs. These three workshops, though sequential, are designed to be independent.

**Objectives** - Participants will 1) Write measurable results and performance objectives; 2) Design valid tests to assess performance deficits; 3) Label performance deficits as teaching, management, or work design problems; 4) Design a program that will achieve learning objectives in the least amount of time; and 5) Evaluate the effectiveness and efficiency with which the program achieves its learning objectives.

**Activities** - Participants will engage in hands-on practice of the component skills necessary to design an accelerated learning program. After some initial practice with the exercises in *Instructional Design Made Easy*®, a workbook for designing accelerated learning programs, participants will work in teams to design efficient learning programs. A design coach will assist each team. All participants receive a copy of *Instructional Design Made Easy*®.

**Audience** - The workshop will benefit anyone who would like to improve the learning efficiency of his or her learning programs. If you want your students or trainees to get more out of your courses in less time, this workshop is for you.

**Members** - \$130 **Non-Members** - \$145  
(subtract \$65 if you are also registering for Workshops #1 or #2)

## Workshop # 27

5/26/2001

8:00 AM - 11:00 AM

Rampart

### Review of Systematic Manipulations in Applied Settings

D. DANIEL GOULD, Ph.D. and Carrie Anne St. Amand (New England Center for Children)

**Description** - A fundamental characteristic of behavior analysis is an attempt to identify functional relationships between behavior and environmental events. Systematic manipulation of environmental events forms the foundation of the analysis of behavior and is central to demonstration of the effectiveness of interventions. This workshop will review the logic and methods of single-subject experimental designs with particular emphasis on use in applied settings.

**Objectives** - At the conclusion of this workshop, trainees will be able to 1) identify the underlying assumptions of behavior analysis, 2) identify the three components of baseline logic, 3) identify the four basic single-subject research designs, and 4) select appropriate experimental designs to assess the effectiveness of sample applied interventions.

**Activities** - This workshop will emphasize trainee participation in a series of exercises. Each of the four training objectives will be addressed through a combination of brief lecture, discussion and written exercises.

**Audience** - This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of systematic manipulation in applied settings. It will also be of interest to behavior analysts who are preparing to take the board certification examination. The workshop will focus primarily on Task List Content area #6 with additional reference to Content Area #1.

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

### Workshop # 28

5/26/2001

8:00 AM - 11:00 AM

Prytania

#### **A Rational Habilitation for People With Profound, Multiple Handicaps**

MARTIN IVANCIC, Ph.D. (Western Carolina Center)

**Description** - People who do not readily acquire new skills may need a habilitation that is different from traditional skill acquisition habilitation to insure their daily life-quality. Behavior technologies have become quite skillful in identifying reinforcers, preferences, and happiness indices for people, but these procedures have typically been used only as means to developing more complex skills. For people who do not show an ability to increase their life-quality through changing their behavior forms, Life-Quality Programming is an approach to habilitation that considers contacting preferred stimuli as an end in-and-of-itself. This programming divides the day into 9 intervals. The task for care providers is to generate predefined "approval" responses (approach, happiness indices, etc.). Higher percents of approval responses for a person are considered indications of maintaining higher life-quality for that person. Data can be managed to identify and then schedule toward more preferred experiences and away from less preferred events. Quality assurance and validity for such a program is based on an on-going client "voice" (daily satisfaction

reports) about the quality of his or her habilitative experiences. Such habilitative programming may be the essence of "person-centeredness" for this population of people with severe disabilities.

#### **Objectives -**

- Learning to determine the habilitative programming level with the highest potential for progress by reviewing the parameters of habilitation found in skill acquisition programming, reinforcer assessment, preference assessment, happiness indices, and "Golden Rule Therapy."
- Identifying individuals who may benefit from an alternative form of habilitation based on the abilities identified in a review of habilitative parameters.
- Reviewing the behavioral techniques available for providing Life-Quality habilitation (single, paired, and multiple-stimulus choice; contingent vs. noncontingent experiences; increasing happiness; decreasing unhappiness or discomfort).
- Will be able to state the "clinical conundrum" which forbids ever eliminating training opportunities but maximizes immediate life-quality regardless of skill acquisition potential.
- Will review Life-Quality Tracking Programs and Shopping Programs designed to provide immediate life-quality across the day, every day, to people with profound, multiple handicaps.
- Will study data provided by seven individuals currently receiving Life-Quality Programming.
- Will receive copies of and practice the definitions, goals, programs, data-sheets, and data bases necessary to conduct this alternative type of habilitation utilizing the Self-Direction (SD) domain of traditional skill acquisition programming.

## Activities -

- Participate in discussion of the rationale of alternative habilitative programming.
- Critique suggested definitions for life-quality reports for their conventional validity (e.g., a smile) and make suggestions for supporting evidence for definitions considered less conventional (e.g., opened eyes).
- Based on the interest of the audience, develop queries in Microsoft's database Access to answer questions of individual interest such as can activity groups be formed by identification of similar interests?
- Based on audience interest, sharing of positive staff management techniques for training and maintaining documentation of participant's satisfaction responding across a day.
- Each person will receive a complete packet of materials used to conduct Life-Quality habilitation including programs, data-sheets, and data-bases (using Microsoft's Word, Excel, and Access). The sheets will be reviewed in enough detail so that the participant can make their own individual adaptations.

**Audience** - Any person performing the responsibility of providing and documenting habilitation for a person or group of people with severe developmental disabilities would be appropriate for this workshop.

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

## Behavioral Follies

*Sunday, May 27<sup>th</sup>*

*10:00 PM - 1:00 AM*

*Regency D & E*

## Workshop # 29

5/26/2001

8:00 AM - 11:00 AM

Carrollton

### **Clinical Applications of Visual Programming for Young Children With Autism and Related Disorders**

RICHARD LAITINEN, Ph.D. Carolynn Baker, Kathy Thompson, and Ranat Matalon (Center for Autism and Related Disorders, Inc.)

**Description** - Visual programming modifications of intensive early intervention programs for young children with autism will be reviewed, practiced and applied to individual cases. The workshop will cover ways of modifying traditional verbal/vocal-based early intervention programs to incorporate visual-based training procedures and progressions.

**Objectives** - Participants will learn how to (1) recognize client learning characteristics which indicate the need for visual programming, (2) blend visual programming into traditional programming progression, and (3) troubleshoot and modify visual programming in response to individual student needs and progress.

**Activities** - Brief lecture presentations that utilize both projector and TV/VCR presentations will be used to introduce and illustrate various aspects of visual programming and its application to individual cases. Following each presentation, participants will be given vignettes of case studies to analyze and develop visual programming alternatives to traditional intervention progressions. Participants will also be encouraged to volunteer client profiles for review and discussion.

**Audience** - Clinicians, parents, and professionals working with young children with autism and related disorders.

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

## Workshop # 30

5/26/2001

8:00 AM - 11:00 AM

St. Charles B

### **Intensive Early Intervention: A Comprehensive System for Planning and Implementing the Generative Language Curriculum**

ERIC LARSSON, Ph.D., John F. Miller, Jeff Scott Pionkowski, Steffani Dumond, William Lewis Schwandt, and Kala Dable (FEAT of Minnesota), Kristy L. Bartlett (University of Minnesota), and Leslie Standle (University of Kansas)

**Description** - In intensive early intervention with young children with autism, a great number of language skills are often taught. Such skills can be developed in a coherent conceptual framework, enabling productive treatment planning and program evaluation. In the case of language skills, a four-dimensional matrix of skills can be used to design an overall generative process of language development. The matrix of skills is addressed across generalization modalities, syntax forms, conditional discriminations, and functional communicative relationships. After receptive and expressive skills are developed, the matrix naturally flows into auditory comprehension and production skills. The organization of the language curriculum can be used to control the pacing of related social skills in a systematic manner. Data obtained from children in intensive early intervention will be presented to demonstrate how the generative curriculum can improve the progress of children with severely challenging language disorders.

**Objectives** - Participants will be presented with the detailed information necessary to plan and program children's language curriculums into a coherent whole; state how to develop generative language skills rather than rote language skills; implement conditions that promote the production and comprehension of generative language

learning; program across generalization modalities, syntax forms, conditional discriminations, and functional communication relationships; develop auditory comprehension and production skills, and assess and evaluate program progress.

**Activities** - Participants will participate in didactic presentations, discussions, and interactive exercises. 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** - \$73 **Non-Members** - \$88

## Workshop # 31

5/26/2001

8:00 AM - 11:00 AM

Burgundy B

### **Behavioral Activation Treatment for Depression: Patient and Therapist Manuals**

CARL LEJUEZ, Ph.D. (Brown University School of Medicine), Derek Hopko and Sandra Hopko (University of Texas-Houston Medical Center)

**Description** - The purpose of this workshop is to present a brief behavioral activation treatment package (including both a patient and therapist manual) that serves as a simple, cost-effective method for treating depression. By the end of the workshop, participants should be familiar with the theoretical rationale underlying the treatment, as well as the empirical data supporting its effectiveness. Most importantly, participants should leave the workshop with a clear understanding of how to implement the treatment to patients across a variety of settings.



**Objectives** - After completing this workshop, participants will be able to administer this brief behavioral activation treatment for depression. Further, participants will be comfortable with the theoretical rationale and empirical support, and be able to convey the utility of this treatment program to patients.

**Activities** - To begin this workshop, we will provide a theoretical rationale for the treatment, as well as empirical evidence supporting its utility. In the remainder of the workshop we walk participants, step-by-step, through the patient and therapist manuals provided for each participant at the start of the workshop.

**Audience** - This workshop is suited for any mental health practitioner (e.g., psychologists, psychiatrists, social workers) who is seeking a time- and cost-effective method to treat depression both within inpatient and outpatient settings.

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

### Workshop # 32

5/26/2001  
8:00 AM - 11:00 AM  
Versailles

#### Social Skills Training for Students With Asperger's Disorder

CAROLINE I. MAGYAR, Ph.D. and Leigh Ann Wheat (University of Rochester School of Medicine and Dentistry)

**Description** - The workshop will present a treatment protocol for social skills training for students with Asperger's Disorder.

**Objectives** - Participants will learn to: 1) identify and assess social communication difficulties in students with Asperger's Disorder; 2) design and apply behaviorally based intervention for developing social communication repertoires; and 3) develop and implement techniques to promote skill generalization.

**Activities** - Through lecture, video review, and discussion participants will receive

instruction on the social communication deficits associated with Asperger's disorder and best practice for designing effective intervention for developing social repertoires. Application exercises will be presented for practice in small groups.

**Audience** - This workshop is designed for special educators, certified behavior analysts, behavioral psychologists, and speech and language therapists. Participants should have some experience in applying behavioral techniques to the education of students with autism spectrum disorders. Participants should have some experience teaching in educational settings or in home ABA programs.

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

### Workshop # 33

5/26/2001  
8:00 AM - 11:00 AM  
Kenilworth

#### Using the Corrective Reading Program to Remediate Struggling Readers in Grades 3-12

NANCY MARCHAND-MARTELLA, Ph.D. and Ronald Martella (Eastern Washington University)

**Description** - This workshop will introduce participants to the Corrective Reading program published by Science Research Associates (SRA). Corrective Reading is a Direct Instruction program that teaches decoding and comprehension skills to struggling readers. Corrective Reading is a core program that is scripted. It includes cumulative skill development and promotion of mastery of skills. Modeling, guided practice, and independent practice are key elements of instruction. Participants will learn about the program and how to administer the placement tests. Format practice including praise and error correction techniques will be covered. Data collection strategies will also be shared. Data from a 4-year peer-delivered Corrective Reading program will be

presented. This project is currently in place in 20 high schools across the state of Washington.

**Objectives** - Participants will learn about the Corrective Reading program and placement testing, error correction procedures, format practice, data collection procedures, school adoption, and sounds and blending.

**Activities** - Participants will practice doing the placement test and will conduct lessons in groups (format practice). This format practice will involve practicing lessons, doing error correction procedures, taking data, and charting performance on reading performance charts.

**Audience** - Educators, school psychologists, parents, behavioral specialists, other related school personnel

**Members** - \$65 **Non-Members** - \$80

#### Workshop # 34

5/26/2001

8:00 AM - 11:00 AM

Delgado

#### **Celerating Student Skills: Basic or Advanced**

CLAUDIA E. MCDADE, Ph.D. and John M. Brown (Learning Services)

**Description** - For over twenty-four years Learning Services (formerly the Center for Individualized Instruction) at Jacksonville State University has served as a human operant laboratory in developing effective instructional strategies. Based on Precision Teaching and Direct Instruction, these strategies will be demonstrated. Participants will witness approaches which bring all students in any class to high rates of correct performing. Examples from psychology, statistics, reading, writing, and mathematics will showcase practice sheets, SAFMEDS, Standard Celeration Charts, computer-assisted modules, and other effective strategies. Participants will be encouraged to discuss particularly difficult tasks for

their students to master, while facilitators will suggest possible solutions.

**Objectives** - Upon successful completion of this workshop, each participant will be able to: 1) list the basic elements of Direct Instruction and Precision Teaching; 2) create effective practice sheets and SAFMEDS decks for developing fluency; 3) use the Standard Celeration Chart as an instructional, motivational, and record-keeping tool; 4) design effective computer-assisted modules for developing fluency.

**Activities** - 1) Overview of Precision Teaching and Direct Instruction; 2) Completion of sample practice sheets, SAFMEDS decks, and computer-assisted modules; 3) Design of practice sheets, SAFMEDS decks, and computer-assisted modules; and 4) Plan for implementation in the classroom.

**Audience** - Any student, faculty member, or parent disheartened by poor student performance at any level, any age, or any discipline.

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

#### Workshop # 35

5/26/2001

8:00 AM - 11:00 AM

Poydras A

#### **Effective Treatment: Vital Elements, Systems Approaches, and Quality Assurance**

JAMES F. MCGIMSEY, Ph.D. and Gretchen Thwing (AdvoServ)

**Description** - Treatment methods for people with a variety of disabilities and behavioral challenges have steadily evolved over the last decades. Clinical strategies have advanced significantly, as have the overall approaches to service delivery. The primitive methods of teaching skills and treating behavioral problems of the past have been steadily replaced by more effective, systematic, and well-conceived strategies of active treatment provided

within more humane and normal living environments. This workshop will present systems of program development and implementation, and quality assurance processes that address a number of issues affecting the effectiveness and efficiency of treatment delivery.

When examined at face value treatment environments or processes might appear to be appropriate and effective. However, an empirical approach insists that all aspects of a program's adequacy must be analyzed for effectiveness and efficiency in benefiting its consumers. In short, the definition of an effective treatment environment must specify how its individual aspects and milieu actually affect the behavior of individuals within it. Thus, the question of what defines an acceptable treatment environment may be productively addressed by:

- developing a process of systematically analyzing the functional impact of the environment's elements piece by piece,
- where effects are found inadequate, examining and reordering the process, and
- simultaneously, external processes of quality assurance must periodically examine these vital elements, their processes of delivery, and their overall effects, and provide clinical and social validation of their effectiveness and efficiency.

**Objectives** - This workshop will focus on identifying and reviewing vital elements and systems that collectively set the stage for effective treatment to occur. Processes for evaluating the effects of these elements, and revising and reordering them when called for, will be presented. Systems of quality assurance for then supporting the cohesive delivery of these vital elements, and validation of their effects, will be discussed.

**Activities** - Participants are encouraged to bring their own examples of "system"

approaches to service delivery for presentation and discussion.

**Learning Objectives:** Participants will learn to isolate and define a number of vital treatment and environmental elements, and will examine methods of assessing the impact of these parameters on the acceptability and effectiveness of the overall treatment environment.

**Audience** - Individuals designing, supervising, and administering treatment environments.

**Members** - \$65 **Non-Members** - \$80

### Workshop # 36

5/26/2001

8:00 AM - 11:00 AM

Burgundy C

**School-Wide Effective Behavior Support**  
SHERRY MILCHICK, M.Ed., Tracy Hoover, Lynn Dell, Janet Armstrong, and William Galbraith (Pennsylvania Training & Technical Assistance Network)

**Description** - The Pennsylvania Training and Technical Assistance Network has developed a School-Wide Effective Behavior Support Training plan to assist school buildings in establishing an effective school-wide system. This system encourages and supports student behavior that results in a safe environment and promotes learning. By targeting instructional design and delivery, classroom and school-wide arrangement, and classroom and school-wide rules and procedures, a significant number of school-wide behavioral problems can be precluded. This will leave staff with a limited number of individual behavior problems to manage.

Participants will become familiar with Pennsylvania's process for School-Wide Effective Behavior Support, which includes:

- The Procedural Framework for the development of School-Wide Effective Behavior Support

- The components that encompass a comprehensive approach to building-level behavior support
- Qualitative and quantitative baseline and ongoing assessments
- The link between instructional design and delivery and student behavior
- The training's reliance on research-based behavioral and instructional principles
- The development of School-Wide Effective Behavior Support plans that are individualized to particular school buildings strengths and needs

Ten Pennsylvania schools are currently involved in the School-Wide Effective Behavior Support training. The strategies for development and implementation of the plans of these teams will be shared in the session. Each participating school building team has designed a school-wide behavior intervention plan specific to its individual strengths and needs that supports research-based behavioral principles with databased decision making.

**Objectives** - Participants will become familiar with Pennsylvania's process for developing and implementing individualized School-Wide Effective Behavior Support plans. Participants will become familiar with the components that comprise a comprehensive approach to building-level behavior support. Participants will become familiar with the focus on data-driven decision-making, the link between instruction and behavior, and the reliance on research-based behavioral and instructional principles.

**Activities** - Defining behaviors, reinforcement/punishment card sort, school-wide self-assessment matrix, and ten effective teaching principles.,

**Audience** - The workshop is appropriate, in design, for all personnel in the field of education.

**Members** - \$65 **Non-Members** - \$80

## Workshop # 37

5/26/2001

8:00 AM - 11:00 AM

Royale

### Facilitation Techniques from a Behavioral Perspective

TIM NOLAN, Ph.D., Julianne Oliver, and Brian Cole (CLG)

**Description** - This interactive workshop is designed to help participants explore different facilitation techniques and practices, and analyze how those techniques impact human behavior. Participants will use an "ABC Model" to analyze their own behavior as facilitators, as well as the behavior of others across a variety of settings. All proceeds from this workshop will be donated to the OBM Network to support research in the field of Organizational Behavior Management.]

**Objectives** - During this workshop, participants will learn:

- Key facilitator behaviors before, during, and after meetings.
- Techniques for facilitating training sessions, planning sessions, and problem-solving meetings.
- How to get desired behaviors from meeting participants
- How to decrease undesired behaviors during meetings

**Activities** - The workshop will consist of a series of brief lectures followed by guided observation and practice by participants in small groups or pairs. Participants will have the opportunity to engage in brief role plays followed by group analysis and debrief of practice sessions.

**Audience** - The target audience for this session are graduate students or recent graduate students interested in enhancing their facilitations skills, as well as analyzing the critical antecedents, behaviors, and consequences that comprise effective facilitation.

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

## Workshop # 38

5/26/2001

8:00 AM - 11:00 AM

Elysian Fields

### **Bringing the Technology of Teaching to Teaching with Technology**

ROGER RAY, Ph.D. (Department of Psychology, Rollins College)

**Description** - Behavioral principles underlying the technology of effective instruction, including effective successive approximation techniques for stimulus prompting/fading, response shaping, and leaning schedules of reinforcement in the learning process are now being applied to internet instruction via adaptive computerized instructional systems. These artificially intelligent systems bring an added dimension to the internet by delivering not just information, but also individually-sensitive instructional tutorial, precision-teaching, and certification services to students. Such systems also apply artificially intelligent and adaptive instructional technologies to the problem of improving general reading comprehension skills while still teaching specific content. How such systems are designed and how they can be used in support of Introductory Psychology courses is the primary focus of this workshop. We will explore options ranging from automating a PSI course to certifying your students' understanding of outside textbook readings so you can assure that "prepared learners" come to your lecture or discussion classes. We will also review and practice how to measure development of "stimulus association" networks as an alternative assessment/certification technique. We'll eventually relate this process to how instructors can add new relevance of the teacher, even in self-instructional formats, through applications of guided digital video viewings and assessments.

**Objectives** - Attendees in this workshop will learn why, how, and when they should

either supplement or replace their Introductory Psychology classes with internet delivered adaptive instructional services based on advanced artificially intelligent systems. They will learn to identify course goals and mechanics that are based on sound behavioral technologies and will be able to select appropriate computer technologies to help them achieve those goals. Attendees will learn also to assess students using Verplank's association test format, now expanded to include multiple modalities of representation. Attendees will learn how they can contribute to empirical research on the efficacy of technologically enhanced education. In so doing, they will also be able to justify the infrastructure cost of computer technologies to administrators based on the pedagogical value contributed.

**Activities** - A multimedia presentation will start the workshop, with interactive audience participation being integrated into the presentation. This includes demonstrations in the use of "guided video viewings" to take participants through an active review of the behavioral principles underlying a sound technology of teaching. Then we will construct stimulus association networks that illustrate how teachers can alternatively assess development of a student's behavioral repertory with respect to concepts and concept properties being taught through the use of such principles. We will construct and apply multi-modality association testing techniques to assess the goals of the workshop itself. The continual use of computerized video and adaptive instructional technology for teaching the workshop will illustrate the relevance of electronic technologies in teaching when that teaching itself relies on sound behavioral technologies.

**Audience** - Current or aspiring teachers of Introductory Psychology with any amount of experience in teaching or with computer and internet technologies.

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

## Workshop # 39

5/26/2001  
8:00 AM - 11:00 AM  
Toulouse

### Challenges and Triumphs in Training Staff for Intensive Early Intervention Programs

LARISSA REYNOLDS, Ph.D., Christine Caselles, Kristen Villone (CSAAC)

**Description:** The intensity of early intervention services has been identified as a factor in child outcome (Lovaas, 1987). Providing 35-40 hours per week of behavioral intervention requires the use of teams of paraprofessionals, parents, and students. This workshop will focus on the challenges of recruiting, training, supervising, and motivating paraprofessionals and students working in intensive early intervention programs. A training model will be presented and potential solutions to common problems associated with staff training and retention will be provided. In addition, ethical and professional issues often encountered in the provision of in-home early intervention services will be discussed.

**Objections:** Workshop participants will:

Gain information regarding the process of developing a training program for paraprofessionals and students working in intensive early intervention programs.

- Learn methods for training staff to implement intensive early intervention programs.
- Learn strategies for recruiting, motivating, and retaining staff.
- Learn techniques for reducing burnout and attrition.
- Develop an understanding of professional and ethical considerations involved in using students as therapists.

- Develop an understanding of professional and ethical considerations involved in home programs.
- Be able to recognize potential problems related to professional conduct and generate solutions.
- Learn how to evaluate staff and provide constructive feedback.
- Understand the importance of ongoing evaluation and staff training.

**Activities:** Participants attending the workshop will: 1) receive handouts outlining a comprehensive model for training paraprofessionals to implement intensive early intervention programs; 2) participate in didactic presentations and problem solving sessions related to the challenges involved in recruiting, motivating, training, and maintaining staff; 3) explore the professional and ethical considerations involved in training paraprofessionals to work in in-home programs through discussion and presentation of case examples; 4) participate in interactive exercises to identify ethical/professional issues; and 5) obtain sample evaluation forms for monitoring the progress of trainees for later use.

**Audience:** The workshop is designed for early intervention program directors, psychologists, behavioral consultants, special educators, parents, lead therapists, and other individuals involved in supervising or coordinating home programs for young children with autism. Participants should have a basic understanding of behavioral terms used in intensive early intervention.

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

## Workshop # 40

5/26/2001

8:00 AM - 11:00 AM

Gentilly

### **The Use of Trigger Analysis Driven Intervention to Treat Anti-Social Behavior in School Settings**

AMOS ROLIDER, Ph.D. (Emek Yezreel College)

**Description** - Trigger analysis is a set of assessment procedures that allows the identification of the events that evoke or cue children's inappropriate behaviors. The identification of the triggers is used to devise procedures to eliminate inappropriate behaviors and act in a socially appropriate manner in situations that previously resulted in inappropriate behaviors.

**Objectives** - The participants of this workshop will learn:

- How to identify typical environmental and interactional triggers that increase the likelihood of students losing their self-control and thereby exhibiting a variety of anti-social behaviors.
- How to systematically assess the provoking triggers through teacher and pupil interviews, specifically designed direct observations, and by systematically introducing triggering circumstances planned in advance.
- Methods and procedures aimed to teach the students self-control based on the trigger analysis assessment. Those procedures include: Temporary removal of triggers; ecological changes and selection of appropriate teaching strategies; preparation of the students for triggering circumstances; preparation of the teacher for effective interactions; and creation of a positive momentum and teaching self-control through the gradual introduction of triggering circumstances.

Data will be presented on the effectiveness in reducing student's anti-social behaviors in a few Israeli schools.

**Activities** - Participants will receive handouts listing typical triggers which evoke or elicit students' antisocial behaviors in school settings, a set of diagnostic tools that allow the behavior analyst to accurately assess student's triggering circumstances, and a list of intervention strategies aimed at teaching the students to behave appropriately in the presence of their triggers. Additionally, specific classroom situations will be described and participants will be encouraged to bring examples from their own situations, which will be analyzed and discussed according to the discussed model.

**Audience** - This workshop will be helpful to individuals who work with children and adolescents in school settings who exhibit antisocial behavior and/or with ADHD.

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

## Workshop # 41

5/26/2001

8:00 AM - 11:00 AM

Dauphine

### **Effective Supervision and Data Collection in Applied Settings: Maximizing Efficiency by Going Paperless**

RAYMOND G. ROMANCZYK, Ph.D. (SUNY), and Jennifer M. Gillis and Stephanie Lockshin (Institute for Child Development, SUNY Binghamton)

**Description** - Effective supervision in teaching and service delivery environments requires frequent and specific feedback. This can be a time-intensive process and also requires cumbersome paperwork and schedule management. This workshop provides step by step utilization of "off the shelf" computer hardware (Macintosh) and software to employ use of Palm PDAs to drastically reduce unnecessary paperwork and to provide an effective data

management strategy. Participants will find this to be a cost-beneficial system that is very positively received by supervisees as well as supervisors.

**Objectives** - Participants will learn to 1)construct a supervision/data collection observation form, 2)create a computer database based on this form, 3)translate and transfer the database to a palm pilot, 4) learn how to use palm pilot for data collection, 5) automatically transfer data from the palm pilot to the database, 6) prepare reports from the database, 7) automate and customize database usage.

**Activities** - Impact and cost-benefit data from implementation in an academic/human services setting will be presented. Implementation procedures have been task-analyzed and will be presented to participants via lecture using large screen projection of the steps of computer software development. Participants will also follow steps in a workbook detailing each step in the process. We will demonstrate actual use of the Palm PDA through development of the database to data collection to data analysis. Participants will be given all references and sources to obtain "off the shelf" computer hardware and software.

**Audience** - This workshop is designed for individuals who are responsible for teaching and supervising ABA skills to individuals providing direct services for individuals with developmental disabilities/autism.

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

## Workshop # 42

5/26/2001

8:00 AM - 11:00 AM

Burgundy D

**Sustained Performance Curriculum:  
Innovative Clinical Behavior Therapy  
for Children with ADHD**  
ENNIO CIPANI, Ph.D. (California School  
of Professional Psychology)

**Description** - While children with ADHD have received extensive clinical attention from behavior therapy, much of the past and current interventions have relied heavily on the utilization of contingencies for either decreasing problem behavior and/or increasing compliance to adult instructions. Targeting specific ADHD symptoms, such as failure to sustain attention and continuous performance may require the utilization of additional behavioral principles in the design of the intervention strategy, e.g., shaping and stimulus control principles. Developing a child's sustained performance and attention to necessary criterion levels may go beyond the wielding of powerful contingencies. In essence the ability of behavioral interventions to address ADHD symptoms involving attention and concentration may be vastly enhanced by additional components of behavioral technology. This workshop will cover four training games for developing sustained attention, concentration and performance in young children with ADHD. This unique behavioral clinical program presents the following four games: 1) Get Me Game, 2) Memory Game, 3) Good Listening game and 4) Perseverance training. Workshop instruction will involve didactic presentation, demonstration of procedures and participant role play of procedures (on volunteer basis only). Handouts allow the participants to utilize these games in their clinical work with others, by providing detailed instructions on the procedural requirements of each game.



**Objectives** - Workshop participant will be able to identify typical behavioral techniques used with ADHD children. Workshop participant will be able to identify the behavior specific effects of such techniques. Workshop participant will be able to define sustained attention and how it can be developed using shaping and error correction procedures. Workshop participant will be able to identify why a simple contingency may not be effective with children who have a skill deficit. Workshop participant will be able to perform the Get Me Game in role play. Workshop participant will be able to perform the Memory Game in role play. Workshop participant will be able to perform the Good Listening Game and Perseverance Training in role play.

**Activities** - After didactic presentation of the conceptual basis of the sustained performance curriculum, each training game will be presented, demonstrated and then the participants can practice the skills in role play with each other. Handouts provide participants a resource for further applications.

**Audience** - Clinicians and ABA personnel working in residential facilities, managed care, mental health centers, professors in clinical programs, School Psychologists and other school personnel, parents and care providers of children with ADHD.

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

## Workshop # 43

5/26/2001

8:00 AM - 11:00 AM

St. Charles A

**Applied and Experimental Data Collection and Analysis Strategies Using Computer Technology: Hands-On Application of the BEST System**  
TOM SHARPE, Ed.D. and Hosung So  
(University of Nevada, Las Vegas)

**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 which are emitted at high rates, oftentimes overlap in time, and which 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 complete software package on CD ROM as a function of workshop participation.

\*\*\*It is recommended that workshop participants bring their own IBM compatible laptop hardware to facilitate hands-on workshop interactions.

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

**Activities** - Activities include 1) review of traditional behavior analysis recording

methods, 2) introduction to, and hands on application of, a computer-based package designed to enhance behavior analyses of complex interactive settings, and 3) detailed hands-on demonstration of data collection features, discrete and sequential analysis capabilities, and within and across data-file graphic representations.

**Audience** - Advanced graduate students and behavior analysts 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** - \$135 **Non-Members** - \$150

#### **Workshop # 44**

5/26/2001

8:00 AM - 11:00 AM

Audubon

#### **Using PowerPoint to Teach Beginning Literacy Skills to Children With Special Needs**

ROBERT STROMER, Ph.D. (Eunice Kennedy Shriver Center) and Elisabeth Kinney (BEACON Services)

**Description** - Multi-media authoring tools like PowerPoint are often used for "teaching" at professional meetings and in corporate and college classrooms. Recently, we have also used the software to program individualized learning experiences for children with special needs. This workshop is an intensive examination of how to use a tool like PowerPoint to teach early language and literacy skills to such children. It is designed for participants who want to learn how to supplement their teaching with computer software that permits custom tailoring of instructional antecedents, task

requirements, and consequences. As illustrative cases, we highlight our work using the software to teach basic literacy skills to young children with autism and other pervasive development disorders. The programs incorporate photographs, videos, and audio recordings of the children themselves, and significant events and other people from their environment. Receptive and expressive language tasks and the prerequisites for relevant feature and arbitrary stimulus classes are intertwined throughout the programs. The programs are maximally interactive and involve listening, speaking, choice making, matching, sorting, and sequencing activities. The skills targeted are requisite for communication, reading, and spelling.

**Objectives** - We seek to give participants a thorough appreciation of how PowerPoint and similar software titles can be used to teach basic literacy skills. By illustration, we hope to encourage the use of such software to integrate the latest findings from basic and applied research. We also want to assist participants in their plans to conduct research using computer technology.

**Activities** - We provide a rationale for teaching with software like PowerPoint and consider its advantages and disadvantages. We demonstrate several examples of programs that are used to teach language, reading, and spelling. We illustrate, step-by-step, how to prepare teaching slides that include video clips, photographs, sound, and text. Software functions to be illustrated include slide transitions, action buttons, animation, and setting up sessions. We consider other multi-media software titles on the market that may be used for individualized instruction (e.g., Astound, HyperStudio, and mPower). We discuss areas of potential software development and share ideas for research topics using the software.

**Audience** - This is an intermediate-level workshop designed for participants who (a) have at least undergraduate academic

training in the principles and methods of behavior analysis, (b) have hands-on experience (tabletop or computer-based) using the principles and methods to teach language, communication, cognitive, or academic skills, and (c) have at least limited experience using PowerPoint or similar presentation software (e.g., to prepare and deliver a workshop or lecture).

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

### Workshop # 45

5/26/2001

8:00 AM - 11:00 AM

Burgundy A

#### **Clinical Management of Tourette's Syndrome and Related Behaviors**

DOUGLAS W. WOODS, Ph.D.

(University of Wisconsin, Milwaukee)

**Description** - Tourette's Syndrome (TS) is a complex and often misunderstood diagnosis. Behavioral psychology's involvement in the treatment and clinical management of the syndrome has historically been confined to treating one or two of the many tics a person with TS may experience. In addition, other areas of concern, such as social functioning and obsessive-compulsive behaviors, are often ignored. This workshop will focus on describing the complexities of TS from a clinical standpoint and outlining treatment

strategies for managing various aspects of the disorder.

**Objectives** - Individuals who complete this workshop will be able to 1) recognize TS; 2) understand the various facets of the syndrome; 3) understand the various effects of the environment on the exacerbation of TS behavior; and 4) will learn a variety of treatment strategies to address the wide range of behavior problems exhibited by a person with TS.

**Activities** - Through the use of videotapes and didactic presentation, participants will learn to recognize TS and associated behavior problems. Research will be discussed regarding the effects of various environmental variables on the exacerbation of TS behaviors. Through the use of didactic presentations, case demonstrations, and role-plays, participants will learn clinical strategies necessary to manage a variety of the behavioral difficulties associated with TS including tics, obsessive-compulsive behaviors, social acceptance concerns, and educational difficulties.

**Audience** - The audience best suited for this workshop include individuals in positions where persons with TS may be contacted relatively often. These settings include hospitals, schools, or universities.

**Members - \$65 Non-Members - \$80**

## # 2 SQAB

5/26/2001

7:00 AM - 11:00 AM

Regency G & H

### **SQAB**

Chair: Armando Machado (Indiana University)

See schedule on pages 56 and 57 for details.

## # 3 International Special Event

5/26/2001

7:30 AM - 9:00 AM

Esplanade C

### **International Development Breakfast**

Chairs: Wilson Lopez-Lopez (Konrad Lorenz University) and Dan Sikora (Volkswagen)

The international breakfast is scheduled for the first day of the convention to welcome international members and review the international development of behavior analysis being conducted at ABA. All members are welcome.

## # 4 Business Meeting

5/26/2001

9:00 AM - 10:00 AM

Esplanade C

### **Affiliated Chapters**

Chair: Sigrid Glenn (University of North Texas)

Meeting for representatives of national and international affiliated chapters.

## # 5 Special Event

5/26/2001

10:00 AM - 11:00 AM

Loyola A

### **Newcomers' Session**

Chairs: Jack Michael (Western Michigan University) and Scott Wood (Drake University)

An overview of ABA, its history, structures, and functions as an international locus of the field of behavior analysis. Awards, special interest groups and other features will also be addressed. Drs. Michael and Wood, two of ABA's original members, will review the origin and organization of ABA as well as describe the principles of behavior analysis that form the scientific foundation of the field.

5/26/2001

11:30 AM - 1:00 PM

Regency D & E

**Opening Event, Society for the Advancement of Behavior Analysis Awards**

Chair: Gina Green (New England Center for Children)

**2001 International Grant Awardees:**

Dr. Weihe Huang (Regional Center of the East Bay) *Behavior Analysis and Autism: A Workshop in Shanghai, China*

Dr. Gabriela Sigurdardottir (University of Iceland) *Icelandic Library of Programs in Behavior Analysis*

Drs. Gladys Williams (Applied Behavioral Consultants, NY) and Luis Antonio Pérez-Gonzalez (University of Oviedo, Spain) *Behavior Analysis Training in Mazatlán, Mexico*

**2000 SABA Awards**

**Award for Distinguished Service to Behavior Analysis: Murray Sidman, Ph.D. (New England Center for Children)**



Dr. Sidman was born in 1923 in Boston, spent a happy boyhood there, and graduated from high school in 1940. He then went on to Columbia University, and after an interruption for military service in World War II, eventually graduated with a Ph.D. in 1952. His principal advisors were Fred S. Keller and W. N. Schoenfeld. After that, he spent nine years in the exciting and productive interdisciplinary environment of the Walter Reed Army Institute of Research, where Joseph V. Brady had established a Psychology Department in the Psychiatry Division headed by David McRiech. From there, he went to the Massachusetts General Hospital for another nine years, setting up a laboratory which eventually moved to the E. K. Shriver Center and

Northeastern University. When he retired from Academe, he moved to the New England Center for Children, where he still carries on research and at the same time, indulges his conviction that the results of basic research must be extended out of the laboratory.

Dr. Sidman will give a presentation titled *What Behavior Analysis Has Done for Me*.

**Abstract:** More than my being of service to behavior analysis, behavior analysis has been of service to me. Behavior analysis has provided a framework for both my work and my personal life, a framework within which I have been able to interact constructively with others, to work productively, and to live happily. In accepting this award, I would like to describe some of the features of behavior analysis that have been of service to me.

**Award for International Dissemination of Behavior Analysis: Carolina Bori, Ph.D.**

**Award for Public Service in Behavior Analysis: Kent Johnson, Ph.D. (Morningside Academy)**



Dr. Kent R. Johnson, Director of Morningside Academy, graduated from Georgetown University and received his M.S. and Ph.D. in psychology from the University of Massachusetts in Amherst.

For over twenty years, Dr. Johnson has been teaching a variety of learners including children in regular and special education classrooms; at-risk youth; college and university students; adults in literacy programs, both at school and work; and teachers who work with all of these learners.

Before opening Morningside Academy in 1980, Dr. Johnson served as teaching associate at the University of Massachusetts at Amherst, Instructional Designer at

Northeastern University in Boston, Chief Psychologist and Director of Professional Staff Training for the Fernald State School in Boston, and Professor at Central Washington University.

Morningside Academy is a school for children and youth with learning and attention problems. Morningside is also a learning laboratory; its academically at-risk learners have been instrumental in helping Dr. Johnson develop the powerful instructional procedures known as the Morningside Model of Generative Instruction. Currently, Dr. Johnson directs Morningside Academy and consults with school districts, city colleges, and businesses and industries throughout North America, helping them design effective instructional materials and systems.

Dr. Johnson is an active member of several professional organizations, including the American Psychological Association, the Association for Behavior Analysis, the Association for Direct Instruction, the International Reading Association, and the Association for Children and Adults with Learning Disabilities.

Dr. Johnson will give a presentation titled *Behavior Analysts as Ambassadors*.

**Abstract:** Dr. Johnson will present some data on the successes of Morningside Academy, within the laboratory school, in many public schools and agencies, and at Motorola, where he and others have launched successful applications of the Morningside teaching and learning model. He will give a history of the origins of Morningside in his childhood, as well as college and graduate school influences.

Dr. Johnson will also give credit where credit is due, which will give him a chance to heap honors to others upon the honor of this award. Finally, he will give a top ten list of lessons learned and advice followed in providing behavior analytic service to others.

**Award for Effective Presentation of Behavior Analysis in the Mass Media: Roger McIntire, Ph.D. (University of Maryland)**



Dr. McIntire received his Ph.D. in Psychology at Louisiana State University in 1962 and joined the faculty at the University of Maryland that same year. He is the author of a series of child-rearing books including, *Teenagers and Parents: 10 Steps to a Better Relationship* (1991, revised, 1995 and 2000), *Raising Good Kids in Tough Times: 7 Crucial Habits for Parent Success* (1999), *Enjoy Successful Parenting: Practical Strategies for Parents of Children 2-12* (1996), and *For Love of Children* (1970). While serving as Associate Dean of Undergraduates, he wrote *College Keys: Getting In, Doing Well, and Avoiding the Four Big Mistakes* (1998).

Now Professor Emeritus, Dr. McIntire is a frequent guest on radio interview shows each week and his weekly column, *Raising Good Kids in Tough Times*, has appeared in numerous periodicals and newspapers. His examples and dialogues have illustrated effective behavioral principles useful to parents, teachers, children, and teens. In addition to his work with families, he has been a consultant and teacher of teachers in preschools, grade schools, high schools and colleges.

Dr. McIntire's research publications have concerned infant vocalizations, eating problems, strategies in elementary school teaching, high school motivation, and college retention.

Dr. McIntire will make a presentation titled *Where Behavior Analysts are Needed Most: Educating the Generation that Will Conserve Our Quality of Life*.

**Abstract:** The country's economic and technical development has laid a great demand on both the environment and society's fabric. The education of our own people has become a priority for changing environment-damaging and socially destructive behavior. Frequent reports of crises in the environment, education, and in the stresses on family structure, demonstrate to us that our individual habits, our support of education, and the nature of our family routines have wide consequences in our society.

The potentially destructive nature of civilization is particularly evident in the U.S. It is ironic that while we, and a few other industrialized countries, are the last of the big spenders of the planet's resources, we are also the best hope of re-engineering and reconstructing the incentives of restraint and conservation needed for the survival of any country .

Our field of behavior analysis makes it possible to provide that engineering. We have a responsibility to make the public aware of the pervasive behavioral principles repeatedly demonstrated in behavior analysis research and at work in both the progress and the disasters in our society.

It comes down to educating American - particularly American - youth. Failure on this challenge will doom all other efforts.

## **Award for Enduring Programmatic Contributions in Behavior Analysis: The E. K. Shriver Center's Behavioral Technology Group**

The Shriver Center Behavioral Technology Group is one of the world's leaders in stimulus control research. The Group is the current expression of a program founded nearly forty years ago by Murray Sidman at the Massachusetts General Hospital. It has been constituted to develop the scientific foundation for effective teaching and evaluation of individuals with intellectual disabilities, particularly those for whom special education is ineffective. The program is strongly directed toward teaching applications in communication, functional academics (e.g., word recognition, counting, etc.), and their behavioral prerequisites (e.g., attending to relevant aspects of instructional stimuli). The long-term goal of the Group is to develop a true technology of teaching. By a true technology is meant a scientifically well-grounded body of detailed procedural knowledge that permits one to (1) specify a given set of entry behavioral prerequisites, (2) build upon those prerequisites with systematic, well-defined teaching procedures, and (3) assure a positive teaching outcome. A central feature of the Group's research is the use of computer technology to support effective, efficient learning. Since 1984, the Behavioral Technology Group has received more than \$15,000,000 in NIH funding to support its programs and has contributed more than 200 publications to professional journals and other scholarly outlets.

Dr. William J. McIlvane will accept the award on behalf of the Behavioral Technology Group, and will give a presentation titled *The Shriver Behavioral Technology Group: History, Current Perspectives, and Future Directions*.

I intend to review the Group's research program, current and past, and to talk about its future directions. With respect to current/past programs, I'll (1) identify research problems that have been and continue to be most important, (2) review the thinking behind strategic decisions that were made to address those problems, and (3) describe how those decisions were translated into successful programs. Among those strategic decisions was an explicit commitment to build bridges between behavior analysis and other compatible fields of psychological inquiry. For example, one program component represents an effective partnership between behavior analysis and developmental psycholinguistics; through this partnership we are seeking more effective methodology for teaching word-learning skills to nonverbal individuals. This program also illustrates how basic and applied research programs can proceed in a mutually supportive, reinforcing fashion. Another strategic decision was to make an ongoing commitment to solve certain difficult methodological problems that had long hampered both basic and applied research. Successes in those efforts have led to improved laboratory methods and to novel methods for teaching individuals with developmental limitations. A third strategic decision was to emphasize use of increasingly powerful microcomputer technology in research and research applications. In our view, effective use of this technology allows more effective, efficient implementation of the principles of programmed instruction, thus advancing the development of a true technology of teaching.



5/26/2001

1:00 PM - 1:50 PM

St. Charles A

OBM

**Facilitating Performance Improvement in Global Organizations**

Chair: Ramona Houmanfar (University of Nevada, Reno)

PETER J. DEAN II, Ph.D. (University of Pennsylvania, University of Tennessee, Pennsylvania State University)



Inflexibility and inertia in organizations bring about rigid assumptions about power and risk-avoidance in communication. Inflexibility comes from the fragmentation of the workforce through specialization, rigid hierarchy, organizational defense mechanisms and the control of work not being in the hands of the workers. This presentation demonstrates the use of models, methods and measures for dealing with the inflexibility. The areas covered include:

1) Continuous and discontinuous performance change that is integrated and consistent among an organization's major Components.

2) Approaches for individuals in organizations so they can design themselves through being their own catalyst for performance improvement.

3) Ways of 'learning' and 'learning how to learn' that help Organizational Learning take hold and that are the essential capacities for an organization to better design itself.

The models, methods and measures used in this session also address the fundamental attribution error in organizations in respect to performance. That error predisposes executives, directors and managers to over-emphasize humans as the cause of the problem and underestimate the role environmental factors play in causing resistance to plans for change. This results in decision-makers trying to fix the individuals in the workplace and not trying to influence performance by systemically redesigning organization contexts.

**Dr. Peter J. Dean II**, has been a Senior Fellow, The Wharton Ethics Program, Department of Legal Studies, The Wharton School at The University of Pennsylvania, and is a tenured, Associate Professor, Physician Executive MBA Program at The University of Tennessee. He has been an Assistant Professor of Management and Organization in the Smeal College of Business Administration at Penn State University, and an Assistant Professor and Regional Coordinator of Instructional Systems (Training Design and Development) at Penn State. Dr. Dean received his Ph.D. and subsequently taught at University of Iowa. The graduate courses he has taught include: Business Ethics, Managerial Communication and Presentation Skills, Organizational Change Leadership, Systems of HRD, Performance Engineering and Technology, and Organization Learning, Educational Psychology, and Qualitative and Quantitative Research Methodologies. He was the recipient of the 1993 Excellence in Teaching Award at Penn State University at Great Valley, the 1995 MBA Core Curriculum Cluster Teaching Award, the 1998 Excellence in Teaching Award for Undergraduates at The Wharton School. He received the 1999 Outstanding Faculty Award for the Physician Executive MBA program at the University of Tennessee. He has published in *The Journal of Business Ethics*, *Human Resource Development Quarterly*, *Performance Improvement Quarterly*,

*Performance Improvement Journal* and *The Australian Journal of Educational Technology*, is the current Editor of *Performance Improvement Quarterly*. He has edited the book titled *Performance Engineering at Work*, which is in its second edition, co-authored an instructional manual for the book titled *Managing Business Ethics*, co-edited five books on performance improvement models, methods and measures, and co-edited one book titled *The Business of Medicine: What Every Physician Leader Needs to Know*. For Post-Doctorate experience from 1984-1986, he supervised Management Development at Rockwell International Corporation, Cedar Rapids, Iowa. He has consulted for DuPont, Unisys, Microsoft, Johnson and Johnson, Bayer, Lockheed-Martin, Oak Ridge National Laboratory, National Security Agency, Sprint Mid-Atlantic, PECO Energy, General Motors, Motorola University, and Holiday Inn. Dr. Dean worked in Europe and Asia and has lectured in Switzerland, India, Pakistan, Sri Lanka, Norway, Australia, Germany, and Canada.

## # 8 Symposium

5/26/2001

1:00 PM - 1:50 PM

Regency B

AUT

### **Large Scale Integration of Precision Teaching With Behavior Analysis for Children With Autism**

Chair: Richard Kubina (Pennsylvania State University)

Discussant: David Lee (Pennsylvania State University)

- **Adding Precision Teaching to an Intervention Program: System Needs and Issues.** JOHN MCELWEE (Human Services Consultants Management) and Richard Kubina (Pennsylvania State University)
- **Teaching With a Behavior Analytic Program.** RICHARD KUBINA (Pennsylvania State University) and John McElwee (Human Services Consultants Management)

## # 9 Panel Discussion

5/26/2001

1:00 PM - 1:50 PM

Cabildo C

CSE

### **Road Rage, Telephone Anxiety, and Family Dialogue: Behavioral Communication Strategies When the Means Are Restricted**

Chair: Donald K. Pumroy (University of Maryland)

- DONALD K. PUMROY (University of Maryland)
- JUDY BLUMENTHAL (Associates for Behavioral Change)
- ROGER MCINTIRE (University of Maryland)

## # 10 Paper Session

5/26/2001

1:00 PM - 1:50 PM

Delgado

EDC

### Teaching College Students to Write

Chair: Linda K. Haymes (Spectrum Center for Education and Behavioral Development)

- **Improving Writing Skills of College Students Through Evaluation Training.** SCOTT HERBST and Ramona Houmanfar (University of Nevada, Reno)
- **Behavioral Assessment of College Student Writing.** DAVID L. MYERS (Edison Community College)

## # 11 SQAB

5/26/2001

1:00 PM - 1:50 PM

Regency G & H

### SQAB Invited Preeminent Tutorial: What Reinforcers Do to Behavior

Chair: William Baum (University of New Hampshire)

MICHAEL DAVISON (Auckland University)

## # 12 Symposium

5/26/2001

1:00 PM - 2:20 PM

Loyola A

DDA

### Applications of Functional Analysis Procedures Across Clinical Populations

Chair: David P. Wacker (University of Iowa)

Discussant: Wayne W. Fisher (Marcus Behavior Center)

- **Outpatient and Community Self-Injurious and Aggressive Behavior Service at the University of Kansas Medical Center.** DAVID RICHMAN, Steve Lindauer, Kim Crosland, Todd McKerchar, and Paige Moore (University of Kansas)
- **Conducting Functional Analysis and Behavioral Consultation via Telemedicine.** ANJALI BARRETTO, David P. Wacker, Claudia Knutson, James Porter, and Janet Mapel (University of Iowa)
- **Extensions of Functional Analysis Methodology in the Outpatient Setting.** PATRICIA KURTZ, Michelle Chin, John Huete, Julia O'Connor, and Theodosia Paclawskyj (Kennedy Krieger Institute)

Saturday, May 26

### # 13 International Paper Session

5/26/2001

1:00 PM - 2:20 PM

Esplanade B

TPC

#### **Applied Behavior Systems and Computer Programs**

Chair: Francois Tonneau (CEIC-University of Guadalajara)

- **Fishman's Case-Based Approach and Behavior-Analytic Decisions.** ELSON M. BIHM and Alison Hodge-Selig (University of Central Arkansas)
- **Against Classes: In Defense of Topography-Based Definitions.** FRANCOIS TONNEAU (CEIC-University of Guadalajara)
- **Matching-to-Sample is Not a Conditional Discrimination: A Conceptual Analysis.** MASAYA SATO (Teikyo University)
- **On the Benefits of Collaboration: Behavioral Approaches to Timing and Relational Frames Theory.** RENE QUIÑONES and Linda Hayes (University of Nevada, Reno)

### # 14 Panel Discussion *(available for ABA CEUs)*

5/26/2001

1:00 PM - 2:20 PM

Poydras B

OTH

#### **Behavior Analyst Certification Board Update**

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

- GERALD L. SHOOK (Behavior Analyst Certification Board)
- MICHAEL J. HEMINGWAY (Florida Department of Children and Families)
- JAMES M. JOHNSTON (Auburn University)
- GINA GREEN (New England Center for Children)

### # 15 Symposium

5/26/2001

1:00 PM - 2:20 PM

Regency A

AUT

#### **Data-Based Examination of the Effects of Alternative Treatments for Autism (*Data based presentation*)**

Chair: Dennis Mazingo (Pathways Strategic Teaching Center)

Discussant: Oliver Mudford (Keele University)

- **An Evaluation of the Effects of an Elimination Diet on Target Behaviors in a Child With Autistic Disorder.** LORI BECHNER, Dennis Mazingo, and Stacy Adams (Pathways Strategic Teaching Center)

- **The Behavior Analytic Medication Assessment: The Effects of Methylphenidate on the Classroom Behavior of a Young Girl With Autistic Disorder.** BRETA COMBS (Pathways Strategic Teaching Center)
- **The Effects of Sensory Integration Therapy on Problem Behavior: An Empirical Approach.** CHRISTINA VERSAVAGE and Wayne Fuqua (Western Michigan University)

#### # 16 International Paper Session

5/26/2001

1:00 PM - 2:20 PM

Cabildo A

DDA

#### **Developmental Disabilities, Leisure and Preference**

Chair: Michael Wesolowski (Florida Department of Children and Families)

- **Factors Associated With Problem Behavior in the Special Olympics World Summer Games.** CHRISSY DYKEMAN, Buck Dawkins, and Jeff Holden (Murdoch Center), and Rebekah Pennell and Gregory Olley (University of North Carolina)
- **The Effectiveness of Constant Time Delay Procedure on Teaching Leisure Skills.** ELIF TEKIN, Gonul Kircaali-Iftar, Bunyamin Birkan, Onur Kurt, Ayten Uysal, and Serhat Yildirim (Anadolu University)
- **The History of Preference Assessments: Old Wine in New Bottles.** John Hampel and GREG BERTSCH (Southbury Training School)

#### # 17 Symposium

5/26/2001

1:00 PM - 2:20 PM

Loyola B

DDA

#### **Functional Communication Training: Issues in Mand Selection (*Data based presentation*)**

Chair: Linda Cooper-Brown (University of Iowa)

Discussant: V. Mark Durand (SUNY at Albany)

- **An Analysis of Escape-Maintained Problem Behavior Across Multiple Stimulus Conditions.** JAY HARDING, David P. Wacker, Wendy K. Berg, and Anjali Barretto (University of Iowa)
- **Assessment of Mand Selection for Functional Communication Training Packages.** LISA WINBORN, David P. Wacker, and Deb Geier (University of Iowa), and David M. Richman (University of Kansas Medical Center)
- **Using Requests for Assistance to Obtain Desired Items and to Gain Release From Non-preferred Activities.** JOE REICHLE (University of Minnesota), Kathryn Drager (Pennsylvania State University), and Carol Davis (University of Washington)

## # 18 Symposium

5/26/2001

1:00 PM - 2:20 PM

Esplanade A

VRB

### **Helping Autistic and DD Children With Computerized Instruction (*Data based presentation*)**

Chair: Ken Stephens (Applied Behavior Systems)

- **Applied Behavior Systems: A Profile.** KEN STEPHENS (Applied Behavior Systems)
- **SpeechTeach: The System and the Software.** WILLIAM POTTER (CSU Stanislaus and Applied Behavior Systems)
- **A Computer Program Teaching Children to Speak Requires Speech Recognition.** WILLIAM R. HUTCHISON and Matthew J. Morris (Applied Behavior Systems)

## # 19 International Symposium

5/26/2001

1:00 PM - 2:20 PM

Gentilly

EDC

### **A Systems Approach to Schooling in the UK and Ireland (*Data based presentation*)**

Chair: Rosa Martinez (Shema Kolainu)

Discussant: Gladys Williams (Applied Behavioral Consultant Services)

- **Cork CABAS® Project: A School Program for Young Children With Autism.** OLIVE HEALY (Cork CABAS® Project)
- **Jigsaw School: An ABA School Program for Children With Autism.** EMMA HAWKINS (Jigsaw School)
- **Verbal Behavior at Jigsaw School.** CAROL FIORELLI (Jigsaw School)

## # 20 Symposium

5/26/2001

1:00 PM - 2:20 PM

Audubon

OTH

### **Sports Interventions: Enhancing Private Behavior, Physiological State and Technical Performance (*Data based presentation*)**

Chair: Jan Jackson (Auburn University)

- **Athlete Behavior Under "Imagery" Instructions: Overt Aspects of Putative Covert Practice.** MICHAEL KIRKPATRICK and Sarah Barron (Lynchburg College)
- **Reducing Panic Symptoms and Performance Anxiety With a Rapid Hard Exhalation Breathing Strategy.** ROBERT STEIN (Center for Neurobehavioral Health, Ltd.)

- **Self-Monitoring as an Intervention to Improve Swimmers' Stroke Efficiency.** JODI POLAHA (University of Nebraska Medical Center) and Benjamin Studley (University of Nebraska at Omaha)
- **Shaping and Chaining to Enhance Sports Performance.** RICHARD FLEMING (The Browns Group of Naples)

## # 21 Symposium

5/26/2001

1:00 PM - 2:20 PM

Cabildo B

DEV

### **The Development of Attachment Behaviors and Attachment in Infants: Behavioral-Developmental Proposals (*Data based presentation*)**

Chair: Patrice Marie Miller (Salem State College)

- **A Behavioral-Developmental Critique of Attachment Theory.** PATRICE MARIE MILLER (Salem State College)
- **Body Contact and Attention Helps Babies Form Attachment: Cribs and Playpens, Which Cause Crying, Breed Anxiety, Mental Health Problems and Social Ills.** MICHAEL LAMPORT COMMONS (Harvard Medical School)
- **Early and Later Responsiveness to Crying Have Differential Effects.** PATRICE MARIE MILLER (Salem State College)
- **Gewirtz's Social Behavioral Approach to Attachment.** MICHAEL LAMPORT COMMONS (Harvard Medical School) and Jake G. Wirtz (Dare Institute)

## # 22 International Symposium

5/26/2001

1:00 PM - 2:20 PM

Regency C

AUT

### **The Role of Expansion in Early Intervention: Teaching Difficult to Teach Response Classes, Trial Expansion and Collapsing, Mastery Criterion (*Data based presentation*)**

Chair: Eric Larsson (FEAT of Minnesota)

Discussant: John Miller (FEAT of Minnesota)

- **Expanded Trials and Expansion as a Mastery Criteria for Early Intervention.** JOHN MILLER and Rhonda Andrea (FEAT of Minnesota)
- **Teaching Receptive Language Discriminations to Children With Autism Utilizing Trial Expansion and Collapsing.** KARA REIDSEL (University of Kansas)
- **The Application of Expanded Trials Across Response Classes to Assist Acquisition in Difficult to Teach Response Classes.** DARIN ACKRE (Bleiker Treatment Center)

Saturday, May 26

### # 23 International Paper Session

5/26/2001

1:00 PM - 2:20 PM

Esplanade C

CBM

#### **Treating Children: Strategies and Issues**

Chair: Carmenne A. Chiasson (Kahi Mohala Hospital)

- **What JABA Didn't Tell You: Strategies for Dealing With Problems of Children in Difficult Situations.** MICHELLE CORBIN (University of Nevada, Reno)
- **Beyond Contingency Management: Targeting the Symptoms of ADHD.** ENNIO CIPANI (California School of Professional Psychology)
- **Functional Analysis of "Oppositional Defiant Disorder": The Misinterpretation of Children's Verbal and Nonverbal Behavior.** CARMENNE A. CHIASSON and Lauren Emoto (Kahi Mohala Hospital)

### # 24 Paper Session

5/26/2001

1:00 PM - 2:20 PM

Prytania

EDC

#### **Using Technology in Education**

Chair: Belinda Davis Lazarus (University of Michigan, Dearborn)

- **Using the Internet to Strengthen Home-School Communication.** BELINDA DAVIS LAZARUS (University of Michigan, Dearborn)
- **The Experimental Aircraft Association Science, Math and Technology Project: A Progress Report.** ROBERT WOLL and Colleen Moehle (N. Woll and Company)
- **Effects of Self Selection of Learning Mode on Performance in an Online Course.** LINDA ROSS (Apex Learning)

### # 25 SQAB

5/26/2001

2:00 PM - 2:50 PM

Regency G & H

#### **SQAB Invited Preeminent Tutorial: From Basics to Contemporary Approaches: Quantification**

Chair: John Nevin (University of New Hampshire)

RANDOLPH C. GRACE (University of Canterbury, New Zealand)



## # 26 Paper Session

5/26/2001

2:00 PM - 2:50 PM

Delgado

EDC

### Students With Special Needs

Chair: Kimberly P. Weber (Gonzaga University)

- **Early Literacy Considerations for Children With Special Needs: Definitions, Best Practices, and Behavior Analysis Research Directions.** SARA ERNSBARGER, Shelli Frazier-Trotman, Tina Harrison, Evette Simmons-Reed, Matthew Tincani, and Timothy Heron (The Ohio State University)
- **The Use of Ecobehavioral Assessment to Identify the Critical Behavioral Variables in Two Types of Residential Classrooms for the Deaf.** M. LYNN WOOLSEY, Ralph Gardner, III, and Tina Harrison (The Ohio State University)

## # 27 Symposium

5/26/2001

2:00 PM - 3:20 PM

St. Charles A

OBM

### Analysis and Measurement in Organizational Behavior Management

Chair: Ramona Houmanfar (University of Nevada, Reno)

- **Finding and Counting the Needles in the Haystack.** MARIA E. MALOTT (Malott & Associates)
- **Functional Units of Analysis and Measurement in Basic and Applied Settings.** JOE LAIPPLE (Aubrey Daniels International) and Kennon Lattal (West Virginia University)
- **System Integration of Measurement Levels.** WILLIAM ABERNATHY (Abernathy & Associates)
- **From Systems to Individuals to the Experimental Analysis of Behavior and Back.** PHIL CHASE (West Virginia University)

## # 28 Symposium

5/26/2001

2:00 PM - 3:20 PM

Regency B

AUT

### Building Social Skill Quality and Independence: Effective Use of Acquired Responses in Children With Autism (*Data based presentation*)

Chair: Helen Bloomer (Crossroads Center for Children)

- **Using a Buddy System to Improve the Quality of Social Skills in Developmentally Delayed Children.** LINDA MATEY (Institute of Child Development)

- **The Use of Activity Schedules to Promote Independent and Cooperative Play With Children With Autism.** KELLY YOUNG, Helen Bloomer, and Kathy Little (Crossroads Center for Children)
- **A Comparison of the Effects of a Variety of Strategies to Enhance Social Skills on Students With and Without Autism.** HELEN BLOOMER, Stacey Herment, and Kari Dunlop (Crossroads Center for Children)
- **Developing Prerequisite Play and Social Behavior in Young Children With Autism.** AMY MATTHEWS (Grand Valley State University)

## # 29 Symposium

5/26/2001

2:00 PM - 3:20 PM

Cabildo C

CSE

### **CRP: A University Based Behavioral Continuum Serving People With Mental Disabilities**

Chair: Cris Clay (University of the Pacific)

- **ILS SERVICES: A Residential Continuum Design Supporting the Development, Maintenance and Generalization of Skills.** JASON LOCKE (University of the Pacific)
- **EPC: Bridging the Gap Between Mental Health Care Services and Total Integration Into the Community.** TODD FABIAN (University of the Pacific)
- **CBIS, Behavioral Intervention Services Within the Community: Changing One Behavior at a Time.** HOLLY WHITE (University of the Pacific)

## # 30 Panel Discussion

5/26/2001

2:30 PM - 3:20 PM

Cabildo B

DEV

### **Gestational Learning**

Chair: Anthony DeCasper (University of North Carolina at Greensboro)

- ANTHONY DECASPER (University of North Carolina at Greensboro)
- JACOB L. GEWIRTZ (Florida International University)
- ROBERT LICKLITER (Virginia Institute of Technology)

### # 31 Symposium

5/26/2001

2:30 PM - 3:20 PM

Cabildo A

DDA

#### **The Role of Facial Emotional Recognition in Adaptive Social Behavior (*Data based presentation*)**

Chair: Kyle Ferguson (University of Nevada, Reno)

Discussant: W. Lawrence Williams (University of Nevada, Reno)

- **Facial Emotional Recognition: A Brief Survey of the Literature and Future Directions.** KYLE FERGUSON, W. Lawrence Williams, David Richards, and John Hansen (University of Nevada, Reno)
- **Developing a Facial Emotional Recognition Assessment: Preliminary Findings.** DAVID RICHARDS, Kyle Ferguson, W. Lawrence Williams, and John Hansen (University of Nevada, Reno)

### # 32 Symposium

5/26/2001

2:30 PM - 3:50 PM

Loyola A

DDA

#### **Application of Behavioral Assessment Technology to School Settings**

Chair: Linda Cooper-Brown (University of Iowa)

Discussant: David P. Wacker (University of Iowa)

- **Organizing and Integrating Behavioral Research and Service Goals in School Settings.** TIM VOLLMER (University of Florida)
- **Comparing Functional Analysis and Choice Assessments in Classroom Settings.** WENDY K. BERG, David P. Wacker, and Yu-Chia Wang (University of Iowa), Karla Cigrand (Grand Wood Area Education Agency), Steve Merkel (Iowa City Community School District), and Jeanie Wade (Grand Wood Area Ed Agency)
- **Linking Antecedent-Based Interventions to the Results of Antecedent-Based Experimental Analyses.** JENNIFER J. McCOMAS, LeAnne Johnson, and Andrea Thompson (University of Minnesota)

Saturday, May 26

### # 33 Panel Discussion

5/26/2001

2:30 PM - 3:50 PM

Toulouse

CBM

#### **Behavior Analysis in Child Welfare Part 1: Survive (and Excel)**

Chair: Michael Stoutimore (Family Safety Program of the Florida Department of Human Development)

- MICHAEL CRIPE (University of South Florida)
- CHRISTINA JOHNSON (Family Safety Program of the Florida Department of Human Development)
- BRYON NEFF (University of South Florida)
- CATHERINE WILLIAMS (University of South Florida)

### # 34 Panel Discussion

5/26/2001

2:30 PM - 3:50 PM

Audubon

OTH

#### **Behavior Analysis in Sports: Historical Foundations, Current Practices, Future Directions**

Chair: Gordon Henry (Indiana University Southeast)

- JODI POLAHA (University of Nebraska Medical Center)
- GORDON HENRY (Indiana University Southeast)
- KEVIN NORR (Auburn University)
- JAN JACKSON-NORR (Auburn University)

### # 35 Symposium

5/26/2001

2:30 PM - 3:50 PM

Gentilly

EDC

#### **Cambridge Center Symposium on Behavior Analysis in Public Schools**

Chair: Betsy J. Constantine (Cambridge Center for Behavioral Studies)

- **Pennsylvania's Behavior Initiatives.** SHERRY L. MILCHICK (Pennsylvania Training and Technical Assistance Network), and Saul Axelrod (Temple University)
- **Positive Schools: A Comprehensive School-Wide Approach to Improving Discipline and Behavior Support Practices in Public Schools.** ROBERT F. PUTNAM and Marcie Handler (The May Institute)
- **Modified Functional Analysis in Public Schools: Assessing Multiply Controlled Behavior.** LEUBNA ASAD (University of North Texas)
- **Integrating Functional Analysis of Multiply Controlled Behavior Into Design of Instructional Technology Programs.** JANET ELLIS and Sandy Magee (University of North Texas)

### # 36 Symposium

5/26/2001

2:30 PM - 3:50 PM

Poydras B

OTH

#### **Data and Animal Training: Crossing That Bridge... *(Data based presentation)***

Chair: Eddie Fernandez (University of North Texas)

Discussant: Gary Wilkes (Click & Treat Training Products)

- **Use of Differential Reinforcement of Other Behavior in Decreasing Mouthing Behavior in the Domestic Dog.** MARGE GIBBS and Judith Dygdon (Roosevelt University), and Jon Bailey (Florida State University)
- **ORCA: Zoos, Tigers, Horses, and the Occasional Impaired Dog.** EDDIE FERNANDEZ (University of North Texas)
- **Loading the Problem Loader: The Effects of Target Training and Shaping on Trailer Loading Behavior of Horses in a Natural Setting.** FERGUSON DAWNERY and Jesus Rosales-Ruiz (University of North Texas)

### # 37 International Symposium

5/26/2001

2:30 PM - 3:50 PM

Loyola B

DDA

#### **Enhancing Community Presence Through Principles of Applied Behavior Analysis *(Data based presentation)***

Chair: David L. Lee (Pennsylvania State University)

Discussant: Christopher H. Skinner (University of Tennessee)

- **Partnerships With Families: Communication Intervention in a Preschool for Toddlers With Developmental Disabilities.** ORIT E. HETZRONI (University of Haifa, Israel), Janice Grskovic (Indiana University Northwest), Orith Landau (Israel Elwyn and University of Haifa), and Anat Ben-Zvi (Nassau Day Care Center; Haifa, Israel)
- **Strategies and Considerations for Teaching an Adolescent With Down Syndrome and Type I Diabetes to Self-Administer Insulin.** PHILLIP J. BELFIORE (Mercyhurst College), Sylvia M. Bosner (Mercyhurst College)
- **Making Vocational Tasks Functional Through the Use of Principles of Motion Economy and Work Incentives.** DAVID L. LEE (Pennsylvania State University), Phillip J. Belfiore (Mercyhurst College), and Wanda Toro-Zambrana (Michigan Office of Vocational Rehabilitation)

Saturday, May 26

### # 38 International Paper Session

5/26/2001

2:30 PM - 3:50 PM

Esplanade B

TPC

#### **Explanation and Interpretation of Behavior: The Role of Neuroscience**

Chair: Steven F. Faux (Drake University)

- **What is an Explanation of Behavior?** JOSE E. BURGOS (CEIC-Universidad de Guadalajara)
- **A Behavioral Interpretation of Counterfactuals.** JOSE E. BURGOS (CEIC-Universidad de Guadalajara)
- **A Critique of Cognitive Neuroscience From the Perspective of Behavioral Analysis.** STEVEN F. FAUX (Drake University)
- **Developmental Psychobiology, Evolution, and Behavior Analysis: Gottlieb's Synthesizing Nature-Nurture.** SUSAN SCHNEIDER (West Virginia University)

### # 39 Symposium

5/26/2001

2:30 PM - 3:50 PM

Regency A

AUT

#### **Increasing Language and Social Behavior in Children With Autism Spectrum Disorders (*Data based presentation*)**

Chair: Linda LeBlanc (Western Michigan University)

Discussant: Pat Ghezzi (University of Nevada, Reno)

- **Increasing Verbal Initiations in Children With Autism: Effects of a Tactile Prompt.** DANIEL SHABANI, Roger C. Katz, and David A. Wilder (University of the Pacific), and Crystal Taylor and Kirsten Fischer (Central Valley Autism Project)
- **Teaching Perspective-Taking Skills to Children With Autism Using Video-Modeling.** BLAKE LANCASTER, Linda LeBlanc, and Andrea Coates (Western Michigan University), and Sabrina Daneshvar (Claremont McKenna College)
- **Promoting Generalization of Perspective Taking Skills by Teaching Mediating Responses and Training Multiple Exemplars.** SEBASTIEN BOSCH, Linda LeBlanc, and Blake Lancaster (Western Michigan University)

### # 40 Panel Discussion

5/26/2001

2:30 PM - 3:50 PM

Prytania

EDC

#### **Past Trends and Future Directions in Educational Research at ABA**

Chair: Lawrence Maheady (State University of New York College at Fredonia)

- **DEB KAMPS** (Juniper Gardens Children's Project)
- **BEN LIGNUGARIS-KRAFT** (Utah State University)
- **KATHERINE MITCHEM** (West Virginia University)
- **CHARLES SALZBERG** (Utah State University)

## # 41 Symposium

5/26/2001

2:30 PM - 3:50 PM

Esplanade C

CBM

### **Resistance in Behavioral Consultation for Children With Behavior Disorders**

Chair: Michael Weinberg (Devereux Florida-Viera Campus Programs)

Discussant: Patrick Friman (University of Nevada, Reno)

- **Resistance Is Not Futile: An Experimental Analogue of "Resistance" Effect on Consultant Therapeutic Behavior.** JOSEPH CAUTILLI, T. Chris Tillman, and Saul Axelrod (Temple University)
- **Behavior Analysis Services in Traditional Mental Health Settings: To Bravely Go Where No Behavior Analysts Dare Go!** MICHAEL WEINBERG (Devereux Florida-Viera Campus)
- **Overcoming Resistance in Head Start: Lessons Learned From Teachers and Parents.** DAVID REITMAN, Stephen D. A. Hupp, Rebecca Currier, Molly Murphy, and Patrick O'Callaghan (Louisiana State University)

## # 42 International Paper Session

5/26/2001

2:30 PM - 3:50 PM

Esplanade A

VRB

### **The Experimental Analysis of Verbal Behavior**

Chair: Richard W. Malott (Western Michigan University)

- **The Role of Joint Control in Naming Selection Responses in Children With Autism.** JOYCE TU and Barry Lowenkron (California State University, Los Angeles)
- **Application of Learned Exclusion to Emergent Mapping of New Vocabulary by 3-6 Year-Old Autistic Children.** DEBORAH CARR (University of Wales College of Medicine)
- **Shaping Verbal Selections With Voice-Interactive Software.** CHRIS NINNESS, Robin Rumph, Glen McCuller, Anna Bradfield, Sharon Ninness, Jamie Saxon, Madeline Calliou, and Richard Newton (Stephen F. Austin State University)

Saturday, May 26

#### # 43 Panel Discussion

5/26/2001  
2:30 PM - 3:50 PM  
Elysian Fields  
EDC

##### **The Teaching Machine Comes of Age**

Chair: Greg Stikeleather (Headsprout)

- MICHAEL LAYNG (Headsprout)
- T. V. JOE LAYNG (Headsprout)
- KENT JOHNSON (Headsprout)
- JANET TWYMAN (Headsprout)

#### # 44 Symposium

5/26/2001  
2:30 PM - 3:50 PM  
Regency C  
AUT

##### **Toddlers With Autism in Inclusive Childcares: Descriptive and Intervention Investigations in Play and Related Behaviors (*Data based presentation*)**

Chair: Ann N. Garfinkle (Vanderbilt University)

- **The Stability and Variability in Levels of Engagement of Toddlers With Autism in Inclusive Childcares.** FRANK SYMONS (University of Minnesota) and Ann N. Garfinkle (Vanderbilt University)
- **A Description of the Amount and Range of Play Behaviors of Toddlers With Autism in Inclusive Childcares.** ANN N. GARFINKLE (Vanderbilt University) and Frank Symons (University of Minnesota)
- **An Empirical Investigation Into the Variety and Frequency of Toy Play in Young Children With Autism.** ANN N. GARFINKLE (Vanderbilt University) and Jennifer Neitzel (University of North Carolina, Chapel Hill)
- **Choice-Making as an Intervention for Facilitating Play in Toddlers With Autism.** DEBBIE REINHARTSEN (University of North Carolina, Chapel Hill) and Ann N. Garfinkle and Mark Wolery (Vanderbilt University)

#### # 45 SQAB

5/26/2001  
3:00 PM - 3:50 PM  
Regency G & H

##### **SQAB Invited Preeminent Tutorial: From Basics to Contemporary Paradigms: Behavior Systems**

Chair: Donald Patterson (Jacksonville State University)

WILLIAM D. TIMBERLAKE (Indiana University)



#### # 46 Paper Session

5/26/2001

3:00 PM - 4:20 PM

Delgado

EDC

#### Training Teachers

Chair: Laura Fredrick (Georgia State University)

- **Effective Classroom Behavior Support Strategies: A Component of the Positive Schools Program.** MARCIE W. HANDLER, Robert F. Putnam, Susan Tracey, and Jannette Rey (The May Institute)
- **Direct Behavioral Consultation: The Effects of Teacher Training on Treatment Integrity and Treatment Outcomes.** T. STEUART WATSON and Heather Sterling-Turner (University of Southern Mississippi)
- **Who Controls the Contingencies That Shape Teacher Behavior?** LAURA FREDRICK (Georgia State University)

#### # 47 Paper Session

5/26/2001

3:30 PM - 4:20 PM

Cabildo C

CSE

#### Extending Behavior Analysis to New Issues

Chair: Lonny R. Webb (Oregon Department of Corrections)

- **Improving Pedestrian Safety: A Review of a Systematic Program of Research.** RON VAN HOUTEN (Mount Saint Vincent University) and J. E. Louis Malenfant (Center for Education and Research in Safety)
- **Breaking Into Prison: Behavior Analysis Behind the Walls.** LONNY R. WEBB (Oregon Department of Corrections)

#### # 48 Symposium

5/26/2001

3:30 PM - 4:50 PM

St. Charles A

OBM

#### Promoting Performance Improvement of Health Care Professionals Through Performance Management and Process Analysis (*Data based presentation*)

Chair: Jon S. Bailey (Florida State University)

Discussant: David B. Hatfield (Eastern Washington University)

- **An Experimental Analysis of Process Re-engineering.** KENNETH I. WAGNER (Aubrey Daniels International) and Jon S. Bailey (Florida State University)

Saturday, May 26

- **Using a System's Approach to Improve Service Quality in a Hospital's Environmental Services Department.** NIKI THURKOW and Jon S. Bailey (Florida State University)
- **Improving the Safety of Resident Transfer Technique in a Nursing Home.** JEANINE PLOWMAN and Jon S. Bailey (Florida State University)

#### # 49 Symposium

5/26/2001

3:30 PM - 4:50 PM

Cabildo A

DDA

#### **Recent Research on Choice and Preference (*Data based presentation*)**

Chair: Richard B. Graff (New England Center for Children)

Discussant: Iser DeLeon (Kennedy Krieger Institute)

- **The Effects of Choice of Task Sequence on Behavior and Task Performance in Individuals With Developmental Disorders.** BRITTA WEHMANN-BELL, Richard B. Graff, Cammarie Johnson, and Myrna E. Libby (New England Center for Children)
- **A Comparison of Verbal and Tangible Stimulus-Choice Stimulus Reinforcer Assessments.** TIMOTHY R. MOORE, Richard B. Graff, and Daniel Cohen-Almeida (New England Center for Children)
- **A Post-Hoc Analysis of Multiple-Stimulus Preference Assessment Results.** Richard B. Graff and FRANK CICCONE (New England Center for Children)

#### # 50 International Symposium

5/26/2001

3:30 PM - 4:50 PM

Regency B

AUT

#### **Verbal Behavior in the Applied Setting: Studies on the Production of Novel Verbal Repertoires (*Data based presentation*)**

Chair: Gladys Williams (Applied Behavioral Consultant Services)

Discussant: Joseph Spradlin (Schiefelbush Institute for Life Span Studies)

- **Generating Derived Relational Responding in an Applied Setting.** OLIVE HEALY (Applied Behaviour Analysis School Project)
- **A Study of the Prerequisites for the Emergence of New Intraverbals.** Luis Antonio Pérez-González (University of Oviedo), Katia Herszlikowicz (Universidad Católica de Uruguay), and GLADYS WILLIAMS (Applied Behavioral Consultant Services)

## # 51 Symposium

5/26/2001

4:00 PM - 4:50 PM

Audubon

OTH

### A Festschrift in Memory of Contributions of Slobodan Petrovich to Behavior Analysis

Chair: Paul Thomas Andronis (Northern Michigan University)

Discussant: Michael Lamport Commons (Harvard Medical School)

- **Ethology and the Analysis of Behavior Development.** JACOB GEWIRTZ (Florida International University)
- **The Ethology of Slobodan Petrovich at Maryland.** MATT AVILA (University of Maryland, Baltimore County)

## # 52 Invited Event

*(available for ABA CEUs)*

5/26/2001

4:00 PM - 4:50 PM

Esplanade B

TPC

### Evolutionary Behaviorism

Chair: Martha Pelaez (Florida International University)

WILLIAM M. BAUM (University of New Hampshire)



Behavior analysis is properly part of evolutionary biology, because only evolutionary theory can explain the origins of behavior and because behavior analysis follows the same mode of explanation as evolutionary theory. The resemblance among operant shaping, cultural evolution, and genetic evolution appears clearly only in the light of a sufficiently general concept of evolutionary process. Every evolutionary process consists of three elements: variation, recurrence, and selection.

Evolutionarily significant variation occurs among substitutable variants within a pool. These variants are defined by differences in their environmental effects. Their competitive position with respect to one another in the pool may be seen in a frequency distribution. Although the metaphor of copying has been used

to characterize recurrence in genetic evolution, replication of DNA occurs as a result of a mechanism of reconstruction. In cultural and operant evolution, other mechanisms, such as stimulus control and induction, cause the recurrence of the variants. Selection occurs when recurrence is differential. Differences in environmental effects produce differences in recurrence, and those differences feed back to affect the composition of the pool of variants. This general view of evolutionary process clarifies the distinction between proximate and ultimate explanations of behavior. Genetic, cultural, and operant evolution all admit of this distinction, because they all distinguish mechanisms from the origins of those mechanisms in a history of selection. Proximate explanations deal with the expression of variants, whereas ultimate explanations deal with the feedback from environmental effects to the frequencies of variants in the pool. The three evolutionary processes may be seen as nested: cultural evolution within genetic evolution, and operant evolution within cultural evolution. A

complete understanding of human behavior requires constructing six types of explanation: proximate and ultimate explanations in all three processes.

**Dr. Baum** received his B.A. in psychology from Harvard College in 1961. Originally a biology major, he switched to psychology after taking courses from B.F. Skinner and R.J. Herrnstein in his freshman and sophomore years. He returned to Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the year of 1965-66 at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966 to 1975, he held appointments as post-doctoral fellow, research associate, and assistant professor at Harvard University. He spent two years at the NIH Laboratory for Brain, Evolution, and Behavior, and then accepted an appointment in psychology at University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as Associate Researcher at University of California-Davis and lives in San Francisco. His research concerns choice, molar relations in reinforcement, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Science, Behavior, and Culture*.

#### # 53 SQAB

5/26/2001

4:00 PM - 4:50 PM

Regency G & H

#### **SQAB Invited Preeminent Tutorial. From Basics to Contemporary Paradigms: The Discounting Function**

Chair: Michael Davison (Auckland University)

LEONARD GREEN (Washington University)

#### # 54 International Panel Discussion

5/26/2001

4:00 PM - 4:50 PM

Poydras B

OTH

#### **Student Committee Professional Development Series: How to Give Effective Oral and Poster Presentations**

Chair: Meeta R. Patel (The Marcus Institute)

- R. WAYNE FUQUA (Western Michigan University)
- NED CARTER (University Hospital, Uppsala, Sweden)

This is a Student Committee sponsored event and an opportunity for students to learn more about presenting at professional conferences.

5/26/2001

4:00 PM - 4:50 PM

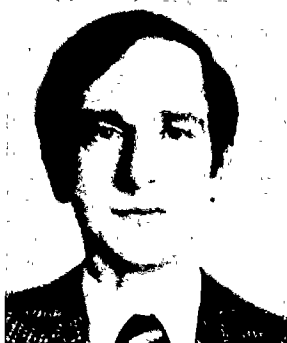
Esplanade A

VRB

**The Acquisition of Intraverbal Frames Through Modeling**

Chair: Matthew P. Normand (Florida State University)

DAVID C. PALMER (Smith College)



Some regularities in the ordering of verbal operants (grammar) appear to be acquired incidentally, through modeling alone, that is, without explicit instruction or shaping. The complexity of the acquired behavior, its often arbitrary nature, its speed of acquisition, and the absence of corrective feedback are challenges that a behavioral account must face. I claim here that our interpretive tools are adequate to this task. Drawing on recent research, a fine-grained behavioral interpretation of the acquisition of the passive voice is offered as a test case. Intraverbal frames and automatic reinforcement are central in this interpretation.

Dr. Palmer, having received a B.S. in geology in 1969, stumbled across behavior analysis by reading *Walden Two*, and he never looked back. He spent a decade trying to start a *Walden Two* community before turning to graduate school in John Donahoe's lab at the University of Massachusetts. He has been teaching at Smith College since his graduation in 1988. Palmer serves on the board of editors of *JEAB*, *The Behavior Analyst*, and the *Analysis of Verbal Behavior*. Together with John Donahoe, he co-authored *Learning and Complex Behavior*, a book that attempts to bring an integrated biobehavioral approach to bear on our understanding of complex behavior. His principal ambition is to clarify and extend our interpretations of human behavior in order to help stake out the domain of the behavioral approach,

**# 56 Symposium**

5/26/2001

4:00 PM - 5:20 PM

Regency A

AUT

**Autism and Applied Behavior Analysis: The Human Side**

Chair: Bridget A. Taylor (Alpine Learning Group)

Discussant: Catherine Maurice (Association for Autism Treatment)

- **An Intensive ABA Program in a Private School.** Brenda Terzich, Joseph Morrow, and JESSICA KORNER (Applied Behavior Consultants)
- **Applied Behavior Analysis Is Supposed to BUILD Autonomy.** BOBBY NEWMAN (Association in Manhattan for Autistic Children)
- **Dreams Do Come True.** SUMMER LUCAS (The Early Intervention Center)
- **Autism and Applied Behavior Analysis: Joey's Story.** RICHARD W. MALOTT, Sebastien Bosch, and Rachel Terpsma (Western Michigan University), and Carmen Jonaitis, Karol Peterson, and Jami L. Young (Croyden Avenue School)

## # 57 Panel Discussion

5/26/2001

4:00 PM - 5:20 PM

Toulouse

CBM

### **Behavior Analysis in Child Welfare Part 2: Excel (and Survive)**

Chair: Michael Stoutimore (Family Safety Program of the Florida Department of Human Development)

- TERESA RODGERS (Family Safety Program of the Florida Department of Human Development)
- DOUGLAS KOSTEWICZ (University of South Florida)
- JAN MONTGOMERY (University of South Florida)
- STACIE NEFF (University of South Florida)

## # 58 Symposium

5/26/2001

4:00 PM - 5:20 PM

Loyola A

DDA

### **Comprehensive Behavioral Intervention and Support Programs for Children With Disabilities and Their Families (*Data based presentation*)**

Chair: Jennifer B. Symon (University of California, Santa Barbara)

Discussant: Richard Albin (University of Oregon)

- **Parent Education Program for Families With Children With Autism Living in Geographically Distant Areas.** JENNIFER B. SYMON, Robert L. Koegel, and Lynn Kern Koegel (University of California, Santa Barbara)
- **Assessing Processes and Long-Term Impacts of a Comprehensive Behavioral Intervention.** ERIN K. MCNERNEY, Robert L. Koegel, Lynn Kern Koegel, Mendy Boettcher, Lauren Brookman, Rosy Fredeen, Marilyn Lauer, and Joshua K. Harrower (University of California, Santa Barbara)
- **Using Multiple Measures to Evaluate Comprehensive Behavior Support: An Illustrative Case Example.** GLEN DUNLAP and Shelley Clarke (University of South Florida)

## # 59 Symposium

5/26/2001

4:00 PM - 5:20 PM

Elysian Fields

EDC

### **Conditioning Histories and Setting Events Controlling Engagement in Passivity, Stereotypy, or Toy Play in Various Settings (*Data based presentation*)**

Chair: Robin Nuzzolo-Gomez (The David Gregory School)

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

- **The Effects of Conditioning Toy Play on Engagement in Appropriate Toy Play, Stereotypy, and Passivity in a Group Setting.** CELESTINA RIVERA, Robin Nuzzolo-Gomez, and R. Douglas Greer (The David Gregory School)
- **Conditioning Toy Play to Decrease Self-stimulator Behavior and Passivity in Students With Autism.** MANDY A. LEONARD, Robin Nuzzolo-Gomez, and R. Douglas Greer (The David Gregory School)
- **Increasing Appropriate Toy Play in a Child With Autism Through the Use of Classical Conditioning.** EYLEEN ORTIZ (The David Gregory School)

## # 60 Panel Discussion

5/26/2001

4:00 PM - 5:20 PM

Regency C

AUT

### **More Myths and Rituals in Autism: Do What to Whom?**

Chair: Andrew S. Bondy (Pyramid Educational Consultants)

- MARY JANE WEISS (Rutgers Autism Program)
- ANTHONY CASTROGIOVANNI (Pyramid Educational Consultants)
- JOSEPH E. MORROW (Cal-State, Sacramento/ABC)
- BRENDA J. TERZICH (Applied Behavior Consultants)

## # 61 Panel Discussion

5/26/2001

4:00 PM - 5:20 PM

Prytania

EDC

### **Past Trends and Future Directions in Educational Research at ABA (Part 2)**

Chair: Lawrence Maheady (State University of New York College at Fredonia)

- CHERYL UTLEY (Juniper Gardens Children's Project)
- MELISA REED (Marshall University)
- ANN RICHARDS (West Virginia University)
- KATE MITCHEM (West Virginia University)

## # 62 Symposium

5/26/2001

4:00 PM - 5:20 PM

Loyola B

DDA

### **Psychotropic Medication in the Treatment of Problem Behavior** (*Data based presentation*)

Chair: Jennifer Zarcone (University of Kansas)

- **Prevalence and Correlates of Psychotropic Medication Use Among Adults With Developmental Disabilities.** MARIA VALDOVINOS and Stephen Schroeder (University of Kansas)
- **Relative and Combined Effects of Stimulant Medication Dosage and Behavioral Treatment Strength.** VERONICA GULLEY and John Northup (Louisiana State University)
- **Effects of Risperidone Using Multiple Measures During a Double-Blind, Placebo-Controlled Medication Trial.** DEBORAH NAPOLITANO (Bancroft NeuroHealth), and Maria Valdovinos, J. Helen Yoo, Laure Wiethoff, Robert Peyton, Jennifer Zarcone, Richard, and Dean Williams (University of Kansas)
- **Social Validation of the Effects of Risperidone on Aberrant Behavior.** DAVID MCADAM (Johns Hopkins University School of Medicine), Jennifer Zarcone and Stephen Schroeder (University of Kansas), Jessica Hellings (University of Kansas Medical Center), and Deborah Napolitano (Bancroft NeuroHealth)

## # 63 Symposium

5/26/2001

4:00 PM - 5:20 PM

Esplanade C

CBM

### **Recent Developments in the Treatment of Disruptive Habitual Behavior** (*Data based presentation*)

Chair: Douglas W. Woods (University of Wisconsin, Milwaukee)

Discussant: Patrick C. Friman (University of Nevada, Reno)

- **Long Term Maintenance Following Simplified Habit Reversal and Adjunct Treatment for Hair Pulling.** CATHRYN ROMANIUK, Cristine Deaver, and Raymond G. Miltenberger (North Dakota State University)
- **Antecedent Assessment and Treatment of Tics in the Regular Education Classroom.** T. STEUART WATSON, Brad Dufrene, and Tonya Butler (Mississippi State University)
- **Evaluating the Necessary Duration of the Competing Response: Comparison of Five Second, One Minute, and Three Minute Durations.** MICHAEL P. TWOHIG and Douglas W. Woods (University of Wisconsin, Milwaukee)



## # 64 Symposium

5/26/2001

4:00 PM - 5:20 PM

Gentilly

EDC

### **Teacher Pacing and the Performance of Elementary Students During Group Instruction (*Data based presentation*)**

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

- **The Pace of Instruction: Practical, Conceptual, and Empirical Background.** TINA J. HARRISON (The Ohio State University)
- **Effects of Two Inter-Trial Interval Duration's on a Student's Participation Rate During DI Math Lessons Taught by a Teacher With Visual Impairments.** EVETTE SIMMONS-REED, Shelli Frazier-Trotman, Tina Harrison, Sara C. Ernsbarger, Matthew Tincani, and William L. Heward (The Ohio State University)
- **Slow Teacher/Fast Teacher: Effects on Participation Rate, Accuracy, and Off-Task Behavior by Pre-K Students During Small-Group Language Lessons.** MATTHEW TINCANI, Sara C. Ernsbarger, Tina Harrison, Shelli Frazier-Trotman, Evette Simmons-Reed, and William L. Heward (The Ohio State University)
- **How Fast Should I Teach? Some Suggestions for Teachers and Ideas for Future Research.** SARA C. ERNSBARGER and Shelli Frazier-Trotman (The Ohio State University)

## # 65 International Paper Session

5/26/2001

4:30 PM - 5:20 PM

Delgado

EDC

### **The Role of Standards in Education**

Chair: Sebastián Figueroa (Universidad Veracruzana)

- **The Case Against the Standardization of Education.** ROBIN R. RUMPH, Chris Ninness, and Glen McCuller (Stephen F. Austin State University)
- **Objective Test for Learning Evaluation and Levels of Knowledge Application.** JORGE BALDERRAMA and Sebastián Figueroa (Universidad Veracruzana)

Saturday, May 26

## # 66 International Poster Session

5/26/2001

5:30 PM - 7:00 PM

French Market

AUT

1. **Effects of Positive Reinforcement in Teaching Locations of Objects While Decreasing the Occurrence of Echolalia in a Four-Year-Old Child Diagnosed With Autistic Spectrum Disorder.** (*Data based poster*) ROBBIE HUDSON, Tiffany Creech, and Adam Harshman (Southwest Missouri State University)
2. **Using a Computer Program to Enhance Appropriate Communication of Children With Autism.** (*Data based poster*) ORIT HETZRONI (University of Haifa), JANICE GRSEKOVIC (Indiana University Northwest), and Juman Tannous (Frederick's School for Autistic Children)
3. **Reduction of Bruxism in a Young Child With Autism.** (*Data based poster*) LORI BECHNER, Stacy Adams, and Dennis Mozingo (Pathways Strategic Teaching Center)
4. **Question Answering by a Child With Autism: Fading the Final Prompt.** (*Data based poster*) ERIN CHARGIN, Michael Gage, Celine Geneve, Eve Neely, Denise Padgit, Angie Padgit, Helene Burgess, and Robert Jensen (California State University, Sacramento)
5. **Using Picture Board for Communication.** (*Data based poster*) DILEK DURUSOY ERBAS (Anadolu University)
6. **Effects of Parent's Intervention to Manage Behaviors of Students With Autism Using Self-Management.** (*Data based poster*) JEONGIL KIM and Sang Bok Lee (Taegu University)
7. **The Effects of Sibling Incidental Teaching on Verbal Initiations of Children With Autism.** (*Data based poster*) SUZANNE M. BUCHANAN (COSAC)
8. **Use of Color Photographic Icons for Students With Autism Using PECS.** (*Data based poster*) CONNIE WONG and Jessica Korneder (Applied Behavior Consultants)
9. **Echoics to Tacts to Receptive Stimulus Control: A Case Study.** (*Data based poster*) KIM MILWARD (Easter Seals of Monterey County) and Richard Laitinen (Center for Autism and Related Disorders)
10. **Fading Physical Prompts to Teach Pointing in a Match to Sample Task.** (*Data based poster*) NICOLE GARDENIER and Gina Green (New England Center for Children)
11. **Teaching Receptive Labels to Visual Learners Using Pairing of Visual Cues and Equivalence Class Formations.** (*Data based poster*) DIANE C. TARANTO and Jennifer Askin (CHIP)
12. **An Evaluation of the Importance of Pace and Presence of a Gestural Prompt in an Autistic Child.** (*Data based poster*) CRAIG NUSSBAUM and Sean Casey (Bancroft NeuroHealth)
13. **Precision Teaching for Children With Autism: The Go Fast Game.** (*Data based poster*) JULIE SCHEPIS and Rebecca Morrison (The Ohio State University)
14. **Acquisition and Generalization of Tact by Young Children With Autism in a Semi-naturalistic Setting.** (*Data based poster*) RITSU TSUCHIYA and Jun-ichi Yamamoto (University of Tsukuba)

15. **Instituting Accountable Systems of Care II: Impact on Educational Classroom for Children With Autism.** (*Data based poster*) EMILY DEWOLF and Doug Moes (Devereux Santa Barbara), and Vince Winterling (Devereux Institute of Clinical Training and Research)
- 15a **Evaluating the Benefits of Individualized Treatment.** (*Data-based poster*) MARIE ROCHA, Valerie Cestone, Robert L. Koegel, Laura Schreibman, and Lynn Kern Koegel (University of California, San Diego)

#### # 67 International Poster Session

5/26/2001

5:30 PM - 7:00 PM

French Market

CBM

16. **The Effects of Delayed Rewards, Token Incentives, and Stimulant Medication on Sportsmanlike Behavior With ADHD-Diagnosed Children.** (*Data based poster*) STEPHEN D. A. HUPP, David Reitman, John Northrup, Patrick O'Callaghan, Monique LeBlanc, Clinton Cripe, Rebecca Currier, and Molly Murphy (Louisiana State University)
17. **Evaluating Clinic-Based Treatment for Attention-Deficit/Hyperactivity Disorder and Determining the Need for Aftercare.** (*Data based poster*) MARK HEDGES (Deer Valley Middle School) and Charalambos C Cleanthous (Eastern Washington University)
18. **Behavioral Observation of the Effects of Adderall on Anxiety Related Behaviors for Young Children With a Diagnosis of ADHD.** (*Data based poster*) KELLY JOHN KROMER, John Northup, Joan Asseff, Shannon Brown, Louis Chow, and Rebecca Currier (Louisiana State University)
19. **The Use of Correspondence Training Techniques to Increase Self-Control for Children With a Diagnosis of Attention Deficit Hyperactivity Disorder.** (*Data based poster*) LAURA FOUNTAIN, John Northup, Shannon Brown, Rebecca Currier, Kelly Atkinson, and Louis Chow (Louisiana State University)
20. **Case Study of an 11-Year Old Female With Comorbid Trichotillomania, ADHD, Predominantly Inattentive Type, and ODD.** (*Data based poster*) ANIL CHACKO, Andrea Chronis, and William Pelham (University at Buffalo, State University of New York), Amanda DeSio (Canisius College), and Karen Seymour (University of Notre Dame)
21. **Comparison of MMPI-2 Response Latency Between Adults With and Without ADHD.** (*Data based poster*) MICHAEL E. WALKER, David Bridget, Laura Ten Eyck, Brad Montgomery, and Ashley Burt (Stephen F. Austin State University)
22. **Theoretical Consistency of the Behavior Analyst Therapist With Clients With and Without Obsessive-Compulsive Disorder (OCD) Diagnosis.** (*Data based poster*) DENIS ROBERTO ZAMIGNANI and Maria Amalia Andery (Catholic University of Sao Paulo)
23. **Obsessive Compulsive Disorder: a Study About Family Accommodation.** (*Data based poster*) Maria Luisa Guedes (Catholic University of São Paulo)

Saturday, May 26

24. **Family Accommodation Levels in Families With Two Members Diagnosed With Obsessive-Compulsive Disorder.** (*Data based poster*) PRISCILA DE JESUS CHACON and Maria Luisa Guedes (Catholic University of São Paulo)
25. **Behavior Analysis and Therapeutic Procedures for Obsessive-Compulsive Disorder (OCD): A Brief Literature Evaluation.** (*Data based poster*) JOANA SINGER VERMES and Maria Luisa Guedes (Catholic University of São Paulo)
26. **The Visual Behavior of Spider Phobics and Non-phobics in the Presence of Threat Stimuli.** (*Data based poster*) KEVIN TIERNEY, Eugene O'Hare, Gregor Lang, and Anthony Reinhardt-Rutland (School of Psychology, University of Ulster at Jordanstown)
27. **The Development of Assessment Tools and Implementation of a Stress Reduction Program.** (*Data based poster*) SIMONE MARTINS and Angela M. M. Duarte (Universidade Catolica de Goias)
28. **Effects of Ruminating, Distracting and Mindfulness Interventions on Public Speaking Anxiety.** (*Data based poster*) JACQUELINE HENRY and P. Scott Lawrence (University of North Carolina, Greensboro)

# 68 International Poster Session
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5/26/2001  
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 French Market  
 DDA

29. **Variable Momentary Drop in the Treatment of Multiply Maintained Self-Injury.** (*Data based poster*) JENNIFER L. TESSING, Patrick R. Progar, and Tracey E. Gallagher (Bancroft NeuroHealth)
30. **An Analysis of Antecedent Influence on a Functional Analysis of Self-Injury.** (*Data based poster*) JAY HARDING, David P. Wacker, Wendy K. Berg, Anjali Barretto, and Regan Wagaman (University of Iowa)
31. **Functional Analysis of Self-Injury Maintained by Automatic Reinforcement: Exposing Masked Social Functions.** (*Data based poster*) DAVID WILSON, Todd McKerchar, and Elyse Casioppo (Kennedy Krieger Institute), and SungWoo Kah 1g (Johns Hopkins University School of Medicine)
32. **The Effect of an Establishing Operation Identified With a Functional Analysis.** (*Data based poster*) YVONNE A. CAREY and James W. Halle (University of Illinois at Urbana-Champaign)
33. **Combined Behavioral and Pharmacological Intervention for the Treatment of Cyclical Self-Injury.** (*Data based poster*) GERI RUFFIN (Kennedy Krieger Institute, Neuro-behavioral Unit), and Karena Rush and Louis Hagopian (Johns Hopkins University School of Medicine)
34. **Decreasing Self-Injury in a Child With Profound Mental Retardation.** (*Data based poster*) ADAM B. LEWIN, Lisa M. Toole, and Lisa M. Toole (Kennedy Krieger Institute), and Lynn G. Bowman (Johns Hopkins University School of Medicine)
35. **Functional Analysis and Treatment of Aggression With Self-Injury as a Corollary Measure.** (*Data based poster*) John Healey, THERESA CLEVINGER, Kristen Oiler, and William Ahearn (New England Center for Children)

36. **Comparing Functional Analyses of SIB With and Without Protective Equipment and Naltrexone.** (*Data based poster*) JOHN HEALEY, William Ahearn, Shawn Kenyon, Robert Orlando, and Sharon Viera (New England Center for Children)
37. **An Extended Analysis and Treatment of Multiply Controlled Self-Injurious Behavior.** (*Data based poster*) John Healey, SHARON VIERA, and William Ahearn (New England Center for Children)
38. **A Continuation of Restraint Fading From an Intensive Inpatient Setting to a Residential Home Environment.** (*Data based poster*) MICHELLE C. LEWIS, Daniel J. Hendrickson, and Robert M. Harrell (Kennedy Krieger Institute), and Lynn G. Bowman (Johns Hopkins University School of Medicine)
39. **Intensive Outpatient Treatment of Self-Injury in a Child With Moebius Syndrome.** (*Data based poster*) DEBORAH BORDEN-KARASACK, John M. Huete, and Patricia F. Kurtz (Kennedy Krieger Institute)
40. **Examining the Use of Training Two Incompatible Responses to Reduce Self-Injurious Behavior That Occurs Independent of Social Consequences: A Single Case Study.** (*Data based poster*) HEIDI LANDABURU, Wade Clark, Oliver Miller, and W. Lawrence Williams (University of Nevada, Reno)
43. **Parent-Child Interactions and the Development of Subsequent Child Behaviour Problems in Families of Children With, or At-Risk for, Developmental Delays.** (*Data based poster*) JENNIFER C. LAFORCE, David Romance, Suzanne Kidd, and Maurice Feldman (Queen's University)
44. **Behavioral Interventions Across Settings: Self-Management in Home and School for Children With Developmental Disabilities.** (*Data based poster*) LEASHA BARRY (University of West Florida)
45. **The Effectiveness of Small Steps Training Program for Parents of Children With Developmental Delays in Turkey.** (*Data based poster*) BUNYAMIN BIRKAN and Gonul Kircaali-Iftar (Anadolu University)
46. **Increasing Medication Compliance in a Child Diagnosed With Autism and Seizure Disorder.** (*Data based poster*) LORRAINE CONDON, SungWoo Kahng, and Brian Mishler (Kennedy Krieger Institute)
47. **A Case Report of a Transition From a Highly-Restricted Environment to One of Less Restriction.** (*Data based poster*) BRENDAN LEE, Kelly A. Dancho, Regina Buchhoffer, Sheri Felice, Deborah A. Napolitano, and Patrick R. Progar (Bancroft NeuroHealth), and Daniel Hendrickson and Lynn G. Bowman (Kennedy Krieger Institute)
48. **Treatment of Pica Using Competing Items and Response Reduction Procedures.** (*Data based poster*) LISA M. TOOLE, Daniel J. Hendrickson, Heather E. Schonbachler, and Vincent Tola (Kennedy Krieger Institute), and Lynn G. Bowman (Johns Hopkins University School of Medicine)
49. **The Assessment and Treatment of Object Mouthing Maintained by Automatic Reinforcement.** (*Data based poster*) RACHEL TARBOX, Michele Wallace, and Jonathan Tarbox (University of Nevada, Reno)
50. **Systematic Application of Computer-Based Teaching for Equivalent Relations in Student With Developmental Disabilities.** (*Data based poster*) JUN-ICHI YAMAMOTO (University of Tsukuba) and Hirofumi Shimizu (Meisei University)

51. **A Comparison of Treatments for Escape-Maintained Challenging Behaviors.** (*Data based poster*) ATLI F. MAGNUSSON, Heather Fortin, and Susan N. Langer (New England Center for Children)
52. **Utilization of a Non-Contingent Reinforcement to Control Aberrant Behavior Within a Forced-Choice Assessment.** (*Data based poster*) DANIELLE DOLEZAL, K. Mark Derby, Colleen Conley (Gonzaga University)
53. **Variable-Momentary and Variable-Interval DRO Schedules: A Systematic Comparison.** (*Data based poster*) TRACEY E. GALLAGHER, Patrick R. Progar, Brendan Lee, and Jennifer L. Tessing (Bancroft NeuroHealth)
54. **Evaluation of Weekly Forced-Choice Preference Assessments.** (*Data based poster*) KELLY A. DANCHO, Francis Jamison, and Deborah A. Napolitano (Bancroft NeuroHealth)
55. **The Effects of Implementing a Visual Picture Schedule to Assist in Transitions With a Student Diagnosed With Autism.** (*Data based poster*) STEPHANIE FLAHERTY, Julie Axell, and Betty Williams (Whitworth College)
56. **Prompt Delay and Fading.** (*Data based poster*) FRANCES A. PERRIN, Paul A. Nau, Patrick R. Progar, and Nicholas M. Cifuni (Bancroft NeuroHealth)

<b># 69 International Poster Session</b>
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5/26/2001

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French Market

DEV

57. **A Short Longitudinal Study on Socio-behavioral Preferences: Social Network Research.** (*Data based poster*) CARLOS SANTOYO, María Celia Espinosa, and Gabriela Villarreal (Universidad Nacional Autónoma de México)
58. **Some Factors That Affect Performance of a Sequence Learning Task in Children.** (*Data based poster*) JOHN CHELONIS, Patricia Klitzing, and Donna Blake (University of Arkansas at Little Rock), and Merle Paule (National Center for Toxicological Research)
59. **Some Factors That Affect Performance of a Simple Discrimination Task in Children.** (*Data based poster*) LENELL KELLEY, Donna Blake, and John Chelonis (University of Arkansas at Little Rock), and Merle Paule (National Center for Toxicological Research)
60. **Forced Use of Upper-Extremity Improves Function After Stroke.** (*Data based poster*) CASEY HUDSON and David Born (University of Kansas)
61. **Visual-Auditory Transfer in Five Populations.** (*Data based poster*) JULIO VARELA, Carlos Martinez, Antonia Padilla, and Americo Rios (University of Guadalajara, Mexico)
62. **Teaching Residents With Alzheimer's Disease to Find Locations in a Nursing Home.** (*Data based poster*) BRUCE L. BAKKE and Angela K. Hochhalter (University of Minnesota), Susan A. Parenteau (Minnesota Veterans Home), Jennie L. Bloomquist (Minnesota State University, Mankato), and J. Riley McCarten (Veterans Affairs Medical Center)

63. **Delayed Match to Sample as a Diagnostic Tool for Dementia and Alzheimer's Disease.** (*Data based poster*) ROBERT T. PEYTON, David G. Born, and Dean C. Williams (University of Kansas)
64. **A Hierarchical Organization of Pelaez and Moreno's Taxonomy of Rules and Rule-Following Behavior Based on Children's Language Comprehension.** (*Data based poster*) GRECIA HERRERA and Geronimo Reyes (Universidad Veracruzana), and Martha Pelaez (Florida International University)
65. **Behavioral Assessment of Problem Behaviors in Elderly Residents of a Personal Care Home.** (*Data based poster*) ANDREA S. PIOTROWSKI and Stephen W. Holborn (University of Manitoba)

#### # 70 International Poster Session

5/26/2001

5:30 PM - 7:00 PM

French Market

EAB

66. **Conditioned Taste Aversion Induced by Wheel Running is Not Due to Novelty Stress.** (*Data based poster*) W. DAVID PIERCE, C. Donald Heth, Peter Inglis, and James C. Russell (University of Alberta)
67. **A Comparative Analysis of Reading Comprehension Strategies on the Achievement of Elementary Students With Learning Disabilities.** (*Data based poster*) LORIE TAYLOR and Sheila Alber (University of Southern Mississippi)
68. **The Role of Habituation in Conditioned Taste Aversion Induced by Wheel Running.** (*Data based poster*) SARAH-JEANNE SALVY, Donald Heth, James C. Russell, and W. David Pierce (University of Alberta)
69. **Induction is Altered by the Upcoming Schedule of Reinforcement.** (*Data based poster*) KELLY L. BISHOP, Dana M. Borowiak, and Jeffrey N. Weatherly (University of North Dakota)
70. **Predicting Taxonomic and Thematic Relational Responding.** (*Data based poster*) J. GRAYSON OSBORNE and John Heath (Utah State University)
71. **Emergent Sequential Classes With a Chaining Procedure in Children.** (*Data based poster*) FLAVIA SILVA, Elizangela Sampaio, Ivy Portela and (Universidade Federal do Pará)
72. **Dishabituation in Rats' Wheel Running Behavior.** (*Data based poster*) KENJIRO AOYAMA (Doshisha University) and Frances K. McSweeney (Washington State University)
73. **Human Foraging and the Ideal Free Distribution.** (*Data based poster*) KRISTA L. KRUEGER, Jennifer I. Gross, Gregory J. Madden, Blaine Peden, and Tetsuo Yamaguchi (University of Wisconsin-Eau Claire)
74. **Can Humans Accurately Report How They Would Discount Hypothetical Rewards?** (*Data based poster*) ANDREA M. GANTZ, Bethany R. Raiff, Kari L. Mathews, and Gregory J. Madden (University of Wisconsin-Eau Claire)
75. **Human Choice Following Brain Injury: Reductions in Sensitivity to Changes in Reinforcer Density.** (*Data based poster*) MICHAEL W. SCHLUND (Kennedy Krieger Institute)

- 75a. **Human Choice Following Brain Injury: Reductions in Sensitivity to Contingencies in Situations of Diminishing Returns.** (*Data based poster*) MICHAEL W. SCHLUND (Kennedy Krieger Institute)
76. **Effects of Cold Pressor Pain on Human Self-Control for Positive Reinforcement.** (*Data based poster*) STEPHEN RAY FLORA and Lindy Rae Wilkerson (Youngstown State University)
77. **An Evaluation of the Effectiveness of a Forced-Choice Preference Assessment With Equines.** (*Data based poster*) DIXIE LEE DAVIS and K. Mark Derby (Gonzaga University)
78. **The Effectiveness of Combined Reinforcement Procedures With Manipulation of Antecedent Cues in Reducing Paper Chewing.** (*Data based poster*) SULEYMAN ERIPEK (Anadolu University)
79. **Operant Conditioning of Reptiles: Conditioning Two Galapagos and One African Spurred Tortoises to Approach, Follow and Stand.** (*Data based poster*) THERESA STEWART, Cynthia Ernstam, Hillary Thompson, and Valeri Farmer-Dougan (Behavioral Research Unit, Miller Park Zoo)
80. **Influence of Familiar Stimuli in Equivalence Class Establishment in a 70-Year-Old Participant.** (*Data based poster*) LISA CHANEY and Richard R. Saunders (University of Kansas)
81. **Interactions Between Verbal and Non-verbal Behavior in Multiple Schedules When Correspondence or Non-correspondence Is Required.** (*Data based poster*) CACILDA AMORIM and Maria Amália Andery (Catholic University of Sao Paulo)
82. **Effect of Number and Area of Win Segments on Probabilistic Choice in Children and Adults.** (*Data based poster*) PATRICIA KLITZING and John Chelonis (University of Arkansas at Little Rock)
83. **Delaying the Terminal Link Stimulus Onset in Concurrent Chains Schedules.** (*Data based poster*) BRUCE E. HESSE (California State University, Stanislaus)
84. **Multiplication and Emergent Relations.** (*Data based poster*) PER HOLTH (Center for Early Intervention in Oslo, Norway) and Erik Arntzen (Akershus University College)
85. **A Cheap Infrared Equipment to Study Rats Nosepoking Response in Successive Discriminations.** (*Data based poster*) PAULA DEBERT and Maria Amália Andery (Catholic University of São Paulo)
86. **Observational Learning and the Formation of Stimulus Equivalences.** (*Data based poster*) CELSO GOYOS, Adriana Piccolo, Tales Lazzarin, and Gisele Porto (Federal University of Sao Carlos)
87. **Activity - Based Anorexia in Rats as a Function of Opportunity to Run on an Activity Wheel.** (*Data based poster*) MARIANA QUEIROZ MARTINS and Maria Luisa Guedes (Catholic University of São Paulo)
88. **The Effects of Consumption Feedback on Demand for Money in Humans.** (*Data based poster*) KATHLEEN BAILEY, Cloyd Hyten, and Joseph Cermak (University of North Texas)
89. **A Comparison of Estimated Rate of Mental Rotation in Three Tasks.** (*Data based poster*) SHEILA BURNS and Charles Leith (Northern Michigan University)



90. **The Effects of Reinforcement History on Response Resurgence.** (*Data based poster*) STEPHANIE DA SILVA and Andy Lattal (West Virginia University)
91. **Visual Scanning Behavior and Heart Rate: Evidence of Individual Differences in Visual Discrimination Learning.** (*Data based poster*) D. WAYNE MITCHELL, Richard E. Boles, Jeneffer C. Keet-Bell, Keith M. Gora, Robbi N. Hudson, and Dane J. Wallace (Southwest Missouri State University)
92. **Maximizing Effectiveness of Respondent Conditioning Protocols in Humans: Time-Based Vs. Response-Based Intertrial Intervals.** (*Data based poster*) CARLOS G. FINLAY and John P. Forsyth (University at Albany, State University of New York)

#### # 71 International Poster Session

5/26/2001

5:30 PM - 7:00 PM

French Market

EDC

93. **Teaching the "Big 6" to Increase Play Skills and Self Help Skills.** (*Data based poster*) LESLEY LUCAS and Gina Marie Bennett (Fred S. Keller School), and So-Young Yoon (Columbia University)
94. **The Use of a Pairing Procedure to Teach Eye Contact to a Preschooler With a Disability.** (*Data based poster*) GINA MARIE BENNETT and Josephine Barletta (Fred S. Keller School), and So-Young Yoon (Columbia University)
95. **Teaching Pedestrian Skills to Children With Developmental Disabilities.** (*Data based poster*) SEMA BATU, Yasemin Ergenekon, Nurgul Akmanoglu, and Dilek Erbas (Anadolu University)
96. **Examining the Partial Reinforcement Extinction Effect on the Maintenance of Academic Skills.** (*Data based poster*) Hannah Hoch, DENISE LORELLI, and Frank Cicero (Eden II School for Autistic Children)
97. **Effects of Training Instructions on Classroom Behavior of a Child With Pervasive Developmental Disorder.** (*Data based poster*) CAROLYN RYAN (The Graduate Center, CUNY) and Suzanne Lerner (Accelerated Childhood Education, ACE)
98. **Training Initiation Responses With a Child With Pervasive Developmental Disorder in a Classroom Setting.** (*Data based poster*) CAROLYN RYAN (The Graduate Center, CUNY) and Suzanne Lerner (Accelerated Childhood Education, ACE)
99. **Effects of Social Skill Instruction on Social Behaviors of Students At-Risk for Serious Emotional Disturbances.** (*Data based poster*) YA-YU LO, Gwendolyn Cartledge, and Scott A. Loe (The Ohio State University)
100. **Effects of Contrived Establishing Operations and Loose Teaching on the Frequency and Generalization of Mands With Children With Multiple Disabilities.** (*Data based poster*) LISA PRACK (Dublin City Schools), and Laurice Joseph, Barry Morganstern, Matthew Tincani, and Timothy Heron (The Ohio State University)

101. **Effects of Instruction Using Picture Exchange Communication System and Structured Prompts With Children Who Have a Communication Disorder.** (*Data based poster*) RANDY SEEVERS and Sylvia Martin (University of Houston-Clear Lake), and Tamara Swinbank (Santa Fe Independent School District)
102. **Assessing the Effects of Two Prompting Procedures on Skill Acquisition.** (*Data based poster*) ELIZABETH WEST and Felix Billingsley (University of Washington)
103. **An Evaluation of Contingency Contracting on Interruptions and Class Participation on a Student With ADHD.** (*Data based poster*) ALISON M. GURRAD, Kimberly P. Weber, and T. F. McLaughlin (Gonzaga University)
104. **Training Numerical Relations Via Stimulus Equivalence Procedures.** (*Data based poster*) KEVIN D. WILLIAMS and Linda J. Hayes (University of Nevada, Reno), Anthony J. Cuvo (Southern Illinois University), and Richard R. Saunders (University of Kansas)
105. **The Effects of Embedded Instruction on Students' Mastery of IEP Goals and Opportunities to Respond.** (*Data based poster*) John J. McDonnell (University of Utah) and Jesse W. Johnson (East Tennessee State University)
106. **Intervention-Based Assessment: A Behavioral Approach to Determining Special Education Eligibility.** (*Data based poster*) KEVIN JONES (University of Cincinnati)
107. **Use of Class-Wide Curricular Modifications to Increase On-Task Behavior of Students With Emotional Behavioral Disorders.** (*Data based poster*) NATALIE SOKOL, Lee Kern, Linda Bambara, and Julie Fogt (Centennial School of Lehigh University)

<b># 72 International Poster Session</b>
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5/26/2001

5:30 PM - 7:00 PM

French Market

OBM

108. **Organizational Behavior Management Network.** Ramona Houmanfar and NEALETTA HOUCHINS (University of Nevada, Reno)
109. **Organizational Behavior Management and the Basic-Applied Continuum: An Interview With Bill Hopkins.** SCOTT BEAL and Bryan Saville (Auburn University)
110. **An Organizational Model to Improve the Administrative and Academic Services of a University.** (*Data based poster*) MARCO WILFREDO SALAS-MARTÍNEZ, Karla Lavarreda Martínez, Ruth Serrano Solís (Universidad Veracruzana-Secretaría de Educación y Cultura), and María Malott (Malott & Associates)
111. **Use of a Reminder Prompt to Promote Timely JABA Reviews.** (*Data based poster*) MARY CARUSO and Craig H. Kennedy (Vanderbilt University)
112. **The Effectiveness of Computer-Based Training on the Use of a Digital Map Display.** (*Data based poster*) JENNIFER BREDTHAUER (Auburn University) and Jean Dyer (U.S. Army Research Institute)
113. **Monitoring the Effects of a Monthly Skills Assessment and Virtual Feedback on the Maintenance of Data Entry and Graphing.** (*Data based poster*) AMY CHRISTENSEN, Cristin D. Harrison, and W. Larry Williams (University of Nevada, Reno)

114. **Increasing Sales Performance at a Wireless Communications Store.** DAVID J. BRADSHAW (Western Michigan University)
115. **Evaluating the Effects of a Competency-Development Program on the Performance of Senior Managers.** (*Data based poster*) AMANDA S. JAY (University of Kansas), and Thomas Lokar and Gerald T. Hannah (Hay Group)
116. **Analyzing and Improving Staff Recruitment and Retention Processes in Human Service Organizations.** LEEANN CHRISTIAN, Gary LaVigna, Rose Kelly, and Robert Shelton (Institute for Applied Behavior Analysis)
117. **Increasing Clinical Service Delivery in Acquired Brain Injury Rehabilitation: Effective Applications of Behavioral Principles.** (*Data based poster*) JOHN GUERCIO, Lyndsay Ori, Gerald Faw, Brooke Berkowitz, Megan Nigra, Martin McMorrow (Center for Comprehensive Services), and Paula Davis (Southern Illinois University)
118. **A Preliminary Evaluation of the Professional Crisis Management System.** (*Data based poster*) ROB CHITTUM and Kevin Schama (Greene Valley Developmental Center), and Neal Fleisig (Professional Crisis Management Association)
119. **Redesign of the Patient Scheduling Process in an Optical Clinic.** (*Data based poster*) VICTORIA HODGE and Cloyd Hyten (University of North Texas)
120. **Performance Feedback and Probabilistic Bonus Contingencies Among Employees at a Social Service Agency.** (*Data based poster*) TRACY LARSEN-COOK (University of Nevada, Reno) and Mark R. Dixon (Southern Illinois University)
121. **Using Visual Prompts to Increase the Amount of on Task Behavior Displayed by Direct-Care Staff at a University Sponsored Day Program for Adults With Developmental Disabilities.** (*Data based poster*) HEIDI LANDABURU, Kimberlee Romick, Amy Kenzer, and W. Lawrence Williams (University of Nevada, Reno)
122. **The Effects of a Packaged Intervention on Staff Customer Service Behaviors in a Large Department Store.** (*Data based poster*) AMY CHRISTENSEN (University of Nevada, Reno) and John Austin (Western Michigan University)
123. **The Use of Prompts as Part of an Intelligent Sign to Prompt Motorists to Yield to Pedestrians.** (*Data based poster*) RON VAN HOUTEN and Jonathan Van Houten (Mount Saint Vincent University), and J. E. Louis Malenfant (Center for Education and Research in Safety)
124. **Safety Behavior in Industrial Settings.** (*Data based poster*) JORGE O. NOSSA S. and Nelson E. Duarte B. (ABA - Colombia)

### # 73 Business Meeting

5/26/2001

7:00 PM - 7:50 PM

Prytania

### Clinical Behavior Analysis Special Interest Group

Chair: Anthony Procaccino (Private Practice)

This meeting is to review and discuss SIG-related events that have occurred during the past year, discuss ideas to further membership drive and increase submission to the Behavior Analyst Today Newsletter, and identify goals for the upcoming year. We also plan on conducting a case study conference.

#### # 74 Special Event

5/26/2001

7:00 PM - 7:50 PM

Loyola A

##### **Conversation Hour With Jack Michael**

Chair: Meeta R. Patel (The Marcus Institute)

Dr. Michael is a founding member of ABA and a professor at Western Michigan University. His current area of interest focuses on theoretical issues in behavior analysis, including motivation and verbal behavior. This Conversation Hour is a great opportunity for students to meet and converse With Dr. Michael. Although this event is open to all members, it is geared for students and is a Student Committee sponsored event.

#### # 75 Business Meeting

5/26/2001

7:00 PM - 7:50 PM

Esplanade A

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

Chair: Richard W. Serna (Shriver Center, University of Massachusetts Medical School)

Discuss recent events in the EAHB SIG and the Electronic Bulletin, and plan for the future.

#### # 76 Business Meeting

5/26/2001

7:00 PM - 7:50 PM

Delgado

##### **JABA Business Meeting**

Chair: F. Charles Mace (University of Wales)

The purpose of this meeting is to discuss JABA policies and journal outcomes of the previous year.

#### # 77 Business Meeting

5/26/2001

7:00 PM - 7:50 PM

Esplanade B

##### **Lesbigay Social Gathering**

Chair: Kent Johnson (Morningside Academy)

Come meet and greet at our eighth annual gathering! Locals and veterans of New Orleans are encouraged to bring news of lesbigay restaurants, clubs, bookstores and bars in the area.

#### # 77a Business Meeting

5/26/2001

7:00 PM - 7:50 PM

Toulouse

##### **Membership Recruitment and Retention Committee**

Chair: Doug Woods (University of Wisconsin, Milwaukee)

## # 78 Business Meeting

5/26/2001

7:00 PM - 8:20 PM

Regency A

### Autism Special Interest Group

Chair: David Celiberti (Eden II Programs)

A business meeting will be held to address administrative matters relevant to the SIG and to award certificates to Nicole Ciotti Gardenier and Maria Valdovinos, winners of the third annual Autism SIG student research award. A few invited presenters will discuss issues of importance to the SIG membership, such as an update on the certification process. All interested parties are welcome to attend.

## # 78a Business Meeting

5/26/2001

7:00 PM - 8:20 PM

Gentilly

### Pennsylvania ABA

Chair: Richard Foxx (Pennsylvania State University)

To discuss recent proceedings and development of the Pennsylvania Association for Behavior Analysis.

## # 79 Special Event

5/26/2001

10:00 PM - 12:00 AM

French Quarter

ABA Expo

## A. Graduate Training Programs

1. **Applied Behavior Analysis in Special Education at the University of Utah.** ROBERT O'NEILL (University of Utah)
- 1a. **Applied Behavior Analysis at Florida State University, Panama City Campus: Master's Degree in Psychology.** COLIN PEELER, Jon Bailey and Al Murphy (Florida State University, Panama City)
2. **Behavior Analysis at Queen's College and the Graduate School, CUNY.** BRUCE L. BROWN, Lanny Fields, Nancy Hemmes, Robert N. Lanson, Claire L. Poulson, and Peter Sturmey (Queens College and the Graduate School, CUNY)
3. **Behavior Analysis at Temple University.** ELDON MUELLER, Philip Hineline, Saul Axelrod, Donald Hantula, and Kim Kirby (Temple University)
4. **Behavior Analysis at the University of the Pacific.** DAVID WILDER, Cris Clay, and Keven Schock (University of the Pacific)
5. **Behavior Analysis Graduate Program at Western Michigan University.** JAMES E. CARR and Richard Malott (Western Michigan University)
6. **Behavior Analysis Program at Southern Illinois University.** MARK R. DIXON, Anthony J. Cuvo, Brandon F. Greene, Paula K. Davis, and Ruth Anne Rehfeldt (Southern Illinois University)

7. **Behavior Analysis Programs at the University of Nevada, Reno.** LINDA J. HAYES, Thomas E. (Ted) Boyce, Patrick M. Ghezzi, Ramona Houmanfar, W. W. Lawrence Williams, and Kate Kellum (University of Nevada, Reno), and Michele D. Wallace (University of Florida)
8. **Clinical Psychology at Western Michigan University.** R. WAYNE FUQUA and Richard Spates (Department of Psychology)
9. **Department of Behavior Analysis at the University of North Texas.** MANISH VAIDYA (University of North Texas)
10. **Departments of Psychology and Education, Florida International University.** JACOB L. GEWIRTZ (Florida International University)
11. **Doctoral Training in Behavior Analysis at the University of Kansas.** R. MAF K MATHEWS (University of Kansas)
12. **Graduate Program in Special Education at The Ohio State University.** Gwendolyn Cartledge, Donna Ford, Ralph Gardner, Timothy E. Heron, WILLIAM L. HEWARD, Nancy A. Neef, and Diane Sainato (The Ohio State University)
13. **Graduate Programs in Applied Behavior Analysis at Eastern Washington University.** RONALD MARTELLA, Charalambos Cleanthous, and David Hatfield (Eastern Washington University)
14. **Graduate Study in Behavior Analysis at the University of New Hampshire Department of Psychology.** AMY L. ODUM, Suzanne H. Mitchell, and Timothy A. Shahan (University of New Hampshire)
15. **Graduate Training in Human Development at Vanderbilt University.** CRAIG KENNEDY, Anne Corn, Carolyn Hughes, Ann Kaiser, and Mark Wolery (Vanderbilt University)
16. **Graduate Training in Special Education at Gonzaga University.** K. MARK DERBY, Kimberly P. Weber, T. F. McLaughlin, and Randy L. Williams (Gonzaga University)
17. **Graduate Training, Internships and Employment at the Connecticut Center for Child Development.** CRESSE SNYDER, Christine Berman, Amy Horr, and Leslie Michniewicz (Connecticut Center for Child Development)
18. **Industrial/Organizational Psychology at Western Michigan University.** JOHN AUSTIN (Department of Psychology)
19. **Internships and Employment Opportunities at Bancroft NeuroHealth.** STEPHEN BRUCE and Patrick R. Progar (Bancroft NeuroHealth)
20. **M.S. Program in Behavior Analysis at St. Cloud State University.** KIM SCHULZE, Kevin Klatt, and Gloria Gasparotto (St. Cloud State University)
21. **Master's Degree Program in Applied Behavior Analysis at East Carolina University.** JEANNIE GOLDEN (East Carolina State University)
22. **Masters in Experimental Psychology: Behavior Analysis.** ROBERTO BANACO and Tereza Maria Sério (Catholic University of São Paulo)
23. **Master's Program in Applied Behavior Analysis at UMBC.** A. CHARLES CATANIA (UMBC)
24. **Pre-Doctoral Internship at Kennedy Krieger Institute.** KRISTINE KOONTZ (Kennedy Krieger Institute)

25. **School Psychology Graduate Program at Western Michigan University.** EDWARD J. DALY III (Department of Psychology) and Ruth Ervin (Western Michigan University)
26. **The Behavior Analysis Program at West Virginia University.** CYNTHIA M. ANDERSON, Carolina Aguilera, Chad M. Galuska, and Lori Murray (West Virginia University)
27. **The Graduate Program in Special Education at The Pennsylvania State University.** DAVID L. LEE, Rick Kubina, and Valerie Postal (Pennsylvania State University)
28. **The School Psychology Program at the University of Southern Mississippi.** MICHAEL M. MUELLER and James W. Moore (University of Southern Mississippi)

#### **B. Chapters, SIGs and Other Organizations**

29. **ABA 2002 and the Ontario Association for Behaviour Analysis.** WILLIAM T. KIRBY (St. Lawrence College) and Gerald R. Bernicky (ABI Behavior Services/Toronto, Canada)
30. **ABA Education Board and the Council of Directors of Graduate Programs in Behavior Analysis.** LINDA J. HAYES, Sean M. Coriaty, and Karen Kate Kellum (University of Nevada, Reno)
31. **ABA in Health, Fitness and Sports (The SIG Poster).** AMANDA NICOLSON (Applied Behavior Consultants) and Richard Flemming (ABACUS)
32. **ABA International Affiliate Chapters Supporting and Growing Together.** GERALD R. BERNICKY (Ontario Association for Behaviour Analysis) and Joseph J. Plaud (Cambridge Center for Behavioral Studies)
33. **ABA Student Committee.** MEETA R. PATEL (The Marcus Institute), Amy J. Elliott (Munroe-Meyer Institute), and Erin B. Rasmussen (Auburn University)
34. **Animal Trainers Forum Special Interest Group.** BARBARA KAMINSKI, Judith Stowe (Quality Safety Edge) and Marge Gibbs (Roosevelt University)
35. **BASIL - the Behavior Analysis Society of Illinois and CABA - the Chicago Association for Behavior Analysis.** CHARLES MERBITZ (Illinois Institute of Technology) and David A. M. Pyles (W. A. Howe Developmental Center)
36. **Behavioral Safety Network.** JUDY L. AGNEW (Aubrey Daniels International), Grainne A. Matthews (Quality Safety Edge), and Angelica C. Grindle (Western Michigan University)
37. **Behavioral Toxicology Society.** ERIN RASMUSSEN and M. Christopher Newland (Auburn University)
- 37a. **Behavior and Social Issues: The Journal.** MARK MATTAINI (Jane Addams School of Social Work)
38. **Cambridge Center for Behavioral Studies.** BETSY J. CONSTANTINE (Cambridge Center for Behavioral Studies)
39. **Developmental Behavior Analysis SIG.** JACOB L. GEWIRTZ (Florida International University)
40. **Division 25 of the American Psychological Association.** GREGORY J. MADDEN (University of Wisconsin, Eau Claire)
41. **Japanese Association for Behavior Analysis.** NAOKO SUGIYAMA (Yamawaki Gakuen College)

42. **QSAC Quality Services for the Autism Community.** LISA VEGLIA (QSAC)
43. **SCS - Standard Celeration Society.** CHARLES MERBITZ (Illinois Institute of Technology), Richard M. Kubina, Jr. (Clarion University of Pennsylvania), John W. Eshleman (EasyLearn Systems), Stephen A. Graf (Youngstown State University), and Paul Malanga (University of South Dakota)
44. **The New Jersey Institute for Early Intervention.** TRICIA DONAHOE and David Tesch (The New Jersey Institute for Early Intervention)
45. **The Swedish Association for Behavior Analysis.** NED CARTER (Department of Occupational and Environmental Medicine), and Kenneth Nilsson and Anders Friberg, Berit Scott, Orjan Swahn (Uppsala University)
46. **TheraCare: A School Without Walls.** TRICIA POVEROMO, Amy Eisenberg, and Stacie Gigante (TheraCare)

<b>C. Around the World</b>
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47. **A Reference Center on Radical Behaviorism in Brazil.** Nilza Micheletto, Tereza Maria Sério, MARIA AMALIA ANDERY, and Maria do Carmo Guedes (Catholic University of São Paulo), and Emmanuel Tourinho and Ane Margareth Silva (Federal University of Pará)
48. **ABA International Development.** WILSON LOPEZ-LOPEZ (Konrad Lorenz University) and Dan Sikora (Volkswagen)



# **Association for Behavior Analysis**


**an international organization**

**Sunday, May 27**

**Day Schedule  
Breakfasts/Business Meetings  
Convention Sessions  
Presidential Scholar's Address  
Reunions/Receptions  
Behavioral Follies**

Sunday, May 27, 2001

	Room	7 AM :00 :30	8 AM :00 :30	9 AM :00 :30	10 AM :00 :30	11 AM :00 :30	12 PM - 1:30 PM	1:30 PM - 2:30 PM
Lower Level	Loyola A		#84 Student Committee	#89 DDA Ch: MacAleese	#110 DDA Ch: Bartizal	#137 DDA BINDER		#151 DDA Ch: Iwata
	Loyola B			#97 DDA Ch: Graff		#121 DDA Ch: Richman		#162 DDA Ch: Schepis
	St. Charles A			#91 CBM MCSWEEN	#115 OBM Ch: Brethower			#152 OBM Ch: Hopkins
	St. Charles B				#122 OBM Ch: Garlock			
	St. Charles C			#96a TBA Ch: Bushell	#125 TBA Ch: Peeler			#146 TBA KEENAN
2nd Floor	Gentilly			#94 EDC Ch: Rose		#117 EDC Ch: Keohane		#144a EDC Ch: Houmfar
	Prytania			#96 EDC Ch: Killu	#111 EDC Ch: Cowardin	#136 EDC SLOCUM		#145 EDC LEITZ
	Delgado		#88 Council of Directors	#102 EDC Ch: Stichter		#124 EDC Ch: Martens		#158 EDC Ch: Chase
	Elysian Fields							
	Toulouse		#87 Health... Fitness SIG	#90 CBM Ch: Zencius		#126 CBM Ch: Selznik		#150 CBM Ch: Sevin
	Esplanade A				#114 VRB Ch: Hesse	#135 VRB Ch: Sundberg		#161 VRB Ch: Esch
	Esplanade B		#86 Behavioral Gerontology	#92 TPC Ch: Todd	#112 TPC LEGLAND			#159 TPC Ch: O'Hara
	Esplanade C		#85 Animal Trainer's SIG	#101 CBM Ch: Swanson	#127 CBM Ch: Dougher			#155 CBM Ch: Bolling
	Poydras A				#113 BPH NEWLAND			#145 BPH Ch: Serdikoff
	Poydras B			#107 OTH Ch: Patel		#133 OTH Ch: Kubina		#154 OTH Ch: Kaminski
	Audubon			#98 OTH Ch: Smith		#128 OTH Ch: Patel		#153 OTH Ch: Nicolson
	Cabildo A			#99 DDA Ch: Lerman		#120 DDA Ch: Derby		#156 DDA Ch: Graff
	Cabildo B			#93 DEV LICKITER		#130 DEV Ch: Novak		
	Cabildo C					#131 CSE Ch: Rasmussen		#157 CSE Ch: Glindenann
	Girod		#83 Program Committee					
	Carrollton							
3rd Floor	Regency A		#82 Parents of Ch'n w/Autism	#105 AUT Ch: Leaf		#116 AUT Ch: Ghezzi		
	Regency B			#100 AUT Ch: Eikeseth		#129 AUT Ch: Hundert		
	Regency C			#104 AUT Ch: Lund		#119 AUT Ch: Hoyle		
	Regency D		#81 Student Breakfast					
	Regency E			#95 VRB MICHAEL		#134 OTH JOHNSTON		
	Regency F			#109 EAB Ch: Baron		#118 EAB Ch: Madden		#147 EAB Ch: MacDonall
	Regency G			#103 EAB Ch: Anger		#123 EAB Ch: Shelton		#148 EAB Ch: Cardinal
	Regency H			#108 EAB Ch: Roche		#132 EAB Ch: Foxall		#160 EAB Ch: Galbraith
	French Market						POSTER SESSIONS	

 = Special and invited events

Ch: = Chair

GRID LEGEND

Sunday, May 27, 2001

Room	2:30 PM	3 PM :00 :30	4 PM :00 :30	5:00 PM	5:30 PM - 7:00 PM	7 PM :00 :30	8 PM :00 :30	9 PM :00 :30
Loyola A	#151 Cont'd	#181 DDA Ch: McComas						
Loyola B	#162 Cont'd	#177 DDA Ch: Casey						
St. Charles A	#152 Cont'd	#170 OBM Ch: Cole				#204 OBM SIG	#213 OBM and Behavioral Safety SIG Suite	
St. Charles B		#173 OBM Ch: Roman						
St. Charles C	#167 TBA Ch: Bostow	#188 TBA Ch: Austin						
Gentilly	#144a Cont'd	#185 EDC Ch: Greer				#199 CAL ABA	#208 B. F. Skinner Foundation Social	
Prytania	#165 EDC Ch: Haugland	#187 EDC Ch: Mahwinney				#202 Ed. Trt. of Child. Bd.	#218 University of Wisconsin, Eau Claire	
Delgado	#158 Cont'd	#179 EDC Ch: Cheney				#198 Autism Parents	#214 Univ. of Mass. Return to the Valley Reunion	
Elysian Fields		#171a TBA Ch: Shook				#203 NYS ABA	#211 Graduate Training in Behavior Analysis	
Toulouse	#150 Cont'd	#171 CBM Ch: Sevin				#197 Crime & Delinquency		
Esplanade A	#161 Cont'd	#175 VRB Ch: Silvestri				#205 SCS SIG	#215 Standard Celeration Chart Data Share	
Esplanade B	#159 Cont'd	#178 TPC Ch: Morris					#217 University of Kansas Reunion	
Esplanade C	#155 Cont'd	#174 CBM Ch: Anderson					#216 West Virginia Univ. 25th Anniversary	
Poydras A						#200 Con Hr International Students	#212 Jack Michael and Western Michigan Univ	
Poydras B	#154 Cont'd	#180 OTH Ch: Pilgrim				#206 VRB SIG		
Audubon	#153 Cont'd	#169 OTH Ch: Salzinger				#201 DEV SIG	#210 Colombia University and CABAS Reunion	
Cabildo A	#156 Cont'd	#172 DDA Ch: Smith						
Cabildo B		#182 DEV Ch: Gewirtz					#207 3rd Annual Student Social	
Cabildo C	#157 Cont'd	#186 CSE Ch: Mattaini						
Girod								
Carrollton							#209 Cambridge Center for Behavioral Studies Reception	
Regency A	#163 Cont'd SIMPSON	#176 AUT Ch: Schreiber						
Regency B		#183 AUT Ch: Bondy						
Regency C		#184 AUT Ch: Celiberti						
Regency D				#190 Presidential Scholar UNTAL				#219 10th Annual Behavioral Forum
Regency E	#168 EPH DWORKIN							
Regency F	#164 EAB Ch: Aparicio	#189 EAB MAZUR						
Regency G		#166 EAB Ch: Pinkston						
Regency H	#160 Cont'd							
French Market					POSTER SESSIONS			

## # 81 Special Event

5/27/2001

7:30 AM - 9:00 AM

Regency D

### **5th Annual Student Breakfast Fair**

Chair: Meeta R. Patel (The Marcus Institute)

This student breakfast is sponsored by many organizations that offer opportunities for behavior analysts. This is an opportunity for employers and students to interact in an informal setting. Please join us for breakfast so you can meet representatives from various organizations around the world. This event is sponsored by the Student Committee.

## # 82 Business Meeting

5/27/2001

8:00 AM - 8:50 AM

Regency A

### **2nd Annual Meeting for Parents of Children With Autism and Related Disorders**

Chair: David Celiberti (Eden II Programs)

Given the growing attendance at ABA conferences by parents of children with autism and related disorders, a business meeting will be held to provide a forum for networking and for exploring ways in which the Autism SIG can assist families of newly diagnosed children and families seeking ABA services. In addition, Kathy Mannion, the Executive Director of the Association for Science in Autism Treatment, will provide an overview of her organization's goals and objectives. All interested parents and professionals are invited.

## # 83 Special Event

5/27/2001

8:00 AM - 8:50 AM

Girod

### **ABA Program Committee Meeting**

Chair: Frances McSweeney (Washington State University)

- AUT: Jack Scott (Florida Atlantic University)
- BPH: Christine Hughes (University of North Carolina, Wilmington)
- CBM: David E. Greenway (University of Louisiana at Lafayette)
- CSE: Mark Mattaini (Jane Adams College of Social Work, UIC) and Richard Rakos (Cleveland State University)
- DDA: Kent Johnson (Morningside Academy)
- DEV: Jacob L. Gewirtz and Martha Pelaez (Florida International University)
- EAB: William Palya (Jacksonville State University)
- EDC: Laura D. Fredrick (Georgia State University)
- OBM: Ramona Houmanfar (University of Nevada, Reno)
- TBA: Thomas Brigham (Washington State University)
- TPC: Derek Blackman (Cardiff University)
- VRB: Mark Sundberg (Behavior Analysts, Inc.)

### # 84 Business Meeting

5/27/2001

8:00 AM - 8:50 AM

Loyola A

#### **ABA Student Committee**

Chair: Meeta R. Patel (The Marcus Institute)

The purpose of this meeting is to give the student members an opportunity to provide suggestions on student issues related to ABA. If you are interested in getting involved with the Student Committee please join us. All student members are welcome to attend. We appreciate your input and suggestions.

### # 85 Business Meeting

5/27/2001

8:00 AM - 8:50 AM

Esplanade C

#### **Animal Trainer's Forum SIG**

Chair: Judith Stowe (Quality Safety Edge)

Annual business meeting, review of ATF presentations, special SIG events, and future ABA conference planning.

### # 86 Business Meeting

5/27/2001

8:00 AM - 8:50 AM

Esplanade B

#### **Behavioral Gerontology SIG**

Chair: Mark Mathews (University of Kansas)

Annual special interest group meeting; elect officers, select student poster award, discuss research, publication, and funding opportunities in gerontology.

### # 87 Business Meeting

5/27/2001

8:00 AM - 8:50 AM

Toulouse

#### **Business Meeting for the SIG: ABA in Health, Fitness and Sports**

Chair: Amanda Nicolson (Applied Behavior Consultants)

In the SIG meeting, we will discuss our progress on goals set at our meeting last year. We will update membership, officers, and discuss projects for the coming year. All are welcome.

Sunday, May 27

## **# 88 Business Meeting**

5/27/2001

8:00 AM - 8:50 AM

Delgado

### **Council of Directors of Graduate Programs in Behavior Analysis**

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

The Council of Directors of Graduate Programs in Behavior Analysis will meet to consider its mission, activities over the past year, and plans for the upcoming year. The meeting is open to all directors of graduate programs and their representatives.

## **# 89 Paper Session**

5/27/2001

9:00 AM - 9:50 AM

Loyola A

DDA

### **Developmental Disabilities and Social Skills**

Chair: Kenneth MacAleese (University of Nevada, Reno)

- **Using Social Stories to Teach Social Skills to Adults With Developmental Disabilities.** MARY CARUSO (Vanderbilt University), John R. Lutzker (University of Judaism), and Kim B. Huynen (Behavior Change Associates)
- **Evaluation of a Social Skill's Game for Developmentally Disabled Adults: Assessment of Effectiveness and Social Validity.** KENNETH MACLEESE, Janice Doney, Roxanne Daniels, Jason Anderson, Christina Belcher, and Lawrence Williams (University of Nevada, Reno)

## **# 90 International Paper Session**

5/27/2001

9:00 AM - 9:50 AM

Toulouse

CBM

### **Innovative Use of Conditioning Procedures to Treat the Brain Injured**

Chair: Arnie H. Zencius (Cornerstone Services)

- **Unreinforced Matching-to-Sample as a Procedure to Reestablish Name-Face Relations in Persons With Cerebral Lesions.** JESSIMARA B. A. CASTRO, Sonia M. M. Neves, Jean Edith Frank, Weber Martins, and Marcio P. Moreira (Universidade Catolica de Goias)
- **Using Multi-Sensory Prompts (Verbal and Flashcards) to Treat Expressive Aphasia in a Man With Head Injury.** ARNIE H. ZENCIUS (Cornerstone Services) and Michael Wesolowski (Florida Department of Children and Families)

5/27/2001

9:00 AM - 9:50 AM

St. Charles A

OBM

**OBM Lifetime Achievement/Outstanding Contribution Award: Terry McSween on Behavioral Safety Today**

Chair: Leslie Braksick (The Continuous Learning Group)

**TERRY E. MCSWEEN (Quality Safety Edge)**



**Abstract:** The Lifetime Achievement Award is given to individuals who have fundamentally advanced the understanding or application of behavioral principles in organizational settings and are deserving of this highest level of recognition. Past recipients of this award have been individuals whose contributions have fundamentally altered the field of OBM. The Outstanding Contribution Award is given to individuals or corporations who have made significant and measured contributions to the field and who are deserving of special recognition from the OBM Network.

**Terry McSween** is a nationally recognized expert in the field of behavioral safety and Founder of Quality Safety Edge, a company that specializes in the application of behavioral

technology to create employee driven safety and quality improvement efforts. Terry has twenty years of experience consulting in educational, institutional, and business settings. Terry McSween has designed and implemented behavioral safety, teamwork, and quality improvement programs for an extensive list of clients.

He is a regular speaker at local and national conferences, and author of numerous papers on performance management, safety and quality. He is a member of the editorial boards of the *Journal of Organizational Behavior Management* and *Behavioral Technology Today* and an active member in many business and professional organizations, including the Board of Trustees for the Cambridge Center for Behavioral Studies, the Association for Behavior Analysis, the American Society for Safety Engineers, and the Texas Association for Behavior Analysis. Terry McSween was awarded the prestigious 1994 American Society of Safety Engineers' Scrivener award for his article "Improve Your Safety Program with a Behavioral Approach," published in *Hydrocarbon Processing*, August 1993. He is the author of *The Value-Based Safety Process: Improving Your Safety Culture with a Behavioral Approach*, John Wiley & Sons, NY, 1995.

## # 92 Paper Session

5/27/2001

9:00 AM - 9:50 AM

Esplanade B

TPC

### **Reinforcement and Punishment: Implications for Intrinsic Motivation and Implications for Treatment**

Chair: James T. Todd (Eastern Michigan University)

- **A Socio-Historical Analysis of the Rewards and Intrinsic Motivation Controversy.** JUDY CAMERON and W. David Pierce (University of Alberta)
- **The Corollaries of Reinforcement and Punishment and their Implications for Behavioral Treatment.** GARY LAVIGNA (Institute for Applied Behavior Analysis)

## # 93 Invited Event

*(available for ABA CEUs)*

5/27/2001

9:00 AM - 9:50 AM

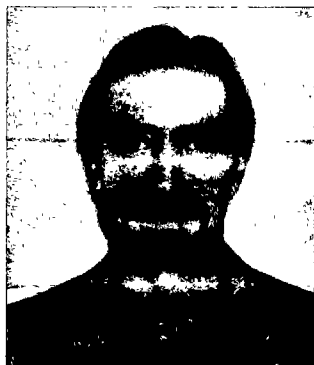
Cabildo B

DEV

### **Structured Organisms and Structured Environments: Determinants of Early Perceptual Learning**

Chair: Jacob L. Gewirtz (Florida International University)

ROBERT LICKLITER (Virginia Institute of Technology)



**Abstract:** Comparative studies utilizing avian and mammalian embryos and neonates have proven useful in exploring how alterations in sensory stimulation during the prenatal and early postnatal periods can affect early perceptual learning. Recent findings from my laboratory and others suggest that the various effects that modifications of perinatal sensory stimulation may have on early perceptual responsiveness likely depend on a number of related factors, including (a) the timing of the stimulation relative to the developmental stage of the organism, (b) the amount of stimulation provided or denied the young organism, and (c) the type of sensory stimulation presented. This talk will review research findings drawn from comparative developmental psychology and

psychobiology on early perceptual learning and will explore the usefulness of the notion of "effective stimulation" in accounting for age-related changes in early learning. The idea of effective stimulation takes into account both organismic and contextual factors thought to contribute to young organisms' selective attention, stimulus discrimination, and perceptual preferences and can provide a more comprehensive account of the determinants of perceptual learning in embryos and neonates.

**Dr. Lickliter** received his BS and MS in human development and his Ph.D. in animal behavior (1983) from the University of California, Davis. He completed a postdoctoral fellowship in Developmental Psychobiology at the University of North Carolina,



Greensboro and joined the faculty of Virginia Polytechnic Institute and State University (Virginia Tech) in 1986, where he has pursued his research interests in behavioral embryology, the development of intersensory perception in birds and mammals, and the role of prenatal experience in neonatal physiological and behavioral organization. He is a recent recipient of the Frank Beach Award in Comparative Psychology from the American Psychological Association and is currently supported by an Independent Scientist Award from NIH, which allows Dr. Lickliter to actively collaborate with investigators of early perceptual development at several institutes and universities. He is currently a Visiting Research Professor at Florida International University and serves on the editorial boards of *Infancy*, *Journal of Comparative Psychology*, and *Developmental Psychobiology*.

#### # 94 International Paper Session

5/27/2001

9:00 AM - 9:50 AM

Gentilly

EDC

#### Teaching Behavior Analysis

Chair: Dennis J. Rose (Nanyang Technological University-Singapore)

- **The Covert Behaviorist: Introducing Behavioral Methods in Non-Behavioral Settings.** DENNIS J. ROSE (Nanyang Technological University-Singapore)
- **Teaching Behavioral Principles in a Distance Learning Course: Problems and Solutions.** LESLIE S. BURKETT and Sigrid S. Glenn (University of North Texas)

#### # 95 Invited Tutorial

5/27/2001

9:00 AM - 9:50 AM

Regency E

VRB

#### The Elementary Verbal Operants

Chair: William F. Potter (CSU Stanislaus)

JACK MICHAEL and Caio Miguel (Western Michigan University)



**Abstract:** Skinner (1957) described a way to categorize verbal behavior which has been useful for research and application purposes. This tutorial will provide an overview of Skinner's elementary verbal operants (as well as some refinements) for those unfamiliar with the area or interested in a refresher.

**Dr. Michael** was born in 1926 in Los Angeles, entered UCLA in 1943 as a chemistry major. Served two years in the army, and returned to UCLA in 1946, this time as a psychology major. He obtained a B.A., M.A., and Ph.D. at UCLA, finishing in 1955. As a graduate student his main interests were statistical methodology, physiological psychology, and learning theory. During his first teaching job (Kansas University) he was much influenced by B. F. Skinner's Science

and Human Behavior, and since then has been primarily involved in teaching behavioral psychology; at K. U., University of Houston, Arizona State University, and since 1967 at Western Michigan University. In 1957 as a result of influence by the rehabilitation psychologist, Lee Meyerson, he began to apply Skinner's approach to mental retardation, mental illness, and physical disability. During the next several years "behavior modification" was in a period of rapid expansion and Michael contributed with his teaching, writing, and public presentations. Most recently he has been concerned with the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior. He contributed to the founding of the Association for Behavior Analysis in 1974 and served as its president in 1979. He was Western Michigan University's Distinguished Faculty Scholar for 1989.

#### # 96 Paper Session

5/27/2001

9:00 AM - 9:50 AM

Prytania

EDC

#### **What We Know About Functional Behavior Assessments in Our Schools**

Chair: Kim Killu (University of Michigan, Dearborn)

- **Misperceptions of Functional Behavior Assessment and Behavior Intervention Planning in School Settings.** KIM KILLU (University of Michigan, Dearborn)
- **Functional Behavior Assessments: Are Public Schools Making the Grade?** KIMBERLY P. WEBER and K. Mark Derby (Gonzaga University), and Kim Killu (University of Michigan, Dearborn)

#### # 96a Symposium

5/27/2001

9:00 AM - 10:20 AM

St. Charles C

TBA

#### **Century School: Applied, Behavioral, Analytic, Technological, Conceptual, and Effective. Generality? About to be Tested (*Data based presentation*)**

Chair: Don Bushell, Jr. (University of Kansas)

Discussant: Donald M. Baer (University of Kansas)

- **Behavioral Schooling from PreK Through the Elementary Grades.** HOWARD P. WILLS, Anthony J. Cammilleri, Enedelia Amy Sanner, Monika Suchowierska, and Deborah Dawn Wells (University of Kansas)
- **A School Where Research is Chronic and Embedded.** ANTHONY J. CAMMILLERI, Enedelia Amy Sanner, Monika Suchowierska, Deborah Dawn Wells, and Howard P. Wills (University of Kansas)
- **Scripts that Train Teachers: Reducing Student Errors by Reducing Teaching Errors.** MONIKA SUCHOWIERSKA, Rhonda Befort, and Howard P. Wills (University of Kansas)

## # 97 Symposium

5/27/2001

9:00 AM - 10:20 AM

Loyola B

DDA

### **Agency-Wide Protocols for Reducing Restrictive Procedures and Improving Quality of Life**

Chair: Richard B. Graff (New England Center for Children)

Discussant: Richard M. Foxx (Pennsylvania State University)

- **Monitoring Restrictive Procedures: The New England Center for Children's Peer Review Model.** D. DANIEL GOULD, William H. Ahearn, Daniel Cohen-Almeida, Richard B. Graff, Cammarie Johnson, and Myrna E. Libby (New England Center for Children)
- **Effective and Least Intrusive Treatment: Systems Approaches and Quality Assurance.** JAMES F. MCGIMSEY and Gretchen Thwing (AdvoServ)
- **Defining and Quantifying Life-Quality for People With Profound Multiple Handicaps.** MARTIN IVANCIC (Western Carolina Center)

## # 98 International Symposium

5/27/2001

9:00 AM - 10:20 AM

Audubon

OTH

### **Applying Sequential Analysis to Understand Behavior in Context (*Data based presentation*)**

Chair: Benjamin Smith (University of Oregon)

Discussant: Phil Gunter (Valdosta State University)

- **Antisocial Behavior Within the Context of Peer Responses.** BENJAMIN SMITH, George Sugai, Rob Horner, Tom Dishion, and Mike Bullis (University of Oregon)
- **Expanding the Unit of Analysis and Intervention: Validating the Construct of Coercion in Family Routines.** JOSEPH LUCYSHYN (University of British Columbia), Larry Irvin, Jeffrey Sprague and Rob Horner (University of Oregon), and E. Richard Blumberg and Robelyn Laverty (Western Oregon University)
- **Influence of Contextual Variables on Sequential Relations in Classrooms.** JOSEPH WEHBY (Vanderbilt University), Frank Symons (University of Minnesota), and Phil Gunter (Valdosta State University)

Sunday, May 27

## # 99 Symposium

5/27/2001

9:00 AM - 10:20 AM

Cabildo A

DDA

### **Applied Research on Basic Learning Processes (*Data based presentation*)**

Chair: Dorothea Lerman (Louisiana State University)

- **Effects of Reinforcement Magnitude on Responding During the Treatment of Problem Behavior.** CHRISTINA M. VORNDRAH, Dorothea C. Lerman, Michael E. Kelley, and Stephanie A. Contrucci (Louisiana State University)
- **Effects of Stimulus Change on Resistance to Extinction.** APRIL S. WORSDELL, Brian A. Iwata, John D. Adelinis, Juliet Connors, and Eileen M. Roscoe (University of Florida)
- **Response Maintenance Under Noncontingent Reinforcement.** EILEEN M. ROSCOE, Kim Speed, Brian A. Iwata, Gregory P. Hanley, and April S. Worsdell (University of Florida)
- **Reversal Effects Under Extinction, Noncontingent Reinforcement, and Differential Reinforcement of Other Behavior: A Comparative Analysis.** RACHEL H. THOMPSON, Brian A. Iwata, Gregory P. Hanley, Andrew L. Samaha, and April S. Worsdell (University of Florida)

## # 100 Paper Session

5/27/2001

9:00 AM - 10:20 AM

Regency B

AUT

### **Behavioral Intervention for Auditory and Verbal Skills for Individuals With Autism**

Chair: Svein Eikeseth (Akerhus College)

- **The Discrimination of Auditory and Verbal Stimuli in Children With Autism.** SVEIN EIKESETH (Akershus College), and Sally Anne Bigham and Diane Hayward (Brunel University)
- **The Effects of PROMPT Therapy Techniques on the Speech Sound Acquisition of Children Diagnosed With Autistic-Spectrum Disorders.** MEREDITH NEEDELMAN and Sarah Birch (AMAC)
- **A Systematic Program to Insure Acquisition of Initial Verbal Behavior by Young Children With Autism.** PHILIP W. DRASH (Intellectual Development International)

## # 101 Symposium

5/27/2001

9:00 AM - 10:20 AM

Esplanade C

CBM

### **Coordinating MR Services With Psychiatric Consultation**

Chair: Terry D. Swanson (Pinecrest Developmental Center)

Discussant: Victoria Swanson (Southwest Louisiana Developmental Center)

- **Mental Retardation Services in a State Psychiatric/Forensic Hospital.** DONNA K. MOORE and Bethany A. Marcus (Central State Hospital)
- **Data-Based Transition Plans from Maximum Security to a Civil Psychiatric Environment.** BETHANY A. MARCUS, Ramakrishnan Shenoy, Donna K. Moore, Richard Doyle, and Bernadette Spruill (Central State Hospital)
- **The Role of the Developmental Neuropsychiatrist on an Interdisciplinary Team for Persons With Developmental Disabilities and Psychiatric Disorders.** MICHAEL LEVINE (University of Texas)

## # 102 Symposium

5/27/2001

9:00 AM - 10:20 AM

Delgado

EDC

### **Current and Future Experimental Analysis of Contextual Factors (*Data based presentation*)**

Chair: Janine Peck Stichter (Central Michigan University)

Discussant: Craig Kennedy (Vanderbilt University)

- **The Effects of Contextual Factors on the Disruptive Behaviors of Students With Autism.** MAUREEN CONROY, Jennifer Asmus, Melissa Hale, Andrea Chait, Julie Capasso, Edna Cacres, Claudia Dozier, and Carrie Wright (University of Florida)
- **The Behavior of Students With Emotional or Behavioral Disorders as Setting Events for the Behavior of their Teachers.** KAREN L. MAHON and Richard Shores (University of Kansas)
- **The Future Role of Contextual Factors: A Review and Discussion of the Literature.** JANINE PECK STICHTER (Central Michigan University) and Maureen Conroy (University of Florida)

Sunday, May 27

## # 103 International Paper Session

5/27/2001

9:00 AM - 10:20 AM

Regency G

EAB

### EAB Applications I

Chair: W. Kent Anger (Oregon Health Sciences University)

- **Programmed Instruction in cTRAIN vs. Reading to Teach Respiratory Protection to a Diverse Occupational Sample.** W. KENT ANGER, Christine A. Lundeen, Andrew Steele, Heather L. Fercho, Tammara A. Ammerman, Kristi Williams, and Diane S. Rohlman (Oregon Health Sciences University), and David A. Eckerman (University of North Carolina)
- **Analogue School-Based Assessment for Children Served in General Education Pre-Academic Classrooms.** IANTHA FUSILIER, Susan M. Wilczynski, Aimee McGeorge, and Greg Everett (University of Southern Mississippi)
- **Contextual Variability as Function Altering: The Case of Reinforcing Effect.** OLIMPIA PINO and Paolo Moderato (University of Parma)

## # 104 Symposium

5/27/2001

9:00 AM - 10:20 AM

Regency C

AUT

### It's Not Just How We Teach: The Relationship Between Curriculum and Instructional Technique for Teaching Young Children With Autism

Chair: Stein Lund (Bancroft NeuroHealth)

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

- **Building a Foundation: An Analysis of Early Match-to-Sample Program Sequences.** JOHN C. BARNARD and Eisenhart (Bancroft NeuroHealth)
- **Identifying Macro-Level Curriculum Goals: What do we Teach and How Much is Enough?** JOHN MCEACHIN and Aviss Pinkney (Autism Partnership)
- **Content and Contingencies: Some Considerations Regarding Curriculum Development for Young Children With Autism.** STEIN LUND (Bancroft NeuroHealth)

### # 105 Symposium

5/27/2001

9:00 AM - 10:20 AM

Regency A

AUT

#### **Making Education Work: ABA Instructional Services for Students With Autism**

Chair: Ronald Leaf (Autism Partnership)

- **Impacting a System: ABA Oriented Services at Classroom, School, and District Levels.** RONALD LEAF and Andrea Waks (Autism Partnership)
- **ABA Classrooms: Set-Up and Development.** SALLY TALALA, Jennifer Styzens, and Leticia Palos (Autism Partnership)
- **Staff Training, Consultation, and Continuity.** MARLENA BOEHM, Doris Soluaga, Sanford Slater, and Jon Rafuse (Autism Partnership)
- **Assessment and Quality Control: Balancing the Applied and Analytic.** MITCHELL TAUBMAN and John McEachin (Autism Partnership)

### # 107 International Panel Discussion

5/27/2001

9:00 AM - 10:20 AM

Poydras B

OTH

#### **Professional Development Series: Publishing Tips for Behavioral and Non-Behavioral Journals**

Chair: Meeta R. Patel (The Marcus Institute)

- KENNON A. LATTAL (West Virginia University)
- F. CHARLES MACE (University of Wales)
- WAYNE FISHER (The Marcus Institute)
- PATRICK C. FRIMAN (University of Nevada, Reno)

### # 108 International Symposium

5/27/2001

9:00 AM - 10:20 AM

Regency H

EAB

#### **Teaching Old Dogs New Tricks I: Developing Novel Functional-Analytic Approaches in Established Areas of Research**

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

- **A Functional Analytic Approach to Rules and Rule Governed Behaviour.** DENIS O'HORA, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)
- **Metaphor - Towards an Ecologically Valid Behavior Analytic Model.** IAN STEWART, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)

Sunday, May 27

- **Theory of Mind: A Behavior Analytic Perspective.** YVONNE BARNES-HOLMES, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)
- **Reasoning With Conditionals: Abstract Rules, Mental Models, or Relational Frames?** DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

#### # 109 Symposium

5/27/2001

9:00 AM - 10:20 AM

Regency F

EAB

#### **The Post-Reinforcement Pause: Research and Theory** (*Data based presentation*)

Chair: Alan Baron (University of Wisconsin, Milwaukee)

Discussant: Marc N. Branch (University of Florida)

- **Effect of Response Force on Progressive-Ratio Performance.** OLIVER WIRTH (National Institute for Occupational Health and Safety), and Tammy R. Wade and Michael Perone (West Virginia University)
- **New Strategies for an Old Problem: Attempting to Understand the Fixed-Ratio Pause.** ADAM DERENNE and Alan Baron (University of Wisconsin-Milwaukee)
- **The Functional Significance of Pausing.** MICHAEL PERONE (West Virginia University)

#### # 110 Panel Discussion

5/27/2001

10:00 AM - 10:50 AM

Loyola A

DDA

#### **Development of a Relevant and Useful Measure of Severe and Profound Retardation** (*Data based presentation*)

Chair: Denise Bartizal (Southside Virginia Training Center)

- DENISE BARTIZAL (Southside Virginia Training Center)
- JOHN BRUNER (Southside Virginia Training Center)
- EVELYN WHITEHEAD (Southside Virginia Training Center)



## # 111 Panel Discussion

5/27/2001

10:00 AM - 10:50 AM

Prytania

EDC

### **Direct Instruction and Precision Teaching in a Charter School Setting : First Annual Millennium Community School Update (*Data based presentation*)**

Chair: James H. Cowardin (Millennium Community School)

- JAMES H. COWARDIN (Millennium Community School)
- KRISTINE D. PORTER (Millennium Community School)
- KATIE SEEKER (Millennium Community School)

## # 112 Invited Event (available for ABA CEUs)

5/27/2001

10:00 AM - 10:50 AM

Esplanade B

TPC

### **How to Deal With Philosophical Issues While Remaining a Behavior Analyst**

Chair: Edward K. Morris (University of Kansas)

SAM LEIGLAND (Gonzaga University)



**Abstract:** The traditional behavior-analytic emphasis upon "data" has sometimes become confused with a positivistic disdain for, and dismissal of, issues characterized as "philosophical." Such a tendency can interfere with both (a) the development of behavior-analytic science as it expands into areas of complex human behavior, and (b) the ability of behavior analysts to communicate effectively with those in other fields. The purpose of this presentation is to show how one may bring an effective, consistent, comprehensive, and thoroughgoing behavior-analytic perspective to bear upon any and all philosophical issues and problems. The general strategy is to apply a functional analysis of verbal behavior to the task of disengaging the philosophical issue from its

traditional verbal contexts, and reconfiguring the issue in functional/behavioral terms. Similar strategies have been effective (if not always popular) within academic philosophy, in such areas as the ordinary-language philosophy of the later Wittgenstein as well as philosophical pragmatism. Examples of relevant issues and problems will be provided, along with possible areas of empirical research.

**Dr. Sam Leigland** is Professor of Psychology at Gonzaga University, where he has taught since 1987. He has served as Program Co-Chair for the American Psychological Association's Division 25 (Behavior Analysis), and twice as Program Chair for the Northwestern Association for Behavior Analysis, for which he has also served as President. He has served on the editorial boards of *Behavior and Philosophy* (formerly, *Behaviorism*), *The Behavior Analyst*, and *The Analysis of Verbal Behavior*, and is currently serving as editor of *The Analysis of Verbal Behavior*. He is the author of over 20 publications in behavior analysis and

Sunday, May 27

psychology, which cover a variety of topics including basic research in the experimental analysis of behavior, methodological issues in the analysis of verbal behavior, and implications of radical behaviorism for behavior-analytic science.

# 113 Invited Event *(available for ABA CEUs)*

5/27/2001

10:00 AM - 10:50 AM

Poydras A

BPH

**Killing Us Softly: Development, Aging, and Behavioral Toxicology**

Chair: Raymond C. Pitts (Louisiana State University Health Sciences Center)

M. CHRISTOPHER NEWLAND (Auburn University)



**Abstract:** Operant behavior, like the nervous system, shows extraordinary flexibility in adjusting to environmental demands. This compensatory ability can mask behavioral consequences of neurotoxicant exposures, sometimes until most of a neural region is destroyed. Effects of chemical exposures early in development may become clearly manifest only when the organism ages or following other challenges that push behavior so far that compensation is impossible. However, behavior analyses of sensory-motor function, "schedule-controlled operant behavior," and learning enable early detection of otherwise silent damage in humans and sentinel animals. Behavioral analyses also improve our understanding of mechanisms and refine our estimates of risk to human populations.

After completing his Ph.D. at Georgia Institute of Technology, Dr. Newland worked at Environmental Health Sciences at the University of Rochester for six years. Dr. Newland currently is Professor of Psychology at Auburn University. His research interests involve the behavioral and developmental effects of neurotoxicants and the analysis of behavior during transitions and in steady state. Dr. Newland has published over 40 articles and book chapters in the fields of behavioral toxicology and behavior analysis, is an editorial board member of several prominent journals in those fields, and has served on several federal panels and advisory committees on the risk assessment of neurotoxicants. Presently, Dr. Newland is President-elect of the Behavioral Toxicology Society.

### # 114 Symposium

5/27/2001

10:00 AM - 10:50 AM

Esplanade A

VRB

#### **Putting the Verbal Operants to Work (*Data based presentation*)**

Chair: Bruce Hesse (CSU Stanislaus)

Discussant: Bruce Hesse (CSU Stanislaus)

- **How Skinner's Verbal Operants Can Help Individuals With Language Delays.** MARK L. SUNDBERG (Behavior Analysts, Inc.)
- **The Verbal Operants: Bricks and Mortar for Communication Behavior.** JANET S. TWYMAN (Headsprout)

### # 115 Symposium

5/27/2001

10:00 AM - 11:20 AM

St. Charles A

OBM

#### **Increasing Organization Intelligence and the Use of Process Templates**

Chair: Dale Brethower (Western Michigan University)

Discussant: Donald Tosti (Vanguard Consulting)

- **Templates for Managing "The White Space."** JOE SASSON (Western Michigan University)
- **Templates for Educating HPT Professionals.** DALE BRETHEROW (Western Michigan University)
- **Increasing Organization Intelligence and Current Applications of Organizational Templates.** GEARY A. RUMMLER (Performance Design Lab)

### # 116 Symposium

5/27/2001

10:30 AM - 11:50 AM

Regency A

AUT

#### **A Closer Look at Instructional Methods for Children With Autism (*Data based presentation*)**

Chair: Patrick M. Ghezzi (University of Nevada, Reno)

Discussant: Gina Green (New England Center for Children)

- **Massed and Distributed Instruction for Young Children With Autism: Effects on Novel Verbal Responses.** MICHELLE PASQUALE and Patrick M. Ghezzi (University of Nevada, Reno)

Sunday, May 27

- **A Comparison of Priming and Prompting Strategies in Discrete Trial Training With Young Children With Autism.** JENNIFER R. THOMAS, Jonathan Tarbox, Rachel Tarbox, and Patrick M. Ghezzi (University of Nevada, Reno)
- **Preference for Free-Operant and Discrete Trials Instruction by Young Children With Autism.** KIMBERLY NIX BERENS and Patrick M. Ghezzi (University of Nevada, Reno)

#### # 117 International Symposium

5/27/2001

10:30 AM - 11:50 AM

Gentilly

EDC

**Shema Kolainu: A Comprehensive ABA School Program for Students With Autism, PDD, and Related Communication Disabilities (*Data based presentation*)**

Chair: Dolleen-Day Keohane (Columbia University Teachers College)

- **Individualized Curricula, Summary Data, Teacher Observations and Decisions, Continuous Measurement and Student Learning.** ROSA MARTINEZ (Shema Kolainu)
- **CABAS® as a Continuum: Keeping Current With the Science.** DENISE O'SULLIVAN (ABA School)
- **A Curriculum for Verbal Behavior for Preschool Children With Autism, PDD, and Related Communication Disabilities.** DOLLEEN-DAY KEOHANE (Columbia University Teachers College), and Kathy Meincke, and Marcela Yeon (Shema Kolainu)
- **SEIT Services: Home Based ABA Services for Children 3 to 5.** NICOLE LUKE (Shema Kolainu)

#### # 118 Symposium

5/27/2001

10:30 AM - 11:50 AM

Regency F

EAB

**Advances in Behavioral Economics (*Data based presentation*)**

Chair: Gregory J. Madden (University of Wisconsin, Eau Claire)

Discussant: Steven R. Hursh (Science Applications International Corporation)

- **Unit Price and Choice in a Token-Reinforcement Paradigm.** THERESA A. FOSTER and Timothy D. Hackenberg (University of Florida)
- **Unit Prices Composed of Fixed-Ration and Variable-Ratio Schedules of Reinforcement.** GREGORY J. MADDEN, Jennifer I. Gross, Jamie M. Dake, and Bethany R. Raiff (University of Wisconsin - Eau Claire)
- **A Behavioral Economic Analysis of the Demand for Money in Humans: The Effects of Unit Price Structure and Price Descriptions.** JORGE R. REYES and Cloyd Hyten (University of North Texas)

## # 119 Symposium

5/27/2001

10:30 AM - 11:50 AM

Regency C

AUT

### **An Experimental Analysis of Fluency Procedures With Children With Autism (*Data Based*)**

Chair: Dottie Hoyle (Crossroads Center for Children)

Discussant: Thomas Zane (The Sage Colleges)

- **The Experimental Analysis of Sprints to Promote Fluent Responding in Children With Autism.** AURA LYNCH (Crossroads Center for Children), Heidi Ettrich (Crossroads Center for Children), Danielle Farina (Crossroads Center for Children)
- **An Experimental Analysis of Effects of Coaching to Promote Fluency in Children With Autism.** EGAN DAIGLE and Heather Clough (Crossroads Center for Children), and Thomas Zane (The Sage Colleges)
- **Using Fluency Procedures to Increase Social Behaviors in Children With Autism.** HELEN BLOOMER (Crossroads Center for Children), and Thomas Zane (The Sage Colleges)

## # 120 Symposium

5/27/2001

10:30 AM - 11:50 AM

Cabildo A

DDA

### **Applications of Functional Analysis and Preference Assessment Procedures (*Data Based*)**

Chair: K. Mark Derby (Gonzaga University)

Discussant: Jennifer Asmus (University of Florida)

- **The Use of Choice to Identify Behavioral Function Following Inconclusive Functional Analyses.** AMY FINKEL, K. Mark Derby, and Kimberly P. Weber (Gonzaga University)
- **The Effects of Active and Violent Play Activities on Brief Functional Analysis Outcomes.** MICHELLE GWINN, K. Mark Derby, Barbara Bolich, Heather Taitch, and Kimberly P. Weber (Gonzaga University)
- **Teacher Checklists.** RAMONA SMITH, Dorothy Larsen, Mitzi Herring, Kelsey Ann Brown, and K. Mark Derby (Gonzaga University)

Sunday, May 27

## # 121 Symposium

5/27/2001

10:30 AM - 11:50 AM

Loyola B

DDA

### **Assessment and Treatment of Stereotypic Movements (*Data based presentation*)**

Chair: David Richman (University of Kansas Medical Center)

- **Prevalence of Stereotypy Among Children Diagnosed With Autism at a Tertiary Referral Clinic.** KIM CROSLAND, Jennifer Zarcone, and Stephen Schroeder (University of Kansas), and Matt Reese (University of Kansas Medical Center)
- **Structural and Functional Analysis of Stereotypic Behavior.** JULIET CONNERS and Brian Iwata (University of Florida), and Bridgit Shore (Arlington Developmental Center)
- **Undesirable Side Effects of Punishment During the Treatment of Stereotypic Behavior.** MICHAEL KELLEY, Dorothea Lerman, Christina Vorndran, and Carole Van Camp (Louisiana State University)
- **Measurement of the Functional and Physical Characteristics of Stereotypic Behavior.** JENNIFER ZARCONE, David Richman, Troy Zarcone, Kim Crosland, and Stephen Fowler (University of Kansas)

## # 122 Paper Session

5/27/2001

10:30 AM - 11:50 AM

St. Charles B

OBM

### **Broadening the Scope of Data Based Applications in Organizations**

Chair: Monica Garlock (University of Nevada, Reno)

- **Training Observers for Data Collection Using Continuous Measurement Systems.** KAREN L. MAHON (University of Kansas)
- **Helping the FAA Develop a Data-Based Oversight System for the Nation's Airlines.** THOMAS ZWICKER (Human Technology)
- **Improving Financial and Operational Measures in an Accounting Firm Through Process Redesign.** MEETA KAUR CHHABRA and Cloyd Hyten (University of North Texas)

### # 123 Paper Session

5/27/2001

10:30 AM - 11:50 AM

Regency G

EAB

#### EAB Applications II

Chair: Anitra Shelton (Mississippi State University)

- **Treating Behavior Problems of a Kindergartener With Turner Syndrome.** ANITRA SHELTON (Mississippi State University), and Sam Givhan and Susan Fascio (Mississippi State Dept. of Counselor Ed. and Educational Psychology)
- **Gambling Behavior Using a Slot-Machine Simulation: Payback Rate and Credit Value.** JEFFREY N. WEATHERLY, Kelly L. Bishop, and Dana M. Borowiak (University of North Dakota)
- **The Effects of Noncontingent Reinforcement (NCR) on Different Rates of Responding With Two NCR Procedures.** CHERYL ECOTT and William F. Buskist (Auburn University), and Thomas S. Critchfield (Illinois State University)

### # 124 Symposium

5/27/2001

10:30 AM - 11:50 AM

Delgado

EDC

#### Experimental Analyses of Academic Responding (*Data based presentation*)

Chair: Brian K. Martens (Syracuse University)

Discussant: Joseph C. Witt (Louisiana State University)

- **An Investigation of the Effects of Instructional and Motivational Variables on Generalized Reading Performance.** EDWARD J. DALY III and Kimberlee Fountaine (Western Michigan University)
- **Effective Reading Interventions for Children With ADHD: An Experimental Analysis of Optimal Levels of Responding.** TANYA L. ECKERT, Scott P. Ardoin, Robin Codding, Amy Samuels, and Paige Carson (Syracuse University)
- **Effects of a Decreasing-Ratio Lottery on Math Performance.** BRIAN K. MARTENS, Scott P. Ardoin, Alexandra Hilt, Amanda L. Lannie, Carlos J. Panahon, and Laurie A. Wolfe (Syracuse University)

### # 125 Panel Discussion

5/27/2001

10:30 AM - 11:50 AM

St. Charles C

TBA

#### How, Where, How Much: Employment Data for Post Graduate BA Professionals

Chair: Colin M. Peeler (Florida State University)

- AMY CRYE (University of North Texas)
- JOSE MARTINEZ-DIAZ (Florida Institute of Technology)
- MARK MATHEWS (University of Kansas)
- TONY CUVO (Southern Illinois University at Carbondale)

## # 126 Symposium

5/27/2001

10:30 AM - 11:50 AM

Toulouse

CBM

### **Innovations in Pediatric Brain Injury Rehabilitation (*Data based presentation*)**

Chair: Lisa Selznick (The May Institute)

- **An Analysis of 15,024 Children/Adolescents Who Sustained Traumatic Brain Injuries in the USA.** RONALD C. SAVAGE (Bancroft NeuroHealth)
- **Survey of Behavioral Interventions With Children and Adolescents With Brain Injury.** LISA SELZNICK (The May Institute)
- **Fluency Training in Pediatric Neurorehabilitation.** MIKE MOZZONI (Timber Ridge Group)
- **Interventions and Outcomes in Specialized Residential Treatment for Adolescents With Acquired Brain Injuries.** MARTIN M. MCMORROW (Center for Comprehensive Services)

## # 127 Symposium

5/27/2001

10:30 AM - 11:50 AM

Esplanade C

CBM

### **Into the Lion's Den: Behavior Analysts Examine Recent Developments in Personality, Evolutionary, and Existential Theory. (*Data based presentation*)**

Chair: Michael Dougher (University of New Mexico)

Discussant: David Greenway (University of Louisiana, Lafayette)

- **Incorporating Personality Theory and Evolutionary Psychology to Expand Behavior Analysis.** JENNIFER A. HARRINGTON, Michael J. Dougher, and Brandi C. Fink (University of New Mexico)
- **Conceptual Analysis of Interpersonal Reinforcers in Couples.** BRANDI C. FINK, Michael J. Dougher, and Jennifer A. Harrington (University of New Mexico)
- **Characteristics of the Therapist: Radical Behaviorist/Existential/Zen Ways of Being in the Therapy Room.** KAREN GRIFFEE (Concord College)



## # 128 Panel Discussion

5/27/2001

10:30 AM - 11:50 AM

Audubon

OTH

### **Jobs for Behavior Analysts: Reflections of the Recently Hired**

Chair: Meeta R. Patel (The Marcus Institute)

- MICHELE D. WALLACE (University of Nevada, Reno)
- LISA N. BRITTON (Spectrum Center)
- PAMELA JO ROBERTS (Aubrey Daniels International)
- TONY DOGETT (Munroe-Meyer Institute)

## # 129 International Symposium

5/27/2001

10:30 AM - 11:50 AM

Regency B

AUT

### **Large Scale Training of Therapists in Intensive Behavioral Intervention for Young Children With Autism: The Ontario Autism Initiative**

Chair: Joel Hundert (Behaviour Institute)

Discussant: Glen Dunlap (University of South Florida)

- **Background and Conceptual Issues of the Initiative.** ADRIENNE PERRY (Integrated Services for Children Division, Government of Ontario)
- **The Model of Providing Large-Scale Training of Staff in Intensive Behavioral Intervention.** NICOLE WALTON-ALLEN (Behaviour Institute)
- **Evaluation Strategies to Large-Scale Training of Staff in Intensive Behavioral Intervention.** JOEL HUNDERT (Behaviour Institute)

## # 130 Symposium

5/27/2001

10:30 AM - 11:50 AM

Cabildo B

DEV

### **Morality: Theoretical Issues**

Chair: Gary Novak (California State University, Stanislaus)

- **Language Control: The Enlightenment of Rule-Governed Morality.** MARTHA PELÁEZ (Florida International University)
- **Aversive Control: The Dark Underbelly of Religion and Morality.** RICHARD W. MALOTT, Jason T. Otto, and Moira McGlynn (Western Michigan University)
- **Where Moral Development Stands Today.** JACOB L. GEWIRTZ (Florida International University)

Sunday, May 27

5/27/2001

10:30 AM - 11:50 AM

Cabildo C

CSE

**Not Necessarily Gender Issues: Advice on Career and Life Success from Effective Women in Behavior Analysis**

Chair: Erin Rasmussen (Auburn University)

- LINDA J. HAYES (University of Nevada, Reno)
- MARIA E. MALOTT (Malott & Associates)
- FRANCES MCSWEENEY (Washington State University)
- CAROL PILGRIM (University of North Carolina at Wilmington)

Some of the most prominent women in behavior analysis will explore diverse issues relating to building successful careers and lives. Though some topics specifically address gender issues, others are more general. Dr. Pilgrim will discuss effective techniques in establishing reputable patterns in research, teaching, and service, with attention to special pitfalls for women. Dr. Malott will discuss the cost of writing and other professional development activities when working in the consulting business. Strategies for professional development will be discussed. Dr. McSweeney will speak on publishing as a woman. She will focus on two types of barriers that women may encounter in the publication process: one, rare occurrences of gender discrimination and the magnitude they carry and two, subtle gender bias in the formal and informal rules of the publishing process. Specific suggestions will be given about how to confront each of these problems. Finally, Dr. Hayes will address the lifestyle of "having it all"—a successful career and motherhood. Here, she will characterize her experiences of being both a mother and a professional, as well as provide guidance and advice to women pondering this decision.



**Dr. Linda (Parrott) Hayes** received her doctorate from Western Michigan University, and has been a member of the faculties of West Virginia and Saint Mary's Universities. She is currently a professor and the Director of the Behavior Analysis Programs at the University of Nevada, Reno, including three satellite masters' programs in other regions of the country. Dr. Hayes has also held administrative positions at UNR, with Academic Affairs and the Office of the Vice President for Research, and has provided service to the profession through her involvement with the OBM Network, the ABA Education Board, and the Council of Directors of Graduate Programs in Behavior Analysis. Her research is

focused in two areas, the experimental analysis of complex human behavior, and the experimental analysis of animal behavior, the latter in collaboration with faculty in the Departments of Bio-medical Engineering and Cell and Molecular Biology at UNR. She is best known for her work in behavior theory and philosophy.



**Dr. Maria Malott** is President of Malott & Associates, Executive Director of the Association for Behavior Analysis and holds affiliated faculty positions in four universities. She has worked for over 18 years with businesses from a variety of industries, including, service, manufacturing, retail, travel, banking, education and research. She has assisted approximately 30 universities and presented approximately 150 conferences and workshops on performance technology and process improvement through North America, Latin America, Asia and Europe.



**Dr. Frances K. McSweeney** is Edward R. Meyer Professor of Psychology at Washington State University (WSU). She received her B. A. from Smith College, Summa cum Laude, and her masters and Ph.D. degrees from Harvard University. Fran's research has concentrated on topics in the Experimental Analysis of Behavior. Among other areas, she has investigated behavioral contrast, the matching law, and within-session changes in responding. Recently, her work with Samantha Swindell has revealed that the increasing in participation by women as authors in behavior analytic journals has not led to their increasing participation on editorial boards. Fran currently serves on the ABA Council

and she has served several terms on the editorial boards of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*.



**Dr. Carol Pilgrim** received her Ph.D. from the University of Florida in 1987, with a specialization in the Experimental Analysis of Behavior. She is currently Professor of Psychology at the University of North Carolina at Wilmington, where she has been honored with a Distinguished Teaching Professorship and a Faculty Scholarship Award. Her research contributions include both basic and applied behavior analysis, with emphasis in human operant behavior and the early detection of breast cancer. Dr. Pilgrim has served as associate editor of *The Behavior Analyst* and the *Journal of the Experimental Analysis of Behavior*, co-editor of the *Experimental Analysis of Human Behavior Bulletin*, and a member of the

editorial boards of several journals. She currently serves as President of ABA, International, Member-at-large of Division 25, APA, and member of the Boards of Directors of the Society for the Experimental Analysis of Behavior and the Society for the Advancement of Behavior Analysis.

### # 132 International Symposium

5/27/2001

10:30 AM - 11:50 AM

Regency H

EAB

**Teaching Old Dogs New Tricks II: Investigating the Utility of Novel Functional Analytic Approaches to Human Behavior** (*Data based presentation*)

Chair: Gordon Foxall (Keele University)

Discussant: Ian Stewart (National University of Ireland, Maynooth)

- **A Functional-Analytic Model of Rule Governance: Developing a Procedure.** DENIS O'HORA, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)
- **Pliance, Tracking and Depressive Symptomatology: Some Experimental Analyses.** DAVID MCAULIFFE (National University of Ireland, Cork), and Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Training Complex Perspective Taking: Two Extended Case Studies.** YVONNE BARNES-HOLMES, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)

### # 133 Symposium

5/27/2001

10:30 AM - 11:50 AM

Poydras B

OTH

**Using Learning Channels in Research and Application** (*Data based presentation*)

Chair: David Leach (Murdoch University)

Discussant: Rick Kubina (Pennsylvania State University)

- **Using Multiple Learning Channels With Corporate Trainees.** CARL BINDER (Binder Riha Associates)
- **Thoughts, Feelings, and Learning Channels.** ABIGAIL CALKIN (Calkin Learning Center)
- **Learning Channels and Reading Instruction.** JESUS ROSALES-RUIZ (University of North Texas)

5/27/2001

11:00 AM - 11:50 AM

Regency E

OTH

### **Behavioral Research Methods**

Chair: Wayne Fuqua (Western Michigan University)

JAMES M. JOHNSTON (Auburn University)



The experimental methods of behavior analysis are one of the hallmarks of this field. The ways that behavior analysts ask experimental questions, measure behavior, create experimental comparisons, analyze data, and draw conclusions are often strikingly different from those exemplified in most psychological research. The rationale for these methods lies in particular views of the nature of behavior as a natural phenomenon (radical behaviorism) and the effectiveness of natural science methodological traditions on which behavioral research methods are based. This tutorial summarizes the methodological principles and practices of behavior analytic research. In addition to considering the primary features of

measurement, design, and interpretive methodological traditions, the tutorial reviews some contemporary issues concerning interpretation of behavioral data.

Dr. Johnston earned his doctorate in Psychology at the University of Florida in 1970 and has served on the faculties of Georgia State University, the University of Florida, and Auburn University. His activities in the field of Behavior Analysis have included basic and applied research on a variety of problems with both human and non-human species, as well as service delivery issues in developmental disabilities. In 1980, he co-authored with H. S. Pennypacker *Strategies and Tactics of Human Behavioral Research*, a second edition of which was published in two volumes in 1993 (*Strategies and Tactics of Behavioral Research* and *Readings for Strategies and Tactics of Human Behavioral Research*). He has taught behavioral research methods at both undergraduate and graduate levels for many years.

### **# 135 International Paper Session**

5/27/2001

11:00 AM - 11:50 AM

Esplanade A

VRB

### **Conceptual Issues in the Analysis of Verbal Behavior**

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

- **Chomsky's Criticisms on Skinner's Book Verbal Behavior and Further Responses to These Criticisms.** IOANNA TSIOURI (Teachers College, Columbia University) and Janet S. Twyman (Fred S. Keller School)
- **Is Thinking a Category in Skinner's System of Behavior?** MARIA AMALIA ANDERY and Tereza Maria Sério (Catholic University of São Paulo)

5/27/2001

11:00 AM - 11:50 AM

Prytania

EDC

**Direct Instruction: Where We are and Where We Can Go**

Chair: Laura Fredrick (Georgia State University)

TIMOTHY A. SLOCUM (Utah State University)



**Abstract:** Research on Direct Instruction reading instruction will be summarized with emphasis on areas of strong performance and areas of weakness. Areas in which data are weak will be analyzed conceptually and empirically. Directions for the continued development of models that include Direct Instruction programs will be described.

Dr. Slocum teaches courses in special education and research methods at Utah State University. He has evaluated school-wide implementations of Direct Instruction in Utah. Dr. Slocum is a member of the Association for Direct Instruction Board of Directors. He and Anne Desjardins consult with public schools on implementing effective educational practices

and operate a private school that features Direct Instruction, Precision Teaching, and other behavior analytic strategies.

5/27/2001

11:00 AM - 11:50 AM

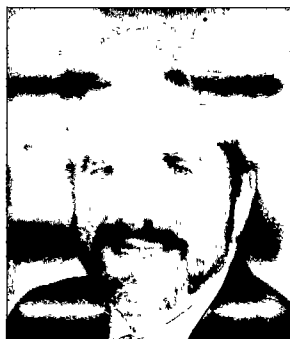
Loyola A

DDA

**Parameters of Pupil Freedom 25 Years Later: Identifying and Removing Ceilings on Learners' Performance**

Chair: Linda K. Haymes (Spectrum Center for Education and Behavioral Development)

CARL BINDER (Binder Riha Associates)



**Abstract:** Over 25 years ago Beatrice Barrett, Eric Haughton, and the presenter described a framework for identifying and freeing students from various types of constraints ("ceilings") that often preclude optimal learning and performance. These ceilings include features of our measurement and teaching procedures, as well as dysfluent critical behavior components that can limit performance and learning of behavior composites. This session re-introduces the "Four Ceilings" framework, with updated thinking and examples from a wide range of special and regular student populations. It will be of particular interest to those involved in current discussions about "free operant" vs. "discrete trials" teaching procedures, and for anyone involved in instructional design and programming.

**Dr. Carl Binder** is Senior Partner at Binder Riha Associates in Santa Rosa, California ([www.Binder-Riha.com](http://www.Binder-Riha.com)), and has been conducting research and consulting in organizations internationally since the 1970's. He began his career as a student with B.F. Skinner at Harvard in 1972, and worked at Beatrice Barrett's Behavior Prosthesis Lab for ten years, where he conducted laboratory research and developed precision teaching methods and tools for disabled and regular student populations. He trained teachers and instructional designers in several Boston area Master's programs, and consulted widely to schools and other human services organizations. His work with Eric Haughton during that time laid the foundation for a career-long commitment to development of fluency-based teaching and coaching methods in both companies and schools. He founded Precision Teaching and Management Systems, Inc. in 1982, to develop commercial applications of fluency research and standard celeration charting. He founded Product Knowledge Systems, Inc., in 1992, to address the need for fluent knowledge in Fortune 1000 sales and marketing professionals, and developed what are now called "knowledge management" methods for large organizations. He has published extensively on behavioral fluency, as well as on educational policy, knowledge management, performance measurement, sales and marketing, behavior therapy, and performance management.

#### # 138 International Poster Session

5/27/2001

12:00 PM - 1:30 PM

French Market

AUT

1. **Parents' Education as Autism Therapists: ABA and Precision Teaching in Ireland.** (*Data based poster*) KENNETH KERR (P.E.A.T., Northern Ireland), Claire McDowell (University of Ulster), Karola Dillenburger (QUB), and Michael (Mickey) Keenan (UUC)
2. **Accuracy and Intensity of Discrete-Trials Training Within Clinic and Parent-Managed Interventions for Children With Autism.** DEBBIE ALLEN, Oliver. C. Mudford, and Chris Cullen (Keele University)
3. **Toward the Development of Father-Focused Parent Training Intervention for Children With Autism.** (*Data based poster*) JAMIE M. WINTER and Laura Schreibman (University of California, San Diego)
4. **Effects of Less Intensive Behavioral Treatment for Children With Autism.** (*Data based poster*) SIGMUND ELDEVIK and Erik Jahr (Akershus Central Hospital)
5. **QSAC Quality Services for the Autism Community.** LISA VEGLIA (QSAC)
6. **Replicating Lovaas': Results After Three Years.** (*Data based poster*) GLEN SALLOWS (Wisconsin Early Autism Project)
7. **Analysis of Proximity to Reinforcement and Stimulus Fading With Teaching Tacts.** (*Data based poster*) ALICIA PERRY, Dawn Day, and Bob Ryan (The Jericho School, Jacksonville FL)
8. **A Comparison of Levels of Vocal vs. Motor Stereotypy Across Preschool Children With Autism and Typically Developing Preschool Children.** (*Data based poster*) Jennifer Anderson, Nicole Gardenier, AMY GECKELER, Gina Green, William Holcomb, Tracy Ide, Rebecca MacDonald, and Renee Mansfield (New England Center for Children)

Sunday, May 27

9. **Measuring Broad Outcomes of Intensive Behavioral Intervention for Children With Autism: Year Two.** (*Data based poster*) KEVIN P. KLATT (St. Cloud State University), Nanette L. Perrin, Amanda Benson, and Diane Bannerman Juracek (Community Living Opportunities), Karen Renee Norman (Private Behavioral Consultant), and Jan B. Sheldon and James A. Sherman (University of Kansas)
10. **Training Parents as Behavior Analysts: Development and Application of a Training Program for Families With Children With Autism.** (*Data based poster*) YOSHIAKI NAKANO and Maiko Miyazaki (Sophia University)
11. **Teaching a Child With Autism to Improve Communication Using Discrete Trial Approach.** (*Data based poster*) PATRICIA OLIVAR and Rangasamy Ramasamy (Florida Atlantic University)
12. **Antecedent Selection: The Use of Simplified Speech vs. Typical Speech in Discrete Trial Teaching Formats.** (*Data based poster*) MAPY CHAVEZ BROWN, Jack Scott, Ronald Taylor, and Denise Ross (Florida Atlantic University)
13. **NGO Activities of Applying Early Intervention Program to Parents Who Have Autistic Children: International Cooperation of Japan and Malaysia Using ABA Program.** (*Data based poster*) MITSUKO NASUNO, Yuko Amitani, Koji Takeuchi, Hidemi Kubota, and Jun-Ichi Yamamoto (University of Tsukuba)
14. **Enhancing Parent Training Program of Early Intervention for Children With Autism: NGO Activities of Japan and Malaysia for ABA Program.** (*Data based poster*) KOJI TAKEUCHI, Hidemi Kubota, Mitsuko Nasuno, Yuko Amitani, and Jun-Ichi Yamamoto (University of Tsukuba)
15. **An Amazing Array of Alleged Treatments for Autistic Children.** CARLA G. ZEITER and Dennis J. Delprato (Eastern Michigan University)

# 139 Poster Session
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5/27/2001

12:00 PM - 1:30 PM

French Market

CBM

16. **Prevalence of Extinction Bursting and Spontaneous Recovery in the Treatment of Pediatric Food Refusal.** (*Data based poster*) LEIGH A. ROSICA, Bart M. Sevin, Barbara J. Sierp, Elizabeth A. Jakubiak, Amanda V. Kenney, Tara L. Brennan, and Malika A. Dennis (Kennedy Krieger Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)
17. **Treating Liquid Refusal in Children With Feeding Disorders.** (*Data based poster*) KUNISE K. STROH, Jennifer E. Dawson, and Bart M. Sevin (Kennedy Krieger Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)
18. **The Effects of Antecedent Manipulations on Extinction Bursts in the Treatment of Food Refusal.** AGNES M. BROWNE and Bart M. Sevin (Kennedy Krieger Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)
19. **Evaluating the Effectiveness of Arbitrary Versus Functional Reinforcers for Increasing Acceptance in Food Refusal.** (*Data based poster*) JENNIFER L. SIMMONS, Jennifer E. Dawson, Jennifer E. Prushan, Barbara J. Sierp, Bart M. Sevin, Taresa M. Wright and (Kennedy Krieger Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)



20. **Evaluation of High- and Low-Preference Stimuli in the Treatment of Food Refusal.** (*Data based poster*) AMY PALMER, Barbara J. Sierp, and Bart M. Sevin (Kennedy Krieger Institute)
21. **A Comparison of Self-Feeding and Non-Self-Feeding in the Treatment of Food Refusal.** (*Data based poster*) ASHLEY J. GREER, Jennifer E. Dawson, and Bart M. Sevin (Kennedy Krieger Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)
22. **An Evaluation of High-Probability Sequence and Extinction Effects on Food Selectivity by Texture.** (*Data based poster*) AMANDA J. WLADKOWSKI, Jennifer E. Dawson, and Bart M. Sevin (Kennedy Krieger Institute), Cathleen C. Piazza (The Marcus Institute), Charles S. Gulotta (Johns Hopkins University School of Medicine), and Dortha C. Lerman and Mary Lou Kelley (Louisiana State University)
23. **Schedule Effects in the Treatment of Food Refusal: Noncontingent Reinforcement and Differential Reinforcement of Alternative Behavior.** (*Data based poster*) PING WANG, Bart M. Sevin, and Barbara J. Seirp (Kennedy Krieger Institute), Cathleen C. Piazza (The Marcus Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)
24. **Change in Affect around Eating: A Comparison Between Binge Eaters and Controls.** (*Data based poster*) CRISTINE DEEVER (Lake Region Human Service Center), Raymond Miltenberger and Amy Meidinger (North Dakota State University), Joshua Smyth (Syracuse University), and Ross Crosby (Neuropsychiatric Research Institute)
25. **Behavior Therapy and Eating Disorders: A Discussion of Possible Variables Involved in the Maintenance of Clinic Cases.** (*Data based poster*) PAOLA ESPOSITO DE MORAES ALMEIDA (Catholic University of São Paulo, Federal University of Sao Paulo)
26. **Behavioral Control of Excessive Blood Glucose Monitoring in an Adolescent With Hypoglycemia Phobia.** (*Data based poster*) KEITH D. ALLEN (Munroe-Meyer Institute)
27. **Effects of Systematic Desensitization on Pain Anxious Migraineurs.** (*Data based poster*) SCOTT P. SMITH and Flora Hoodin (Eastern Michigan University)
28. **Design and Analysis of a Self Control Procedure to Control Back Pain.** (*Data based poster*) KEITH MILLER (University of Kansas)
29. **An Analysis of Exercise Effects on the Blood-Sugar Levels of a Woman With Diabetes.** (*Data based poster*) TAMMY L. WOOD-BEHNKE and Brian J. Cowley (Northeastern State University)

**# 140 International Poster Session**

5/27/2001

12:00 PM - 1:30 PM

French Market

DDA

30. **Assessment and Treatment of Low-Rate, High Intensity Problem Behavior.** (*Data based poster*) KIMBERLY ABT and Heather Schonbachler (Kennedy Krieger Institute), and SungWoo Kahng (John Hopkins University School of Medicine)
31. **Collateral Improvements in Functioning Associated With Treatment of Severe Behavior Disorders.** (*Data based poster*) ELIZABETH MCCURDY, Theodosia Paclawskyj, and Tara Lieblein (Kennedy Krieger Institute)
32. **A Computerized Method for Quantifying Aberrant Behavior Observed in Functional Analyses.** (*Data based poster*) TODD L. MCKERCHAR and Kimberly A. Crosland (University of Kansas), and Jennifer R. Zarcone, Troy J. Zarcone, and David M. Richman (Kansas University Medical Center)
33. **Using Precursor Analyses as an Alternative to Functional Analyses of Severe Destructive Behavior.** (*Data based poster*) PAIGE S. MORSE, Kimberly A. Crosland, and Steven E. Lindauer (University of Kansas), and Jennifer R. Zarcone (Kansas University Medical Center)
34. **Different Methods of Analysis for Assessing the Correspondence Between Extended Functional Analyses and Motivational Assessment Scale Outcomes.** (*Data based poster*) KELLY A. DANCHO, Sean D. Casey, and Patrick R. Progar (Bancroft NeuroHealth)
35. **Assessing Physical Proximity, Facial Expression, and Tone of Voice in the Treatment of Escape-Maintained Aggression.** (*Data based poster*) KELLY A. DANCHO, Patrick R. Progar, Tracey E. Gallagher, and Tony DiCesare (Bancroft NeuroHealth)
36. **Identifying Biological Correlates of Cyclical Behavior Problems.** (*Data based poster*) MARY MICH, Gina Sgro, Henry Roane, and Wayne Fisher (The Marcus Institute)
37. **Random-Order Presentation of Positive Punishment Procedures in the Treatment of Escape-Maintained Aggression.** (*Data based poster*) STEPHEN T. NORTH (University of Florida) and Patrick R. Progar (Bancroft NeuroHealth)
38. **Further Evaluation of the Effects of Preferred Stimuli on Destructive Behavior.** (*Data based poster*) GINA SGRO, Henry Roane, and Wayne Fisher (The Marcus Institute)
39. **Treatment of Severe Aggressive Behavior in a Community Setting.** (*Data based poster*) DAVID GELLER, Patricia Jones, and Kevin Schama (Greene Valley Developmental Center)
40. **Generalization of Function-Based Treatments.** (*Data based poster*) ANJALI VASUDEVA, Kris M. Keeney, Valerie M. Volkert, Cheryl J. Martinez, Laura S. Smith, and Wayne W. Fisher (The Marcus Institute)

41. **An Evaluation of Two Prompting Strategies for Skill Acquisition in Adults With Developmental Disabilities.** (*Data based poster*) JONATHAN TARBOX, Jennifer Thomas, Rachel Tarbox, Amy Christensen, Cristin Harrison, and Lawrence Williams (University of Nevada, Reno)
42. **A Comparison of Two Priming Procedures for Establishing Novel Responses in Individuals With Developmental Disabilities.** (*Data based poster*) HEIDI LANDABURU, Jonathan Tarbox, Amy Christensen, Kimberlee Romick, and W. Lawrence Williams (University of Nevada, Reno)
43. **Effects of Repeated Readings and Naturalistic Teaching Methods on the Expressive Language Skills of Young Children With Developmental Delays.** (*Data based poster*) JULIE BRADLEY, Diane M. Sainato, and Sara Ernsbarger (The Ohio State University), and Christine Kim (West Virginia University)
44. **Teaching Pre-Reading Repertoires: Is it Rate or Practice that Leads to Maintenance and New Skill Acquisition?** (*Data based poster*) TINA MARIE C. HANRATTY and Alexia G. Kazakakou (Fred S. Keller School)
45. **Comparison of Simultaneous Prompting and Constant Time Delay: Teaching Chained Tasks to Students With Severe Disabilities.** (*Data based poster*) Jannike Seward, JOHN W. SCHUSTER, and Belva C. Collins (University of Kentucky)
46. **The Effectiveness of Most to Least Prompting on Teaching Chained Tasks to Students With Developmental Disabilities.** (*Data based poster*) ARZU OZEN, Ozlem Tavlar, Cimen Acar, and Ozlem Cetin (Anadolu Universitesi, Turkey)
47. **Simultaneous Prompting: Effectiveness on the Acquisition of Target Stimuli, Instructive Feedback, and Observational Learning.** (*Data based poster*) Mary Ann Parker, JOHN W. SCHUSTER, and Belva C. Collins (University of Kentucky)
48. **Using Direct Instruction and a Criterion-Based Reward for a Student With a Specific Reading Disability in a Resource Room.** (*Data based poster*) Jenny Magennis, Amy Ayers, Heather Davis, Michelle Gwinn (Linwood Elementary), and BETTY FRY WILLIAMS (Whitworth College)
49. **Assessment of Social Consequences in Prader-Willi Syndrome.** (*Data based poster*) KEVIN D. JACKSON (ARC of Alachua County)
50. **A Three Year Study: Evaluating Treatment Outcomes for Children With Dual Diagnosis in a Psychiatric Hospital.** (*Data based poster*) ERIN BORDIS and Katherine Johnson (Caritas Peace Center)
51. **Use of Protective Clothing to Increase Medical Compliance in a Ventilator-Dependent Toddler.** (*Data based poster*) MICHELLE D. CHIN, Patricia F. Kurtz, and John M. Huete (Kennedy Krieger Institute)
52. **A Procedure for Increasing Viewing Time of Artwork With a Child With Pervasive Developmental Disorder.** (*Data based poster*) CAROLYN RYAN (The Graduate Center, CUNY) and Suzanne Lerner (Accelerated Childhood Education, ACE)
53. **Increasing Speech of an Elective Mute: Shaping Procedure Through AT&T.** (*Data based poster*) JO-ANNA CHANDLER (Program Manager, ECF) and C. Dena Saxe (Educational/Behavioral Consultant)

54. **Differences in Time Perception Between Children With and Without Attention Deficit Hyperactivity Disorder.** JULIE MEAUX (University of Arkansas), Merle Paule (National Center for Toxicological Research), and John Chelonis (University of Arkansas at Little Rock)
55. **Functional Analyses Across Three Children With Fetal Alcohol Syndrome.** Meghan Almeida, Dixie Lee Davis, BRANDY HUNDHAMMER, Joshua Fouts, Nancy Thompson, and K. Mark Derby (Gonzaga University)
56. **In the Mood: Reinforcer Preference Changes During a Cyclic Mood Disorder.** GREGORY BERTSCH (Columbus Services Southbury Training School CT)
57. **Hidden Patterns of Adaptive Switch Use in Adults With Severe Multiple Impairments: A Case for Micro-Analysis.** MURIEL D. SAUNDERS and Richard R. Saunders (University of Kansas)
58. **Generating Operant Responding in Vegetative Children.** H. TODD EACHUS (Advocate Schools)

<b># 141 International Poster Session</b>
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5/27/2001

12:00 PM - 1:30 PM

French Market

EAB

59. **Self-Control and Impulsiveness in Adults and Children: Effects of Visual Food Cues.** LORI-ANN FORZANO (SUNY College at Brockport)
60. **Examining the Subjective Probability Estimations of Gamblers in an Actual Casino.** Mark R. Dixon and James Schreiber (Southern Illinois University), and HEATHER BENEDICK (Trinity Services)
61. **The Opportunity to Run for 15 s is Equivalent to a Drop of 2.5% Sucrose Solution.** TERRY BELKE (Mount Allison University)
62. **Are Rats Smarter than People When it Comes to Taking Risks?** BRENT KING and Jeffrey N. Weatherly (University of North Dakota)
63. **Anticipatory Responses Do Not Cause Induction When Food-Pellet Reinforcement is Upcoming.** Karyn M. Plumm, JASON J. RITT, and Jeffrey N. Weatherly (University of North Dakota)
64. **Relative Impact of Gain and Loss in Three Human Choice Procedures.** THOMAS S. CRITCHFIELD (Illinois State University) and Scott D. Lane (Univ. of Texas Health Science Ctr. at Houston)
65. **Complex Stimuli Equivalence ACFter Consistent Matching.** GRAUBEN ASSIS, Olivia Kato, Aline Menezes and (Universidade Federal do Pará)
66. **Human Progressive-Ratio Performances With a Punished Reset Option.** DAN LIU, Adam Derenne, and Alan Baron (University of Wisconsin, Milwaukee)
67. **Effects of Delayed Reinforcement on Operant Variability and Stereotypy.** CHRISTOPHER BARNES, Carrie DeHaven, and Amy L. Odum (University of New Hampshire)
68. **Sensitivity to Contingency Changes: Historical Effects of Accurate, Inaccurate and Minimal Instructions.** CAROLINA AGUILERA, Philip N. Chase, and Heather Stucky (West Virginia University)

69. **Within Session Changes in Responding During Concurrent Variable Interval Variable Ratio Schedules.** ERIC S. MURPHY, Frances K. McSweeney, and Benjamin P. Kowal (Washington State University)
70. **Temporal Discounting of Gains and Losses: Reliability in Multiple Assessments Over 10 Weeks.** THOMAS S. CRITCHFIELD (Illinois State University)
71. **The Use of Temporal Information in the Estimation of Probability.** XOCHITL DE LA PIEDAD and Howard Rachlin (SUNY at Stony Brook)
72. **Dissociating the Conditioned-Reinforcing and Delay-Signaling Effects of Stimuli in Chained Schedules of Reinforcement.** RAFAEL BEJARANO and Timothy D. Hackenberg (University of Florida)
73. **The Effect of Component Duration Upon Mixed Schedule Performance.** Esteban DiFrancisco, Matthew Andrzejewski, and PHILIP BERSH (Temple University)
74. **Patterns of Equivalence Class Establishment in Older Americans.** RICHARD R. SAUNDERS, Lisa Chaney, and Muriel D. Saunders (University of Kansas)
75. **Avoidance of Brief, Inescapable Disruption of Music in Humans.** ERIC A. JACOBS, Noelle Eau Claire, and Stephanie Swindler (Southern Illinois University at Carbondale)
76. **Assessing the Stimulus Effects of Gamma-Hydroxybutyric Acid (GHB) Using Place Conditioning With Rats.** SHERRY L. SERDIKOFF (School of Psychology) and Kelly Badger (James Madison University)
77. **Interactions Between Verbal and Non-Verbal Behavior in Multiple Schedules When Correspondence is Not Required.** CACILDA AMORIM and Maria Amália Andery (Catholic University of Sao Paulo)
78. **Percentile Schedules of Reaction Time Reinforcement: List Learning in Monkeys.** TODD M. MYERS (Walter Reed Army Institute of Research)
79. **Repeated Reversals of Olfactory Discriminations in Rats.** TRACY PENA, Brendan Curl, Laurence Miller, Diane Nelson, John Wagner, Julian Keith, Raymond Pitts, and Mark Galizio (University of North Carolina at Wilmington)
80. **Stimulus Equivalence and Teaching Drug Terminology.** TRACY E. ZINN and M. Christopher Newland (Auburn University)
81. **Application of Behavioral Economic Procedures to Palatability Testing.** JEFFREY L. LANGSTON, Elliott M. Paletz, and L. Paul Waggoner (Auburn University)
82. **See No Evil, Hear No Evil: Generalization Assessment and Training for a Deaf and Visually Impaired Dog.** EDDIE FERNANDEZ and Jesus Rosales-Ruiz (University of North Texas)
83. **Exploring Training Options to Reduce Aggression in Adults With Brain Injuries.** COLLEEN O'LEARY-ZONARICH (The May Institute)
84. **Multidimensional Detection and Selective Attention in Humans: Effects of Reinforcement History on Stimulus Control Relations.** FREDY REYES, Sigrid Glenn, and Amy Crye (University of North Texas)

## # 142 International Poster Session

5/27/2001

12:00 PM - 1:30 PM

French Market

EDC

85. **Component Analysis of Alternative Questioning Strategy: Numbered Heads Together.** LARRY MAHEADY, Barbara Mallette, and Gregory Harper (SUNY College at Fredonia), and Jean Michielli-Pendl (Dunkirk Middle School),
86. **Implementing Math Fluency Procedures in a Charter School Title 1 Program.** KRISTINE D. PORTER and Katie Seeker (Millennium Community School) and Priscilla Brame (The Ohio State University)
87. **Using Racetracks to Teach Multiplication Facts.** JENNIFER CHASE, Jennifer Aqai, K. Mark Derby, and Sarah Mortenson (Gonzaga University)
88. **Teaching Arithmetic Story Problems for Elementary Students Using Response Cards and Choral Responding.** SAYAKA ENDO and William L. Heward (The Ohio State University)
89. **Precision Learning in a Medical Rehabilitation Counseling Course: Testing SAFMEDS.** NANCY K. HANSEN and Charles Merbitz (Illinois Institute of Technology)
90. **Using a Self-Instruction Intervention to Enhance Science Performance in Students With Learning Disabilities.** KARENDITTMER (Munroe-Meyer Institute), Tawnya Smith (Mississippi State University), and Christopher Skinner (University of Tennessee, Knoxville)
91. **Analysis of Proctor Feedback Accuracy and Effectiveness in a Computer-Aided Personalized System of Instruction Course.** TOBY MARTIN, Joseph Pear, and Garry Martin (University of Manitoba)
92. **Using Behavioral Strategies to Improve Social and Academic Behavioral Problems of Minority Children in Brazil.** ANGELA M. M. DUARTE, Lorena Simonassi, Lafaiete C. Araujo, and Bruno J. Sousa (Universidade Catolica de Goias)
93. **Babies Prep School: An Analysis of the Components of Effective Behavioral Schooling.** JEANNEMARIE SPECKMAN, Amoy Hugh Balter, and Nyla C. Lamm (Babies Prep School)
94. **Use of Functional Assessment to Distinguish Between Academic Performance and Skill Deficits.** JENNIFER HENRY, Ron P. Edwards, and Rebecca Mandal (University of Southern Mississippi)
95. **Do Rewards Decrease Intrinsic Motivation?: An Analysis of Contradictory Findings.** KATHERINE M. BANKO, Judy Cameron, and W. David Pierce (University of Alberta)
96. **Increasing Motivation and Interest Through Rewards Based on Challenge and Mastery.** SYLVIA SO, Katherine M. Banko, W. David Pierce, and Judy Cameron (University of Alberta)
97. **An Analysis of Self-Management Procedures for Decreasing Self-Injurious Behavior.** MARVIN HULL (Utah State University), and Lloyd Peterson and Stephani Peterson (San Juan School District)

98. **Determining the Effects of Self-Monitoring on Academic Performance of At-Risk Middle School Students.** SUSAN J. WOOD (Rhode Island Department of Education), and Jane Y. Murdock and Mary E. Cronin (University of New Orleans)
99. **Self-Control, Decision-Making and Problem-Solving from B. F. Skinner's Perspective.** Yara Nico (Catholic University of Sao Paulo)
100. **The Teaching of Self-Control Behavior in B. F. Skinner's Writings.** Yara Nico (Catholic University of Sao Paulo)

#### # 143 International Poster Session

5/27/2001

12:00 PM - 1:30 PM

French Market

TBA

101. **How "Applied" is Behavior Analytic Research on Problem Behavior?** BORGE HOLDEN (Habilitation Services)
102. **Teaching Behavior Analysis: How Does World-View Affect Student Application of Behavioral Principles?** HEATHER CIESIELSKI and Daniel J. Moran (Valparaiso University)
103. **Introduction to the Word Associate Test: Using "Intraverbals" to Assess Learning.** WILLIAM S. VERPLANCK (C.C.B.S.; Knoxville, TN) and Daniel J. Moran (Valparaiso University)
104. **The Word Associate Test: Graduate and Undergraduate Applications and Reactions.** TRACY ESTEP, Shelley Milosevich, and Karrie Tallon (Valparaiso University)
105. **Differential Effects of PSI Components in a Lecture-Based Course.** DEIRDRE BEEBE FITZGERALD, Janice Donofrio, and Amber Derick (Eastern Connecticut State University)
106. **Increasing Within-Course Proctor Accuracy in Computer-Aided PSI-Taught Undergraduate Courses.** KERRI WALTERS, Darlene E. Crone-Todd, and Joseph J. Pear (University of Manitoba)
107. **Assessing Stimulus Generalization of Functional Analysis Via Computer Simulation.** DARLENE E. CRONE-TODD (University of Manitoba) and Marcie N. Desrochers (College of Charleston)
108. **Effects of Response Mode Variations During Feedback on Subsequent Tests in a Behavior Analysis Course.** AUSTIN HARMON, Kristin Gudmundsdottir, Nicole Patti, Anthony DeFulio, Eddie Fernandez, and Melanie Porter (University of North Texas)
109. **Teacher Training: An Examination of Skill Acquisition, Generalization, and Increases in Child Appropriate Behavior.** REBECCA JO MOORE SAWYER (Private Practice), and Shahla S. Ala'i-Rosales and Tessa Schreiber (University of North Texas)
110. **Saying vs. Doing: Multi-Method Assessment of Therapists' Pre-Training Knowledge of Behavioral Principles and Applied Techniques.** HEATHER NASH and Clint Field (Father Flannagan's Boys Home), and Michelle L. Bott-Graham (The Advocacy and Learning Associates)

111. **Teaching Behavioral Contingencies in Large Classrooms.** NAOKO SUGIYAMA (Yamawaki Gakuen College)
112. **The Behavior Analysis Training System.** HOLLY HARRISON, Jason Otto, and Richard W. Malott (Western Michigan University)
113. **The Teaching System of Behavior Analysis at Western Michigan University.** KIP DENHARTIGH, Yukiko Washio, and Clare M. Mathes (Western Michigan University)
114. **The Behavior Analysis Training System and the Elementary Principles of Behavior Websites at WMU.** KOJI TAKESHIMA, Ed Blackman, Jr., and Amanda Edmiston (Western Michigan University)
115. **The Behavioral Research Supervisory System: Help Graduate Students Avoid Procrastination.** AMY E. HUND, Ted Jay, and Michelle Seymour (Western Michigan University)
116. **Teaching College Students Behavior Analysis: The Behavioral Systems Analysis Project.** KARLY N. WALKENHORST, Becky Kehe, and Andrew Maus (Western Michigan University)
117. **Advanced Behavior Analysis: A Supplement to an Undergraduate Course in the Principles of Behavior.** HEATHER SLAGER, Katie Kruse, and Rachel Terpsma (Western Michigan University)
118. **An Application of Behavioral Tools to Improve Teaching Assistant Performance.** ANNA I. PETURSDOTTIR and Jessica Agosta (Western Michigan University)
119. **Training Temporary Limited Licensed Psychologists at Western Michigan University.** TRACY NITZ and Tiffani Williams (Western Michigan University)
120. **An Evaluation of a Psychology Training Procedure at Western Michigan University.** TAWNYA FRAZIER and Richard W. Malott (Western Michigan University), and James H. Kaye (Kalamazoo Regional Educational Service Agency)
121. **Working With Developmentally Disabled Students, a Behavioral Approach.** JENNIFER GROOM (Western Michigan University)
122. **An Evaluation of a Treatment Package for an Emotionally Impaired Adolescent.** TAWNYA FRAZIER and James H. Kaye (Kalamazoo Regional Educational Service Agency)
123. **The Use of Self-Management to Stop Procrastination.** ERIN VAN DE HEY, Holly Harrison, and Rachel Skinner (Western Michigan University)
124. **Behavioral Academic and Career Counseling: Using Performance Management to Help College Students Achieve Their Goals.** JEAN CLORE (Western Michigan University)
125. **The Rat Demonstration of the Chaining Procedure in a Complex Apparatus.** YUKIKO WASHIO and Clare M. Mathes (Western Michigan University)



5/27/2001

1:30 PM - 2:20 PM

Regency E

DEV

## **Cognitive Phenomena that Behaviorists Can Deal With, But Haven't**

Chair: Peter Harzem (Auburn University)

HAYNE W. REESE (West Virginia University)



Cognitivists have done extensive research on several phenomena in cognitive development that behavior analysts could study but haven't. Salient phenomena, described in this tutorial, are (1) a sex difference in spatial mapping such that males tend to use directional coordinates and females tend to use landmarks, (2) early emergence of the ability to "average" perceptual inputs in a way that yields abstract, idealized prototypes or templates, but with (3) late emergence of the ability to think abstractly, (4) a change from mediational deficiency in young children to mediational sufficiency in older children, (5) a shift from thinking mainly in nonverbal images to mainly verbal thinking, (6) a rule, used by young children in language development, that each object or

phenomenon has only one name, and (7) an increase during childhood in genotype-environment correlation, or "niche picking," in intellectual development. Possible behavioral approaches to these phenomena are suggested.

Dr. Reese obtained his Ph.D. in experimental child psychology at the University of Iowa in 1958, then taught at the State University of New York at Buffalo (1958-1967), the University of Kansas (1967-1970), and West Virginia University (1997-2000), where he directed graduate training in life-span developmental psychology. He co-edits *Advances in Child Development and Behavior* and formerly edited the *Journal of Experimental Child Psychology*. His bibliography includes 126 journal articles and chapters, two scholarly books, four textbooks, 36 edited books, and 208 presentations at meetings and colloquia. His experimental research has emphasized learning and cognitive processes in childhood, adulthood, and old age. His theoretical work has emphasized developmental theory, research methodology, and world views in psychology

#### # 144a Symposium

5/27/2001

1:30 PM - 2:50 PM

Gentilly

EDC

**Current Research in Instructional Design and Educational Technology (*Data based presentation*)**

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Jennifer Austin (University of South Florida)

- **The Effect of Group Discussion Session Attendance on Student Test Performance in a Personalized System of Instruction.** CHARNA MINTZ, Ramona Houmanfar, and Ken MacAleese (University of Nevada, Reno)
- **Experimental Analysis of Retention Within a Fluency Paradigm.** BRIAN GAUNT (University of South Florida)
- **A Component Analysis of Guided Notes.** TIMOTHY WEIL, Larry Williams, James Porter and (University of Nevada, Reno)

#### # 145 Paper Session

5/27/2001

1:30 PM - 2:20 PM

Poydras A

BPH

**Human Behavioral Pharmacology**

Chair: Sherry L. Serdikoff (James Madison University)

- **A Dose-Response Analysis of Nitrous Oxide Choice by Humans: Some Data and Some Methodological Issues.** DIANA WALKER, James Zacny, and Rebecca Hurst (University of Chicago)
- **Differences in Discounting and Demand for Cigarettes and Money After a Brief Period of Abstinence.** LOUIS A. GIORDANO, Warren K. Bickel, and Matt Johnson (University of Vermont)

5/27/2001

1:30 PM - 2:20 PM

St. Charles C

TBA

### Images of Behavior Analysis: Using Multimedia for Teaching

Chair: Thomas Brigham (Washington State University)

MICHAEL (MICKEY) KEENAN (University of Ulster at Coleraine)



**Abstract:** In the light of the information revolution experienced over the past decade the technology used to teach behavior analysis can appear dinosaur-like. To date the dissemination of empirical findings and conceptual developments has relied mostly on the printed word, on paper. Nowadays, although paper can be replaced with the computer screen many teachers still rely solely on the printed word. Some multimedia tutorials are starting to appear, though, that do more to take advantage of modern technologies. They expand the image database of our discipline, and they bring color and movement to our teaching materials. In this presentation you will see examples of how 2-D and 3-D images, animations, and video clips can be designed to teach complex conceptual issues in the analysis of behavior.

**Dr. Keenan** is a lecturer at the University of Ulster, at Coleraine. His current activities include research in human and non-human schedule performance, gerontology, autism, stimulus equivalence, and teaching behavior analysis. He has published widely in these fields in journals such as *Behavior and Social Issues*, *JABA*, *JEAB*, *Behavioral Interventions*, *The Psychological Record*, and *Precision Teaching*. He is founder and director of the charity P.E.A.T. (Parents' Education as Autism Therapists) in Northern Ireland. He has co-edited *Advances in Behavior Analysis* (1997, University College Dublin Press) and *Parents' Education as Autism Therapists: Applied Behavior Analysis in Context* (2000, Jessica Kingsley Publishers) and co-authored the multimedia tutorial in behavior analysis, *Behavior Analysis: A Primer* (2000, Celtic Fringe Production, preview at <http://psych1.shsc.ulst.ac.uk/behav/index.html>). He lives in Northern Ireland with his partner Karola Dillenburger and their four children.

### # 147 Paper Session

5/27/2001

1:30 PM - 2:20 PM

Regency F

EAB

#### Matching

Chair: James S. MacDonall (Fordham University)

- **Composite Concurrent Performance from Independent Performances With Changeover Delays.** JAMES S. MACDONALL (Fordham University)
- **Melioration: Can it Really Account for Local Changes in Behavior?** ELLIOTT PALETZ and M. Christopher Newland (Auburn University)

### # 148 International Paper Session

5/27/2001

1:30 PM - 2:20 PM

Regency G

EAB

#### Remembering

Chair: Claudia Cardinal (Temple University)

- **The Effect of Delayed Reinforcement on Remembering in Pigeons.** REBECCA J. SARGISSON and K. Geoffrey White (University of Otago, New Zealand)
- **How Do Reinforcer Competition and Reinforcer Probability Influence Remembering?** GLENN BROWN and K. Geoffrey White (University of Otago, New Zealand)

5/27/2001

1:30 PM - 2:20 PM

Prytania

EDC

**Visions, Missions, Content, and Language: Can Behavior Analysis Fit Into a Teacher Preparation Program?**

Chair: Laura Fredrick (Georgia State University)

SAMUEL DEITZ (Texas Christian University)

**Abstract:** Many of the critical issues facing education are related to some research or practice from behavior analysis. For example, accountability-the need to know about school effectiveness-led to the development of standardized tests to evaluate the progress of groups of children against national standards. That same need could have led to the development or adoption of individualized measures aimed to determine if each child reaches some academic criterion. Not so different, it seems, but only the latter method directly leads to improved instructional practice. You can look at reading, direct instruction, and other areas to see similar examples. Many school systems are adopting very behavioral methods (without calling them that). Schools of Education, however, are not changing very much. This paper looks at selected issues and attempts to offer some ideas on the future in this area.

**Dr. Deitz** began his career at Georgia State University in Atlanta after completing his Ph.D. at the University of Florida. He conducted research in the area of positive forms of classroom discipline eventually culminating in a text on that subject. He published articles on the use of DRL and DRO in general education classrooms and with students with special needs. After a brief stint at philosophical inquiry into Wittgenstein, language, and behavior analysis, he moved to computer-generated problem solving tasks examining the effects of instructions and consequences. From 1990 until present his research activity waned as he took on the role of Dean of the College of Education at Georgia State University. He has recently moved on to serve as Dean of the School of Education at Texas Christian University.

**# 150 Symposium**

5/27/2001

1:30 PM - 2:50 PM

Toulouse

CBM

**Advances in Behavior Analytic Treatment Approaches to Pediatric Food Refusal (Data based presentation)**

Chair: Bart M. Sevin (Kennedy Krieger Institute)

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

- **Beyond Acceptance: An Evaluation of Two Interventions to Increase Swallowing Once Acceptance is Established.** CHARLES S. GULOTTA (Johns Hopkins University School of Medicine), and Bart M. Sevin and Agnes M. Browne (Kennedy Krieger Institute)

- **Analysis and Treatment of Texture Preference as a Function of Food Refusal.** GREGORY K. REED, Linda Cooper-Brown, Anjali Barretto, and David P. Wacker (University of Iowa)
- **Training Care Providers to Implement Escape Extinction: Evaluation of Treatment Integrity and Generalization.** ELLIE MCCARTNEY, Cynthia M. Anderson, and Carrie Piazza-Waggoner (West Virginia University)

#### # 151 Symposium

5/27/2001

1:30 PM - 2:50 PM

Loyola A

DDA

#### **Applications of Response Deprivation and Response Restriction Methodology (*Data based presentation*)**

Chair: Brian A. Iwata (University of Florida)

Discussant: Dorothea C. Lerman (Louisiana State University)

- **Effects of Response Restriction on Nonsocially-Maintained Self-Injury.** TRAVIS BLEVINS, Richard G. Smith, Jason Simmons (University of North Texas)
- **Assessment of Stereotypy in Children With Autism Using Response Restriction.** JOHN T. RAPP, Timothy R. Vollmer, and Claudia L. Dozier (University of Florida)
- **Identification and Alteration of Preferences Within Multi-Response Environments.** GREGORY P. HANLEY, Brian A. Iwata, Eileen M. Roscoe, Rachel H. Thompson, Jana S. Lindberg, Michele D. Wallace, April S. Worsdell, and Juliet Conners (University of Florida)

#### # 152 Symposium

5/27/2001

1:30 PM - 2:50 PM

St. Charles A

OBM

#### **Behavioral Safety. Theoretical Issues (*Data based presentation*)**

Chair: Bill L. Hopkins (Auburn University)

Discussant: Bill L. Hopkins (Auburn University)

- **Response Maintenance vs. Process Institutionalization in Behavioral Safety: Implications for a Behavior Analysis of Injury Prevention.** THOMAS E. BOYCE and Kristen A. Maglieri (University of Nevada, Reno)
- **Behavioral Safety and the Three-Contingency Model of Performance Management.** RICHARD W. MALOTT and Jason Otto (Western Michigan University)
- **Can Behavioral Safety Benefit from Cognitive Science?** E. SCOTT GELLER (Virginia Institute of Technology)

## # 153 Symposium

5/27/2001

1:30 PM - 2:50 PM

Audubon

OTH

### **Building a Body of Research for Behavior Analysis in Health, Fitness and Sports.**

*(Data based presentation)*

Chair: Amanda Nicolson (Applied Behavior Consultants)

Discussant: Richard Flemming (ABACUS Group)

- **A Behavioral Intervention for Shaping Physical Activity: Implications for Practice and Theory.** AMANDA NICOLSON (Applied Behavior Consultants, Inc.)
- **A Long-Term Examination of Exercise Adherence After Behavioral Intervention.** RALPH PAMPINO (University of Pacific) and Carolyn Mavrovich (Florida State University)
- **Resistance to Extinction in Sport and Fitness: A Proposed Role for "Perceived Exertion."** MICHAEL KIRKPATRICK and Gayla Anderson (Lynchburg College)

## # 154 Symposium

5/27/2001

1:30 PM - 2:50 PM

Poydras B

OTH

### **Changing the Behavior of Zoo Animals Through Environmental Enrichment: Recent Research and Theory** *(Data based presentation)*

Chair: Barbara Kaminski

- **Functional Analysis in Captive Wild Animals: Examining the ABC's of Aggression and Self-Stimulatory Behavior.** CYNTHIA ERNSTAM, Hillary Thompson, and Valeri Farmer-Dougan (Illinois State University)
- **Reducing Perseverative Pacing in a Sumatran Tiger: Successful Introduction of the Artificial Prey that Fights Back.** VALERI FARMER-DOUGAN, Cynthia Ernstam, Theresa Stewart, and Annie Chang (Illinois State University)
- **The Effect of Establishing Food-Related Contingencies on Oral Stereotypy in Giraffe.** Meredith Bashaw, LORAIN TARTOU, Rich Sartor, Nichole Bouwens, Todd Maki, and Terry Maple (Zoo Atlanta)
- **Contingency Theory in Omnivore and Carnivore Enrichment.** MEREDITH BASHAW, Mollie Bloomsmith, and Terry Maple (Zoo Atlanta), and M. Jackson Marr (Georgia Institute of Technology)

Sunday, May 27

## # 155 Panel Discussion

5/27/2001

1:30 PM - 2:50 PM

Esplanade C

CBM

### Clinical Roundtable

Chair: Madelon Bolling (University of Washington)

- ROBERT J. KOHLENBERG (University of Washington)
- BETTY K. ARMSTRONG (Private Practice, Dallas, TX)
- KAREN GRIFFEE (Concord College, WV)
- ERIK M. AUGUSTSON (UAB Medical School)

## # 156 Symposium

5/27/2001

1:30 PM - 2:50 PM

Cabildo A

DDA

### Combining Descriptive and Experimental Analyses in the Treatment of Severe Challenging Behavior (*Data based presentation*)

Chair: Richard B. Graff (New England Center for Children)

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

- **Using Descriptive and Functional Analyses in the Treatment of Screaming.** TRACEY GALIATSATOS and Richard B. Graff (New England Center for Children)
- **Evaluation of Structured Descriptive Assessment Methodology.** ETHAN S. LONG and Bridget J. Hayes (Kennedy Krieger Institute), and Cynthia M. Anderson and Mary Mich (West Virginia University)
- **Combining Descriptive and Experimental Analyses of Aggressive Behavior.** ARNOLD D. LUNDWALL (New England Center for Children)

## # 157 Symposium

5/27/2001

1:30 PM - 2:50 PM

Cabildo C

CSE

### Contextual Determinants of Alcohol Consumption at University Fraternity Parties (*Data based presentation*)

Chair: Kent E. Glundemann (Virginia Institute of Technology)

- **Getting "Ready" for the Party: Frontloading and the Risk of Intoxication.** MELISSA L. STUART, Zen Mottershead, Sarah E. Cagle, and Stephanie M. Krepinevich (Virginia Institute of Technology)
- **Does Having a Date Influence Risk of Intoxication?: Comparisons Within and Between Parties.** KRISTA S. GELLER, Sarah L. Bensenhaver, David T. Marshall, and E. Scott Geller (Virginia Institute of Technology)



- **Do Fraternity Parties Live Up to Their Reputation?: A Systematic Comparison of Fraternity vs. Private Parties.** BRIAN N. LEA, Ian J. Ehrhart, Bryan G. Roberts, and Alison J. Taggi (Virginia Institute of Technology)
- **Impact of an "Ice Luge" on Alcohol Use and Abuse.** ZEN MOTTERSHEAD, Bryan G. Roberts, Ian J. Ehrhart, and Kent E. Glindemann (Virginia Institute of Technology)

#### # 158 Symposium

5/27/2001

1:30 PM - 2:50 PM

Delgado

EDC

#### **Empirical Evaluations of E-Learning: Some Behavior Analytic Strategies (*Data based presentation*)**

Chair: Philip Chase (West Virginia University)

Discussant: Janet Twyman (Headsprout)

- **Empirical Testing of Programs at Apex Learning.** LINDA ROSS (Apex Learning), and Carolina Aguilera and Philip Chase (West Virginia University)
- **Empirical Validation of Instructional Design Using the Internet.** STEVEN SCHERER (West Virginia University)
- **Assessing the Efficiency and Effectiveness of a Behavioral System of Instruction for Introductory College Mathematics.** CHRISTINE KIM, Carolina Aguilera, Joseph Wilder, and Philip Chase (West Virginia University)

#### # 159 International Symposium

5/27/2001

1:30 PM - 2:50 PM

Esplanade B

TPC

#### **Philosophical Issues Arising from a Mechanistic Approach to the Experimental Analysis of Behavior**

Chair: Denis O'Hora (National University of Ireland, Maynooth)

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

- **The Bounds of Behaviorism.** GORDON FOXALL (Keele University, England)
- **The Mechanism-Contextualism Debate: A Relational Frame Analysis.** Ian Stewart, BRYAN ROCHE, Dermot Barnes-Holmes, Denis O'Hora, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
- **Behavior Analysis is Not Contextualistic: What an Absurd Suggestion!** DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Sunday, May 27

## # 160 International Symposium

5/27/2001

1:30 PM - 2:50 PM

Regency H

EAB

### **Pigs in Space (and Mice, Fish and Humans Too): Tracking Behavior at Large (*Data based presentation*)**

Chair: Gregory Galbicka (Aventis Pharmaceuticals)

Discussant: Peter R. Killeen (Arizona State University)

- **Automated Shaping of Locomotion in Mice.** LINDA J. HAYES, Nelson Publicover, and Kenneth Hunter (University of Nevada, Reno)
- **3D Video Tracking of Male Siamese Fighting Fish (*Betta splendens*).** JOSEPH J. PEAR and Wayne S. Chan (University of Manitoba)
- **The Use of a Video Tracking System in Studying Response Variability in Human Limb Movement.** DARLENE E. CRONE-TODD, Barrie J. Todd, and Joseph J. Pear (University of Manitoba)

## # 161 Paper Session

5/27/2001

1:30 PM - 2:50 PM

Esplanade A

VRB

### **Teaching Verbal Behavior to Children With Autism**

Chair: John Esch (Esch Behavior Consultants)

- **Utilization of a Sterile Environment to Facilitate the Acquisition of Mands in Children With Autism.** RICHARD THOMSON (St. Louis SSD)
- **The Relation Between Association Matching, Receptive by Function, Feature, and Class (RFFC), and Intraverbal Behavior.** MARK L. SUNDBERG (Behavior Analysts, Inc.)
- **Establishing a Verbal Behavior Classroom in a Public School: The St. Lucie Project.** BARBARA ESCH and John Esch (Esch Behavior Consultants), and Jane Devenport and Barbara Slaga (St. Lucie County Schools)

## # 162 Symposium

5/27/2001

1:30 PM - 2:50 PM

Loyola B

DDA

### **The Effects of Promoting Social and Communicative Behaviors of Young Children in Inclusive Preschool Settings (*Data based presentation*)**

Chair: Maureen Schepis (Center for Early Communication & Learning)

Discussant: Dennis Reid (Carolina Behavior Analysis & Support Center)

- **A Longitudinal Analysis of Child Participation in an Inclusive Preschool Program.** Maureen Schepis (Center for Early Communication & Learning), JAMIE HAWKINS (Appalachian State University), Dennis Reid (Carolina Behavior Analysis & Support Center), and Jean Ownbey (Bringing It All Back Home)
- **Increasing the Participation of Children With Disabilities in an Inclusive Preschool.** MAUREEN SCHEPIS (Center for Early Communication & Learning), Jean Ownbey (Bringing It All Back Home), Dennis Reid (Carolina Behavior Analysis and Support Center), and Jamie Hawkins (Appalachian State University)
- **Effects of Manual Signing on Communicative Vocalizations by Toddlers With and Without Disabilities in an Inclusive Classrooms.** CYNTHIA DiCARLO, Sarintha Stricklin, and Meher Banajee, and Dennis Reid (Carolina Behavior Analysis and Support Center)

## # 163 Invited Event (*available for ABA CEUs*)

5/27/2001

2:00 PM - 2:50 PM

Regency A

AUT

### **Children and Youth With Aspergers Disorder: The Search for Effective Practices**

Chair: Jack Scott (Florida Atlantic University)

RICHARD L. SIMPSON (University of Kansas Medical Center)

**Abstract:** Aspergers Disorder, one of five disorders in DSM-IV within the Pervasive Developmental Disorders, is closely associated with autism and currently garnering intense interest from parents and professionals. While sharing some similarities with autism, Aspergers is, however, very different in a number of ways. Dr. Simpson will explore these issues. As one of the leading researchers focused on Aspergers, he can share his understanding of this disorder and the characteristics of effective practices. Additionally, this presentation will alert ABA members interested in autism to the refinement of diagnostic techniques and intervention methods for persons with Aspergers, individuals who, until recently, had often been considered autistic.

**Dr. Simpson** has over ten books and a large number of articles dealing with autism and Aspergers syndrome. Selected book titles include: *Autism-Information and Resources for Parents, Families, and Professionals*; *Collaboration with Parents and Families of Children and Youth with Exceptionalities*; *Educating Children and Youth with Autism: Strategies for Effective Practice*, and *Youth:*

*Techniques for Successful Conferences*. He has had several federal research and training projects in autism/Aspergers. He is, with Brenda Miles, the author of a text on Aspergers Disorder published by Pro Ed. He was the editor of *Focus on Autistic Behavior* and now serves as the editor of *Focus on Autism and Developmental Disabilities*. Dr. Simpson is a professor at the University of Kansas Medical Center in Kansas City.

#### # 164 International Paper Session

5/27/2001

2:30 PM - 3:20 PM

Regency F

EAB

##### Choice

Chair: Carlos Aparicio (Universidad de Guadalajara)

- **Varying the Number of Alternatives and the Travel Requirement in Choice Situations.** CARLOS F. APARICIO (Universidad de Guadalajara, CEIC)
- **Development of Preference in a Choice Situation.** ERIC W. MACAUX, Armando Machado, and Richard G. Keen (Indiana University)

#### # 165 International Paper Session

5/27/2001

2:30 PM - 3:20 PM

Prytania

EDC

##### Effective Instructional Strategies

Chair: Morten Haugland (Otterbein College)

- **Extending the "Transfer of Learning" Paradigm Using Precision Teaching to Facilitate Fluent Performance With Multiplication Facts.** MORTEN HAUGLAND (Otterbein College)
- **Comparing the Effects of Direct Instruction With and Without Fluency Building on Elementary Students' Reading Performance.** PAUL MALANGA and William Sweeney (University of South Dakota)

### # 166 Paper Session

5/27/2001

2:30 PM - 3:20 PM

Regency G

EAB

#### **Resurgence**

Chair: Jonathan Pinkston (University of Florida)

- **Effects of Recency of Practice on Resurgence.** Francis Mechner and LAURILYN JONES (Mechner Foundation)
- **Effects of Single Reinforcer Presentations on a Behavior Stream.** FRANCIS MECHNER and Laurilyn Jones (Mechner Foundation)

### # 167 Paper Session

5/27/2001

2:30 PM - 3:20 PM

St. Charles C

TBA

#### **The Design, Delivery, and Analysis of an Interactive WEB Course in Behavior Analysis**

Chair: Darrel Bostow (University of South Florida)

- **Interactive WEB Delivery of Behavior Analysis Instruction Using Multimedia.** MICHAEL COHEN, Darshan Bakriwala, Rocky Torres, Richard, and Darrel Bostow (University of South Florida), and Kale Kritch (Associated Marine Institutes)
- **Portal Delivery of Interactive WEB Instruction: Methods for Assessment of Customer Interests and Tutorial Effectiveness, While Making Monday this Way.** KALE M. KRITCH, Darrel E. Bostow, Michael A. Cohen, Darshan Bakriwala, Rocky Torres, and Richard A. Raver (University of South Florida)

Sunday, May 27

5/27/2001

2:30 PM - 3:20 PM

Regency E

BPH

### **The Highs and Lows of Drug Self-Administration**

Chair: Christine L. Hughes (University of North Carolina-Wilmington)

STEVE I. DWORKIN (University of North Carolina-Wilmington)



This tutorial will provide an overview of the basic methodological procedures and issues involved in assessing the reinforcing effects of drugs using rodent self-administration procedures. Basic aspects of aseptic surgical techniques, methods of drug deliveries, selection of behavioral procedures, maintenance of catheter patency, and additional aspects of experimental design will be discussed. The tutorial will include a discussion of methodologies, handouts for surgical supplies and procedures, an overview of the equipment needed including demonstrations, and a discussion of difficulties and how they may be overcome. The tutorial also will include methodological considerations in using self-administration to determine abuse liability and the effectiveness of pharmacotherapies for diminishing reinforcing effects and relapse.

Dr. Steven I. Dworkin received his undergraduate training at the University of Maryland, College Park, MD where he received instruction in behavioral pharmacology in Dr. James E. Barrett's laboratory and earn a B.S. in Psychology. He completed graduate training in the Experimental Analysis of Behavior and Behavioral Pharmacology at the University of Florida, Gainesville, FL where Dr. Marc N. Branch served as his graduate mentor. Dr. Dworkin completed postdoctoral training in neuroscience and drug self-administration at the Louisiana State University School of Medicine in Shreveport, LA where he was mentored by Dr. James E. Smith. Dr. Dworkin attained the rank of associate professor in the Departments of Psychiatry and Pharmacology and Therapeutics before he relocated to the Department of Physiology and Pharmacology at Wake Forest School of Medicine in Winston-Salem, NC. Dr. Dworkin recently accepted his current position as a distinguished professor of Psychology at the University of North Carolina at Wilmington. Dr. Dworkin's research interests involve evaluating the behavioral, pharmacologic and neurobiologic effects of abused drugs and the evaluation of potential pharmacotherapeutic treatments for compulsive drug use. His research over the past 20 years has involved the use of rodent drug self-administration procedures which will be the topic of his tutorial.

### # 169 International Paper Session

5/27/2001

3:00 PM - 3:50 PM

Audubon

OTH

#### **Behavior Analysis Application**

Chair: Kurt Salzinger (Hofstra University)

- **Behavior Analysis of Everyday Life Events.** KURT SALZINGER (Hofstra University)
- **Transference of Stimulus-Functions and Formation of Equivalence-Classes in Clinically Anxious and Non-Anxious Subjects.** LUCIA H. R. OLIVEIRA, Sonia M. M. Neves, Priscilla Auad, and Weber Martins (Universidade Catolica de Goias)

### # 170 Symposium

5/27/2001

3:00 PM - 3:50 PM

St. Charles A

OBM

#### **How Behavioral Technology Is Embedded Into Organizational Change Implementations**

Chair: Brian Cole (The Continuous Learning Group)

Discussant: Brian Cole (The Continuous Learning Group)

- **The Evolution of the Application of Applied Behavioral Analysis in Large-Scale Implementations.** PAULA BUTTE and Karen Bush (The Continuous Learning Group)
- **Embedding Behavioral Technology in Change Management at Chevron.** ALLAN QUIAT (Chevron Corporation), Neil Wilson (Chevron Corporation)

### # 171 Symposium

5/27/2001

3:00 PM - 4:20 PM

Toulouse

CBM

#### **Application of Methodologies for Treating Severe Behavior Disorders to the Treatment of Pediatric Food Refusal (*Data based presentation*)**

Chair: Bart M. Sevin (Kennedy Krieger Institute)

Discussant: Brian A. Iwata (University of Florida)

- **Relative Contributions of the High-P Instructional Sequence and Extinction in Children With Feeding Disorders.** JENNIFER E. DAWSON and Bart M. Sevin (Kennedy Krieger Institute), Cathleen C. Piazza (The Marcus Institute), Charles S. Gulotta (Johns Hopkins University School of Medicine), and Dortha C. Lerman and Mary Lou Kelley (Louisiana State University)

Sunday, May 27

- **The Effects of Extinction Plus Fading on Extinction Bursts in the Treatment of Food Refusal.** BARBARA J. SIERP, Bart M. Sevin, and Leigh A. Rosica (Kennedy Krieger Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)
- **Physical Guidance as a Treatment for Food Refusal: Extinction or Punishment?** SUNGWOON KAHNG, and Lorionna J. Miller (Kennedy Krieger Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)

#### # 171a Panel Discussion

5/27/2001

3:00 PM - 4:20 PM

Elysian Fields

TBA

#### **Meeting the Demand for University Training: Developing a Behavior Analyst Certification Board Approved Program of Coursework**

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

- GERALD L. SHOOK (Behavior Analyst Certification Board)
- JAMES M. JOHNSTON (Auburn University)
- MICHAEL J. HEMINGWAY (Florida Department of Children and Families)

#### # 172 Symposium

5/27/2001

3:00 PM - 4:20 PM

Cabildo A

DDA

#### **Behavioral Approaches to Assess and Improve Interactions Between Caregivers and Persons With Behavioral Needs (*Data based presentation*)**

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

Discussant: Timothy R. Vollmer (University of Florida)

- **Evaluating Dimensions of Reinforcement in Parent-Child Interactions.** CARRIE S. WRIGHT, Timothy R. Vollmer, John C. Borrero, and Claudia L. Dozier (University of Florida)
- **Pyramidal Training With Caregivers of Children With Behavior Problems.** STEPHANIE A. CONTRUCCI, Dorothea C. Lerman, and Christina J. Vorndran (Louisiana State University)
- **Assessment of and Intervention on Staff-Resident Behaviors in a Large Residential Facility.** KATHERINE GALLETTA, Richard G. Smith, Jason Simmons, Michael Soderlund, Scott McKenzie, and Travis Blevins (University of North Texas)



## # 173 International Symposium

5/27/2001

3:00 PM - 4:20 PM

St. Charles B

OBM

### **Conceptual and Practical Considerations for Priming Organizations to Change**

Chair: Horacio Roman (University of Nevada, Reno)

Discussant: Ned Carter (University Hospital)

- **Priming Organizations for Change: A Behavior Analytic Account of "Buy In".** HORACIO ROMAN, Nealetta Houchins, and Thomas (Ted) Boyce (University of Nevada, Reno)
- **Engaging the End User: Some Instructional Design Considerations.** CRISTIN HARRISON (University of Nevada, Reno) and Mark Alavosius (EduSafe)
- **Employee Buy-In for Behavior Based Safety: Two Practitioner's View.** GRAINNE MATTHEWS (Quality Safety Edge) and Judy Agnew (Aubrey Daniels International)

## # 174 Symposium

5/27/2001

3:00 PM - 4:20 PM

Esplanade C

CBM

### **Current Issues in the Assessment of Mealtime Behavior Problems (*Data based presentation*)**

Chair: Cynthia Anderson (West Virginia University)

Discussant: Keith Allen (Munroe-Meyer Institute)

- **A Comparison of Two Methods of Feeding Assessment: Self-Feeding and Non Self-Feeding.** TRACEY GALIATSATOS and William Ahearn (New England Center for Children)
- **A Systematic Evaluation of Food Textures.** MEETA R. PATEL, Gary L. Cates, Rebecca E. Alley, and Cathleen C. Piazza (The Marcus Institute)
- **Investigating the Relation Between Antecedent Variables and the Level of Mealtime Behavior Problems.** PETER GIROLAMI, Carrie Piazza, Christine Kim, and Cynthia Anderson (West Virginia University)

Sunday, May 27

## # 175 Symposium

5/27/2001

3:00 PM - 4:20 PM

Esplanade A

VRB

### **Further Investigations in Verbal Behavior: Moving from Experimental Procedures to Applied Practices (*Data based presentation*)**

Chair: Susan Silvestri (Fred S. Keller School)

- **An Analysis of Two Pairing Procedures in Establishing Vocal Imitation Repertoires.** SO-YOUNG YOON and Gina M. Bennett (Fred S. Keller School)
- **Manipulation of Establishing Operations on the Acquisition and Generalization of Mands.** DEBORAH L. MEINBERG (Fred S. Keller School)
- **Teaching Intraverbal Responses to Past Events to Preschool Children With Communication Delays.** KAZUKO TSUKAGOSHI and Alexia G. Kazakidou (Fred S. Keller School)
- **Emerging Speaker as Own Listener Repertoires: The Overt to Covert Role of Echoes in Delayed MTS Tasks.** JANET S. TWYMAN, Catherine D. Sales, and Anjalee Nirgudkar (Fred S. Keller School)

## # 176 Symposium

5/27/2001

3:00 PM - 4:20 PM

Regency A

AUT

### **Linking Assessment Research to Behavioral Treatments for Children With Autism (*Data based presentation*)**

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

Discussant: Lee Kern (Lehigh University)

- **Using Joint Attention Assessments to Develop Early Interventions for Children With Autism.** CHRISTINA WHALEN and Laura Schreibman (University of California, San Diego)
- **Functional Communication Training for Immediate Echolalia in Children With Autism.** MICHELLE THIBAUT SULLIVAN and Laura Schreibman (University of California, San Diego)
- **Using Toy Preference to Enhance Motivation for Imitation in Children With Autism: Assessment and Treatment.** BROOKE INGERSOLL, Laura Schreibman, and Quy Tran (University of California, San Diego)

### # 177 Symposium

5/27/2001

3:00 PM - 4:20 PM

Loyola B

DDA

#### **Moving the Concurrent Operants Assessment Beyond the Outpatient Setting**

Chair: Sean Casey (University of Iowa)

Discussant: Jay Harding (University of Iowa)

- **The Use of Concurrent Operants Arrangements to Determine Behavioral Function.** Sean Casey, NATHAN CALL, David Wacker, Tina Weber, Linda Cooper-Brown, Susan Ryan, Cheryl Merical, and Anjali Barretto (University of Iowa)
- **Inpatient Evaluations: The Utility of a Concurrent Operants Assessment Approach.** GREGORY REED, Nathan Call, Joel Ringdahl, David Wacker, and Andrew Gardner (University of Iowa)
- **Extending the Concurrent Operants Assessment into the School Setting.** CHERYL MERICAL and Sean Casey (Bancroft NeuroHealth)

### # 178 Symposium

5/27/2001

3:00 PM - 4:20 PM

Esplanade B

TPC

#### **On Some Relations Between Skeptical Inquiry and the Science of Behavior.**

Chair: Edward Morris (University of Kansas)

Discussant: Jennifer A.D. Wosmek (University of Kansas)

- **The Skeptical Approach.** C. GREGORY SEAB (University of New Orleans)
- **Skepticism and Psychology.** HANK SCHLINGER (California State University)
- **Skeptics and Behavior Analysts: An Opportunity Missed (Thus Far).** PETER LAMAL (University of North Carolina at Charlotte)

### # 179 Symposium

5/27/2001

3:00 PM - 4:20 PM

Delgado

EDC

#### **Parents As Teachers: Behavior-Analytic Approaches to Parent Training (*Data based presentation*)**

Chair: Carl Cheney (Utah State University)

Discussant: Glenn Latham (Utah State University)

- **Parent Education: Behavior Analysis on the Home Front.** AMY DAVIES LACKEY, Susan Silvestri, and Trina Spencer (Fred S. Keller School)

Sunday, May 27

- **Parent Training via Distance Education: Learning to Learn With STARS.** SIRI MING, Stacy Carroll, James W. Partington, and Cathy Santopadre (STARS/Behavior Analysts)
- **Responding to Parents' Requests for Home-Based Clinical Consultation About the Behavior of Their Child.** BETH DIVANY and Shelly Botuck (YAI/NIPD Clinic)

# 180 Invited Event *(available for ABA CEUs)*

5/27/2001

3:00 PM - 4:20 PM

Poydras B

OTH

### **Providing for the Future of Behavior Analysis: Issues in Graduate Education**

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

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

Quality graduate education is key to the continued success and growth of behavior analysis. But how best to be fruitful and multiply, especially in a way that can provide adequately for the full range of needs for behavior analysts? The presenters in this symposium will address implications of our changing discipline for graduate training, as well as different models of graduate training that speak to both new and traditional challenges.

- **Responsibilities of Disciplinary Professionalization.** LINDA HAYES (University of Nevada, Reno)



Behavior analysis is professionalizing, as evidenced by the implementation of accreditation proceedings for graduate training programs, and the development of individual certification efforts at the national level. One of the primary aims of such measures is to restrict access to societal resources to only those meeting proscribed standards. Restriction of access to resources implies a responsibility to meet the society's demands for the services such resources purchase, as well as to assure their superior quality. These responsibilities are fulfilled, in part, by assessing the discipline's record of supply and the society's demonstration of demand. Also required is a commitment to foster continuous improvement in training programs such as to

make them eligible for accreditation, and to increase production of candidates with the expertise needed to become certified as behavior analysts. The aims and purposes of the ABA Self Study of Human Resources, and the newly founded Council of Graduate Training Programs in Behavior Analysis, are discussed in the context of these responsibilities.

**Dr. Hayes** received her doctorate from Western Michigan University, and has been a member of the faculties of West Virginia and Saint Mary's Universities. She is currently a professor and the Director of the Behavior Analysis Programs at the University of Nevada-Reno, including three satellite masters' programs in other regions of the country. Dr. Hayes has also held administrative positions at UNR, with Academic Affairs and the Office of the Vice President for Research, and has provided service to the profession through her involvement with the OBM Network, the ABA Education Board, and the Council of Directors of Graduate Programs in Behavior Analysis. Her research is focused in two areas,

the experimental analysis of complex human behavior, and the experimental analysis of animal behavior, the latter in collaboration with faculty in the Departments of Bio-medical Engineering and Cell and Molecular Biology at UNR. She is best known for her work in behavior theory and philosophy.

- **Masters Level Professionals and the Future of Behavior Analysis.** SIGRID GLENN (University of North Texas)



**Abstract:** The argument is here advanced that highly trained masters level professionals will ensure a future for behavior analysis. Growth in the range of behavior analytic applications, as well as of the scientific knowledge on which those applications are based, requires a fresh approach to training professionals who are identified as behavior analysts (by themselves and others). Several elements critical to adequate training of such professionals will be discussed: curriculum content; integration of training in scientific principles and methods with knowledge about behavioral characteristics of various populations; the importance of multiple practice settings and supervisors for skills

generalization; and the role of interpersonal relations and professional networking in the maintenance of post-graduate behavior analytic repertoires.

**Dr. Glenn** is founding Chair of UNT's Department of Behavior Analysis, where a FT faculty of seven behavior analysts offer a masters degree in behavior analysis (65 graduate students currently) and a bachelors degree in ABA (85-100 majors) as well as distance courses to qualify professionals to take the national certification exam. Dr. Glenn has authored or co-authored four books and numerous empirical and theoretical articles, most recently a target article in *The Behavioral and Brain Sciences*. She has served as President of ABA and of TxABA and now is completing a 3-year term as Chair of ABA's Affiliated Chapters Board. She is on the Board of Directors of the Association for Science in Autism Treatment.

- **Providing for the Next Generation of University Faculty.** MARC BRANCH (University of Florida)



**Abstract:** An important issue for the long-term health of behavior analysis is training of those who will be the next generation of research-university faculty, who will, in turn, provide training to subsequent generations. One important question for the field is what is the best model for accomplishing that. Another important issue is what is to be done if such a model cannot be sustained in current university departments, especially the traditional homes of behavior analysis, Psychology Departments. Lessons learned at the University of Florida may point to ways in which training programs may survive in an environment in which behaviorist values and philosophy are not favored.

**Dr. Marc Branch** received his Ph.D. from the University of Maryland in 1972. He is currently a Professor of Psychology in the Psychology Department at the University of Florida. That department has had a specialty training program in behavior analysis, leading to the Ph.D. degree, since 1969, and

Branch joined the faculty in 1973. Dr. Branch's research interests are in basic and experimental analysis of behavior and in behavioral pharmacology, and he has a strong

commitment to unity of applied and experimental analysis. He recently completed a term as Chair of the Psychology Department. He is former Editor of the *Journal of the Experimental Analysis of Behavior* and also is a former President of ABA.

#### # 181 Symposium

5/27/2001  
3:00 PM - 4:20 PM  
Loyola A  
DDA

#### **Systematic Assessment and Treatment of Problem Behavior in Classroom Settings (Data based presentation)**

Chair: Jennifer McComas (University of Minnesota)

Discussant: Craig Kennedy (Vanderbilt University)

- **Sequential Analysis of Idiosyncratic Context Effects on Antecedents for Self-Injury.** FRANK SYMONS (University of Minnesota)
- **Extending Positive Behavioral Support to Young Children With Challenging Behavior.** SHELLEY NEILSEN, Mary McEvoy, and Joe Reichle (University of Minnesota)
- **Use of Antecedent and Consequence Analyses to Decrease Disruptive Behavior in an Inclusive Classroom.** JENNIFER M. ASMUS, Maureen A. Conroy, Melissa N. Hale, and Carrie S. Wright (University of Florida)

#### # 182 Invited Event *(available for ABA CEUs)*

5/27/2001  
3:00 PM - 4:20 PM  
Cabildo B  
DEV

#### **The Avoidance Controversy (Data based presentation)**

Chair: Jacob L. Gewirtz (Florida International University)

Evidence and logic in support of, and contra, the two-factor theory of avoidance are debated in this symposium

- **Two-Factor Theory Cannot Explain Avoidance.** WILLIAM M. BAUM (University of New Hampshire)



**Abstract:** Despite its proponents' claims, two-factor theory is unable to explain avoidance without resorting to hypothetical stimuli and reinforcement. It cannot explain avoidance in the Herrnstein-Hineline procedure at all. Experiments advanced to support two-factor theory are flawed in method and conception. Although the molar view in its simplest form is easily shown to be insufficient, it is nevertheless necessary. Basic phenomena, such as avoidance and schedule effects cannot be explained without it.

**William M. Baum** received his B.A. in psychology from Harvard College in 1961. Originally a biology major, he switched to psychology after taking courses from B.F. Skinner

and R.J. Herrnstein in his freshman and sophomore years. He returned to Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the year of 1965-66 at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966 to 1975, he held appointments as post-doctoral fellow, research associate, and assistant professor at Harvard University. He spent two years at the NIH Laboratory for Brain, Evolution, and Behavior, and then accepted an appointment in psychology at University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as Associate Researcher at University of California-Davis and lives in San Francisco. His research concerns choice, molar relations in reinforcement, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Science, Behavior, and Culture*.

- **Avoidance in Terms of Stimulus Transition, Response-Produced Stimulus Changes, and Motivate Variables.** JACK MICHAEL (Western Michigan University)



**Abstract:** Avoidance behavior has resulted in much research and theory. Although many procedures are primarily concerned with conditioned reinforcement, an adequate molecular interpretation requires a few additional conceptual tools. First is an understanding of the importance of stimulus transition as essential to the concept of an effective behavioral consequence. Next is an extension of the class of events that are treated as stimuli to the various kinds of response-produced stimulus changes that are not under the direct control of the experimenter, as well as to time passage as an analogy to ordinary stimulus changes. Finally, in identifying the behavioral role of evocative stimuli it is important to distinguish between discriminative and motivational

properties. With such conceptual tools it may be possible to abandon avoidance as a special topic and let it take its place simply as another example of behavior developed and maintained through its relation to a (rather complex) form of conditioned reinforcement.

**Jack Michael** was born in 1926 in Los Angeles, entered UCLA in 1943 as a chemistry major. He served two years in the army, and returned to UCLA in 1946, this time as a psychology major. He obtained a B.A., M.A., and Ph.D. at UCLA, finishing in 1955. As a graduate student his main interests were statistical methodology, physiological psychology, and learning theory. During his first teaching job (Kansas University) he was much influenced by B. F. Skinner's *Science and Human Behavior*, and since then has been primarily involved in teaching behavioral psychology; at K. U., University of Houston, Arizona State University, and since 1967 at Western Michigan University. In 1957 as a result of influence by the rehabilitation psychologist, Lee Meyerson, he began to apply Skinner's approach to mental retardation, mental illness, and physical disability. During the next several years "behavior modification" was in a period of rapid expansion and Michael contributed with his teaching, writing, and public presentations. Most recently he has been concerned with the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior. He contributed to the founding of the Association for Behavior Analysis in 1974 and served as its president in 1979. He was Western Michigan University's Distinguished Faculty Scholar for 1989.

- **If Rate of Responding is Fundamental, the Behavioral Process is Intrinsically Extended in Time.** PHILIP N. HINELINE (Temple University)



**Abstract:** Behavioral process is best understood as occurring on simultaneously overlapping time scales. Thus, for example, short-term postponement of aversive events and response-contingent reduction in frequency of such events can occur simultaneously but independently. Attempts to reduce both to a single interlocking pair of processes that are molecular in scale, have obscured some important and interesting aspects of the behavior we call avoidance, and they provide a distorted characterization of a special aspect of the processes that behavior analysis is concerned with — a special aspect that was evident even in Skinner's early writings, and that arises from taking rates of occurrence as fundamental.

**Dr. Heline** completed his B.A. at Hamilton College and a Ph.D. at Harvard University. He then spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. He has served as Editor and as Review Editor for the *Journal of the Experimental Analysis of Behavior*, and as President of ABA as well as Division 25 of APA. His research began in the study of warm-up effects in avoidance, and led to analyses of behavior in relation to its long-term vs. its more immediate consequences. This has evolved into a focus on behavioral process more generally, as extended in time. Additional interests include the relationships between what people say and what they otherwise do, as well as the distinctive characteristics of explanatory language, especially as they contribute to behavior analysis being viewed as controversial.

- **Reduction in the Frequency of Shocks Does Not Account for Avoidance Behavior.** JAMES A. DINSMOOR (Indiana University)



**Abstract:** At a molecular level, reduction in the frequency of shock delivery is a continuous and pervasive process, rather than a discrete event, and therefore cannot be assigned a specific locus in time. At a molar level, to determine a correlation between the rate of response and the frequency of shock under conventional parametric values requires a delay so prolonged that this variable cannot be competitive with the immediate safety signal conveyed by the feedback from the successful form of behavior. Moreover, detailed inspection of the temporal relation of responses to shocks under an adjusting avoidance schedule reveals that it is the occurrence of shocks rather than a reduction in their frequency that initiates an increase in the rate of responding. A sequence of two processes is necessary to explain the resulting behavior.

**Dr. Dinsmoor** received his doctoral degree from the Faculty of Pure Science at Columbia University in 1949. His dissertation was supervised by Fred S. Keller and W. N. Schoenfeld. After teaching at Columbia from 1946 to 1951, he was invited to join the faculty at Indiana University, where he remained until his retirement in 1986. He has served at various times as President of the Society for the Experimental Analysis of Behavior, the Midwestern Psychological Association, and Division 25 (Experimental Analysis of Behavior) of the American Psychological Association. His research interests include stimulus control, conditioned reinforcement, chaining, escape, avoidance, and punishment.



### # 183 Symposium

5/27/2001

3:00 PM - 4:20 PM

Regency B

AUT

#### **The Picture Communication System (PECS): Acquisition Issues and Applications in Young Children With Autism (*Data based presentation*)**

Chair: Andrew Bondy (Pyramid Educational Consultants)

Discussant: Brenda Terzich (Applied Behavior Consultants)

- **PECS Summer Camp: An Intensive Communication Training Model.** MINDY GLASSBERG, Susan Peterson, Anne Hoffman, Lori Frost and (Pyramid Educational Consultants)
- **PECS Acquisition: Patterns of Skill Development Across Five Young Children With Autism.** SUSAN PETERSON, Andrew Bondy, and Mindy Glassberg (Pyramid Educational Consultants)
- **Using PECS to Promote Social Initiations by Individuals With Autism.** JACQUELINE WRIGHT (Rutgers Autism Program)

### # 184 Panel Discussion

5/27/2001

3:00 PM - 4:20 PM

Regency C

AUT

#### **The Utilization of ABA by Parents of Children With Autism: Empowering the Consumer (A Panel for Parents)**

Chair: David Celiberti (Eden II Programs)

- DAVID CELIBERTI (Eden II Program)
- BETH GLASBERG (Rutgers University)
- LARA DELMOLINO (Rutgers University)

### # 185 Symposium

5/27/2001

3:00 PM - 4:20 PM

Gentilly

EDC

#### **Verbal Behavior in Schools: 23 Experiments and Applications to 11 US and Schools in US and Europe (*Data based presentation*)**

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

- **Experimentally Derived Tactics for Moving Students from Pre-Listeners to Early Speakers.** DENISE ROSS (Florida Atlantic University)
- **Early Speaker-Listener Exchanges and Intraverbal Disorder Tactics.** DENISE O'SULLIVAN (Columbia University Teachers College)

- **The Acquisition and Use of Self Editing and Verbally Governed Repertoires With Students Who are Early Self-Editors.** JESSICA SINGER (Columbia University Teachers College)
- **Teaching Operations for Verbal Behavior: Curricular Applications From Experiments.** CATHY SALES (The Fred S. Keller School)

#### # 186 Symposium

5/27/2001

3:00 PM - 4:20 PM

Cabildo C

CSE

#### **Violence Prevention and Beyond (*Data based presentation*)**

Chair: Mark A. Mattaini (Jane Addams College of Social Work-UIC)

Discussant: Christine T. Lowery (UWM School of Social Welfare)

- **PEACE POWER!: Violence Prevention and Beyond.** MARK A. MATTAINI (Jane Addams College of Social Work-UIC)
- **PEACE POWER!: A View from the Field.** JOHN E. HUMPHREY (Metro High School) and Mark A. Mattaini (Jane Addams College of Social Work-UIC)
- **Consequence Analysis: An On-Line Replication Regarding Violence Prevention Policy.** SARAH K. MOORE and Mark A. Mattaini (Jane Addams College of Social Work-UIC)

#### # 187 International Paper Session

5/27/2001

3:30 PM - 4:20 PM

Prytania

EDC

#### **Effective Strategies for College Students**

Chair: V. Thomas Mawhinney (University of Indiana, South Bend)

- **Effects of Tutoring on the Performance in a General Knowledge Exam to get a Degree in Psychology.** LETICIA RIVERA (Universidad Cristóbal Colón) and Sebastián Figueroa (Universidad Veracruzana)
- **Celerating and Celebrating Student Persistence til Graduation.** CLAUDIA E. MCDADE, Donna Groat, and John M. Brown (Learning Services)

#### # 188 Panel Discussion

5/27/2001

3:30 PM - 4:20 PM

St. Charles C

TBA

#### **Master's Level Graduate Training Programs in Applied Behavior Analysis**

Chair: Jennifer Austin (University of South Florida)

- JOSE MARTINEZ-DIAZ (Florida Institute of Technology)
- COLIN M. PEELER (Florida State University-Panama City Campus)
- PAMELA G. OSNES (University of South Florida)

5/27/2001

3:30 PM - 4:20 PM

Regency F

EAB

### Shaping a Theory of Choice

Chair: Robert Allan (Lafayette College)

JAMES E. MAZUR (South Connecticut State University)



**Abstract:** This presentation will describe how animal experiments on self-control choice led to the development of the hyperbolic-decay model, and how the model has evolved as more and more data have been collected. Research on related topics such as variable delays and conditioned reinforcement helped to shape the details of the model, sometimes in unanticipated and counterintuitive ways. To extend the model to a broader range of choice situations, including concurrent and concurrent-chain schedules, additional assumptions were needed, and the existing data placed many additional constraints on what form the model could take. Comparisons to other theories of choice reveal both similarities and differences, and the differences suggest

directions for research that should continue to shape and constrain the form of future theories.

**Dr. Mazur** received his B.A. from Dartmouth College and his Ph.D. from Harvard University. He was a post-doctoral fellow at Yale University, and then taught psychology at Harvard for several years. He is now a professor of psychology at Southern Connecticut State University, where he also serves as director of the psychology master's program. For over 25 years, he has conducted research on operant conditioning and choice, and he has published articles on such topics as Premack's principle, self-control, preference for variability, risk-taking, and procrastination. He is the author of a popular textbook, *Learning and Behavior*, which is currently in its fourth edition.

5/27/2001

4:30 PM - 5:30 PM

Regency D &amp; E

**Presidential Scholar Address: A Behaviorist Revisits Perception**

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

WILLIAM UTTAL (Arizona State University and The University of Michigan)



Dr. William Uttal received his Ph.D. from The Ohio State University in 1957, in Experimental Psychology and Biophysics. He describes being lured from the field of physics by the excitement of a classic psychological question: How do we see? Over the next 40 years, Dr. Uttal's work established his international reputation as a preeminent scientist, teacher, and scholar of the study of human visual perception. His more than 130 empirical articles provide seminal standards in the science of visual processing at progressively complex levels, from sensory coding to face recognition. He holds several patents and patent awards for teaching machines, and has also published (in *Scientific American*) on robots. His 19 books,

which he considers his life's work, include widely held classics in the field, and reflect Dr. Uttal's focus on integration, interpretation, and critical analysis of the science's conceptual foundations.

As Dr. Uttal's integrative work on perception and action continued, he became less convinced of the utility, or even the validity, of standard cognitive approaches. In his controversial *Toward a New Behaviorism: The Case Against Perceptual Reductionism*, Dr. Uttal argues against "the reductionist zeitgeist of contemporary perceptual science", and the "use of psychological studies to determine the organization of internal thought processes". His intellectual journey led him to behaviorism, and he makes a powerful case for the importance of perceptual science returning to operational, positivist, behaviorist traditions.

Dr. Uttal is a Fellow of the American Association for the Advancement of Science, the Society of Experimental Psychology, APA Divisions 3 and 6, and a Charter Fellow of the American Psychological Society. He currently serves on the editorial boards of *The Behavioral and Brain Sciences* and *Behavior and Philosophy*, and has served as associate or consulting editor for *Journal of Experimental Psychology-Applied*, *Journal of Experimental Psychology-Human Perception and Performance*, *Behavior Research Methods, Instruments, and Computers*, and *Computing Archives for Electronic Computing*. He has held 12 appointments as Visiting Scientist, Professor, or Scholar-in-Residence, at institutions around the world. Dr. Uttal is currently Professor Emeritus at two universities, Arizona State University and the University of Michigan, in two different disciplines, Engineering and Psychology, respectively.

## # 191 International Poster Session

5/27/2001

5:30 PM - 7:00 PM

French Market

AUT

1. **Increasing Social Play of Kindergarteners With Autism Using Peer-Implemented Pivotal Response Training.** (*Data based poster*) WILLIAM D. FREA and Madeline Peterson (California State University, Los Angeles)
2. **Making the Most of the Playground: Using Activity Schedules to Increase Engagement of Children With Autism.** (*Data based poster*) ANDREA CERCHIO, Angela Piscitelli, and Bridget A. Taylor (Alpine Learning Group)
3. **Effects of Swimming Program to Increase Social Interaction for Children With Autism.** (*Data based poster*) SANG BOK LEE and Jeongil Kim (Taegu University)
4. **Teaching Word Construction With Computer for Autistic Children.** (*Data based poster*) HIROSHI SUGASAWARA, Satoru Suzuki, and Jun-ichi Yamamoto (University of Tsukuba)
5. **Computer-Assisted Instruction: A Child With Pervasive Developmental Disorder Learns to Read, Write, and Follow Activity Schedules.** (*Data based poster*) ELISABETH KINNEY (Behavioral, Education, Assessment and Consultation) and Robert Stromer (Eunice Kennedy Shriver Center)
6. **Establishing Play Schemes: A Comparative Analysis: Errorless, Trial and Error, and Observational Teaching.** (*Data based poster*) ELISABETH KINNEY and Robert Ross (Behavioral, Education, Assessment and Consultation)
7. **Stereotypy and Play of Children With Autism and Typically Developing Preschool Children.** (*Data based poster*) Jennifer Anderson, Nicole Gardenier, Amy Geckeler, Gina Green, William Holcomb, Rebecca MacDonald, RENEE MANSFIELD, and June Sanchez (New England Center for Children)
8. **Changes in Stereotypy and Play of Preschool Children With Autism.** (*Data based poster*) JENNIFER ANDERSON, Nicole Gardenier, Amy Geckeler, Gina Green, William Holcomb, Renee Mansfield, Rebecca MacDonald, and June Sanchez (New England Center for Children)
9. **A Comparison of Levels of Play Across Preschool Children With Autism and Typically Developing Preschool Children.** (*Data based poster*) Jennifer Anderson, Nicole Gardenier, AMY GECKELER, Gina Green, William Holcomb, Rebecca MacDonald, Renee Mansfield, and June Sanchez (New England Center for Children)
10. **Promoting Responsiveness to Social Praise in Children With Autism.** (*Data based poster*) GAIL G. MCGEE and Michael J. Morrier (Emory University School of Medicine)
11. **The Effectiveness of Video Modeling and Behavioral Rehearsal in Teaching Interactive Play to a Child With Autism.** (*Data based poster*) TRICIA DONAHOE (New Jersey Institute for Early Intervention), Beth Cole (Rutgers University), and Michelle Miller (Temple University)

Sunday, May 27

12. **Teaching Complex Play Sequences to a Preschooler With Autism Using Video Modeling.** (*Data based poster*) KATHLEEN A. MANGIAPANELLO and Patricia A. D'Ateno-Altman (The Graduate School and University Center, CUNY), and Bridget A. Taylor and Margie Weissman (Alpine Learning Group)
14. **The Relationship Between Television Watching and Parent Perceptions of Observational Learning and Maladaptive Behaviors in Children With Autism: A Parent Survey.** (*Data based poster*) LISA ESPOSITO, Shari Shatzman, Lauren Rinaldi, Keri Bernsten, and David Celiberti (Eden II Programs)
15. **Monitoring Teaching of Normalized Treatment Procedures With Autistic Children in a College Course.** (*Data based poster*) CARLA G. ZEITER and Dennis J. Delprato (Eastern Michigan University)

# 192 Poster Session
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5/27/2001

5:30 PM - 7:00 PM

French Market

BPH

16. **NMDA-Induced Drinking in the Rat.** (*Data based poster*) AUTUM BARNES (Allegheny College)
17. **Stumblin' and Bumblin' (Around the Shuttle-Box): Further Choice Analyses of Rats' Ethanol Consumption.** (*Data based poster*) MATTHEW E. ANDRZEJEWSKI, Marisa Ring, Thomas J. McFate, and Margaret P. Martinetti (Temple University)
18. **Studying Alcohol-Associated Conditioned Reinforcement With the Observing-Response Procedure.** (*Data based poster*) TIMOTHY SHAHAN and David Savastano (University of New Hampshire)
19. **d-Amphetamine Reinstates Extinguished Behavior Previously Maintained by Food.** (*Data based poster*) AMY L. ODUM and Timothy A. Shahan (University of New Hampshire)
20. **Effects of Intertrial Interval and d-Amphetamine on Temporally Organized Behavior in Pigeons.** (*Data based poster*) LORI MURRAY and David W. Schaal (West Virginia University)
21. **Effects of Psychomotor Stimulants on Food-Maintained Progressive-Ratio Responding in Rats.** (*Data based poster*) MICHELLE BOSSART, David Stafford and John Glowa (Louisiana State University Health Sciences Center)
22. **Effects of Morphine Under a Repeated-Acquisition Task Using a Touchscreen Apparatus.** (*Data based poster*) HEATHER BELL, Darryl Buda, Leslie Burns, Diane Nelson, Julian Keith, Mark Galizio, and Raymond Pitts (University of North Carolina at Wilmington), and Daniel Cerutti (Duke University)
23. **Effects of Cocaine Upon Responding Maintained by a Multiple Conjunctive FIFR Schedule of Food Reinforcement.** (*Data based poster*) JIN HO YOON and Marc N. Branch (University of Florida)
24. **Amphetamine and Schedule-Controlled Performance: Effects of Alternative Reinforcement.** (*Data based poster*) ERICA PARSONS, Raymond Pitts, and Christine Hughes (University of North Carolina-Wilmington)
25. **Effects of Methylphenidate on Delay Discount Functions Obtained Within**

Sessions. (*Data based poster*) PATRICK MCKINNEY, Henry Morse, and Raymond Pitts (University of North Carolina, Wilmington)

26. **The Effects of Cocaine Administration on Choice Patterns in Situations of Diminishing Returns.** ELIZABETH HALPER and Paul Neuman (Bryn Mawr College)
27. **The Effects of Nicotine Deprivation on Impulsive Choice in Light and Heavy Smokers.** (*Data based poster*) JESSE DALLERY (University of Florida) and Eric Donny and Maxine Stitzer (Johns Hopkins University School of Medicine)
28. **An Evaluation of the Effect of Adderall on Peer Interaction in Structured and Unstructured Settings.** (*Data based poster*) ROBERT LARUE, John Northup, Clinton Cripes, Shannon Brown, Molly Murphy, and Ashifa Farkar (Louisiana State University)
29. **The Effect of Pre-Exposure to Toluene on Acquisition of Cocaine Self-Administration.** (*Data based poster*) BRIGID WALDRON (Allegheny College)
30. **CNS Function in Adult Rhesus Monkeys Exposed to Cocaine Prenatally.** (*Data based poster*) JOHN CHELONIS (University of Arkansas at Little Rock), and Michael Gillam and Merle Paule (National Center for Toxicological Research)
31. **Fixed-Ratio Discrimination Training Increases Extracellular Striatal Dopamine as Measured by Microdialysis in Neonatally 6-OHDA Lesioned Rats.** (*Data based poster*) PIPPA LOUPE, Xiao Zhou, Stephen Schroeder, and Richard Tessel (University of Kansas)
32. **Effects of 8-OH-DPAT, A 5-HT<sub>1A</sub> Receptor Agonist, and WAY 100635, A 5-HT<sub>1A</sub> Receptor Antagonist, on Free-Operant Avoidance Responding.** (*Data based poster*) Randy Smith, Craig H. Kennedy, MARY CARUSO, Celeste Roberts, and Mark Harvey (Vanderbilt University)
33. **Activity of Hypericum (St. John's Wort) on Brain Stimulation Induced Aggression.** (*Data based poster*) BRIAN PIPER, Alan Davis, Edwin Bercaw, Karen Pomeroy, and John Renfrew (Northern Michigan University)
34. **Relation Between ESB Current Strength and Behavioral Activation Across Two Behavioral Paradigms: Operant Responding vs. Behavioral Activation in the Return®.** (*Data based poster*) YING YING YEH, John Martin, Valeri Farmer-Dougan, and Paul Garriss (Illinois State University)
35. **Does Electrical Stimulation of the Brain (ESB) Produce Behavioral Activation in Noncontingent Settings?** (*Data based poster*) JOHN MARTIN, Valeri Farmer-Dougan, and Paul Garriss (Illinois State University)
36. **Variations in ESB Current Strength as a Measure of Reinforcer Value: T-Maze and Operant Responding Performance as a Function of ESB Current Strength.** (*Data based poster*) SANDRA ROKOSIK, John Martin, Valeri Farmer-Dougan, and Paul Garriss (Illinois State University)
37. **Parameters of EBS Reward: Maintaining the Reinforcing Value of Electrical Brain Stimulation Across Time.** (*Data based poster*) NATALIE BRATCHER, John Martin, Valeri Farmer-Dougan, and Paul Garriss (Illinois State University)
38. **Topography of Behavioral Activation During Noncontingent Electrical Brain Stimulation: Superstitious Behavior Produced by Dopamine?** (*Data based poster*) JULIE LEWIS, John Martin, Valeri Farmer-Dougan, and Paul Garriss (Illinois State University)

Sunday, May 27

**# 193 International Poster Session**

5/27/2001  
5:30 PM - 7:00 PM  
French Market  
CBM

39. **Therapist Behaviors Within the Session that Facilitate the Reduction of Suppressive Effects of the Clients' Behaviors That Had Been Punished.** (*Data based poster*) MAIRA CANTARELLI BAPTISTUSSI (Catholic University of São Paulo)
40. **An Investigation of Changes in Verbal Interaction in Supervision of Therapeutic Sessions: Identifying the Control Variables.** (*Data based poster*) Sandra Bernadete Moreira (Catholic University of São Paulo)
41. **An Examination of Vicarious Traumatization Among Child Abuse Counselors.** (*Data based poster*) ELIZABETH TREGERMAN, Shaun Hawkins, Aaron Couture, Kendra Minor, Stacey Waller, and C. Richard Spates (Western Michigan University)
42. **Validity of the Motivation Assessment Scale in a Population of Typically Developing Preschoolers With Externalizing Behavior Problems.** (*Data based poster*) EDWARD A. TOYER, Susan Perkins-Parks, Arcella Trimble, Cara Cicero, and Kristina Gilbert (Kennedy Krieger Institute)
43. **Application of Brief Functional Assessment Methodology in a Clinical Population of Typically Developing Preschoolers.** (*Data based poster*) SUSAN PERKINS-PARKS, Edward A. Toyer, Cara Cicero, Arcella Trimble, and Kristina Gilbert (Kennedy Krieger Institute)
44. **An Experimental Analysis of the Influence of Tic-Related Conversation on Vocal and Motor Tics in Children With Tourette's Syndrome.** (*Data based poster*) DOUGLAS W. WOODS and Michael P. Twohig (University of Wisconsin, Milwaukee), T. Steuart Watson and Elizabeth Wolfe (Mississippi State University, and Patrick C. Friman (University of Nevada, Reno)
45. **Using Self-Recording in the Treatment of Severe Verbal Aggression in Patients With Psychiatric Disorders.** (*Data based poster*) HAKAM KAIR (Eastern State Hospital)
46. **Evaluation of a Mailed Normative Feedback Intervention to Reduce Excessive Student Drinking.** (*Data based poster*) DAVID REITMAN, Joan Asseff, and Lauren Songy (Louisiana State University)
47. **The Respondent Conditioning and Habituation of Sexual Arousal.** (*Data based poster*) JOSEPH J. PLAUD (Cambridge Center for Behavioral Studies)
48. **Generalization of Repertoires Acquired in a Day Hospital to Other Social Contexts: An Observational Study With Participants Involved in Workshops.** LEILA FELIPPE BAGAILOLO and Paola Cabrera Duarte (Pontifícia Universidade Católica de São Paulo)
49. **Behavioral Activation Treatment for Depression: An Adolescent Case Illustration.** (*Data based poster*) KENNETH RUGGIERO (Medical University of South Carolina) and Tracy Morris (West Virginia University)



50. **Behavioral Treatment of Somatoform Disorder in a 12-Year-Old Girl.** (*Data based poster*) MELISSA BECK, Keith J. Slifer, Adrianna Amari, Jo Anne Gorski, Alana Kane, and Christopher Sarampote (Kennedy Krieger Institute)
51. **Uniting Assistive Technology and Behavior Analysis to Increase Motor Control in a Pediatric Patient With Severe TBI.** (*Data based poster*) JO ANNE B. GORSKI, Beverly Pringle, and Vanessa Townsend (Kennedy Krieger Institute)
52. **Decreasing Self-Injurious Behavior for an Institutionalized Woman Diagnosed With Cornelia DeLange Syndrome.** (*Data based poster*) Bethany A. Marcus, Donna K. Moore, BERNADETTE SPRUILL, Ramakrishnan Shenoy, and Richard Doyle (Central State Hospital)

#### # 194 Poster Session

5/27/2001

5:30 PM - 7:00 PM

French Market

DDA

53. **Enhancing the Effects of NCR With Punishment.** (*Data based poster*) REBECCA E. ALLEY, Kris M. Keeney, Carol Ezekiel, Henry S. Roane, and Wayne W. Fisher (The Marcus Institute)
54. **The Collateral Effects of Signaled DRL on Affective Responses.** (*Data based poster*) ERIN MCDONOUGH, Wayne Fisher, and Pamela Neidert (The Marcus Institute), and John Adelinis (The University of Florida)
55. **Collateral Effects of a Time-Out Procedure to Decrease Assaults.** (*Data based poster*) SUSAN SILVESTRI (Fred S. Keller School)
56. **Comparison of Risperidone and Placebo for Chronic Aberrant Behaviors in Persons With MR/DD in a Double-Blind Trial.** (*Data based poster*) J. HELEN YOO, Deborah A. Napolitano, Laure A. Wiethoff, Susan L. Jack, and Dean C. Williams (University of Kansas)
57. **The Effects of Risperidone and Behavioral Intervention on Destructive Behavior.** (*Data based poster*) BRIDGET J. HAYES, Lisa M. Toole, Jonathan J. Tarbox, and Heather E. Schonbachler (Kennedy Krieger Institute), and Lynn G. Bowman and Marco Grados (Johns Hopkins University School of Medicine)
58. **Generalization of Functional Analysis Based Treatment Effects in Children With Destructive Behavior.** (*Data based poster*) TAMARA J. MARDER, Patricia F. Kurtz, Rachel Tarbox, Rebecca L. Mandal, Elizabeth McCurdy, Julia T. O'Connor, and Denise Benoit (Kennedy Krieger Institute)
59. **The Effects of Stimulus Control on Task Completion in a Child With Developmental Disabilities.** (*Data based poster*) ANDREA L. THOMPSON, Jennifer J. McComas, LeAnne Johnson, and John Hoch (University of Minnesota)
60. **Restraint Data as an Aide to Functional Analysis.** (*Data based poster*) STU SMITH (Pee Dee Regional Center)
61. **A Method for Analyzing Changes in Response Efficiency.** (*Data based poster*) CAROLE VAN CAMP, Dorothea Lerman, and Michael Kelley (Louisiana State University)

62. **Functional Behavioral Assessment of Student Challenging Behaviors: Descriptive Data on Age, Disability, Target Behavior, and Time to Complete FBAs.** (*Data based poster*) JAMES J. FOX, Cindy Hales, Leia Blevins, Samantha Brall, Shana Hamilton, Vanessa Jones, and Denise Plante (East Tennessee State University)
63. **Self-Control as a Function of Intervening Activity During the Delay to the Larger Reinforcer.** (*Data based poster*) LISETTE RANDICH (University Nevada, Reno), and Ruth Anne Rehfeldt and Mark Dixon (Southern Illinois University at Carbondale)
64. **Evaluating the Relationship Between Response Effort and Response Covariation.** (*Data based poster*) JENNIFER M. LECOMTE, Sean D. Casey, and Khuy Pham-Hui (Bancroft NeuroHealth)
65. **Teaching Computer-Based Identity Matching-to-Sample to Young Children With Mental Retardation.** (*Data based poster*) HIROFUMI SHIMIZU (JSPS Research Fellow, Meisei University), Janet Twyman (Fred S. Keller School), and Jun-ichi Yamamoto (University of Tsukuba)
66. **Assessment of Preferences for Staff Members by Adults With Mental Retardation.** (*Data based poster*) HOWARD REYES and Peter Sturmey (Queens College, City University of New York)
67. **The Impact of State Regulations on the Process and Content of Community Based Behavioral Interventions.** JAMES TOLAN, Jennifer Kelley, and Jennifer Etzel (Developmental Services Group)
68. **A Comparison of Concurrent Operant Full-Stimulus and Concurrent Operant Reduced-Stimulus Approaches for Identifying Job Preference Using Video CD-ROM.** (*Data based poster*) DAVID A. ELLERD and Robert L. Morgan (Utah State University)
69. **Assessing Dimensions Of Reinforcement When The Reinforcer Is Attention.** (*Data based poster*) CHRISTINE HORVATH, Stefanie Horvath, and Sean D. Casey (Bancroft NeuroHealth)
70. **An Evaluation of Verbal Preference Assessments as a Function of Differential Consequences.** (*Data based poster*) JENNIFER L. TESSING, Donna Heiser, and Deborah A. Napolitano (Bancroft NeuroHealth)
71. **A Systematic Development of an Indirect Assessment: Indirect Functional Assessment (IFA).** (*Data based poster*) KIMBERLEE ROMICK, Michele D. Wallace, Nealetta Houchins, Heidi Landaburu, Jonathan Tarbox, and Rachel Tarbox (University of Nevada, Reno)
72. **Time-Out in the Treatment of Screaming: Maintenance Across Time and Temporary Generalization to Untargeted Behaviors.** (*Data based poster*) CHRISTINE SADLER, Arthur E. Wilke, and Vanessa Rodriguez-Catter (Kennedy Krieger Institute), and Iser DeLeon (Johns Hopkins University)
73. **The Effects of Non-Contingent Reinforcement With Extinction on Cofabulation.** (*Data based poster*) (*Data based poster*) CHRISTINE HORVATH, Brett DiNovi, Christopher Masterson, and Sean D. Casey (Bancroft NeuroHealth)
74. **Reduction of Spitting Using Competing Stimuli.** (*Data based poster*) HEATHER E. SCHONBACHLER, Jonathan J. Tarbox, Lisa M. Toole, and Bridget J. Hayes (Kennedy Krieger Institute), and Lynn G. Bowman (Johns Hopkins University School of Medicine)

75. **An Evaluation of Social Skills in Persons With Developmental Disabilities Who Engage in Rumination.** (*Data based poster*) DAVID KUHN, Johnny Matson, Erik Mayville, Joanne Bielecki, Yemonja Smalls, and Julia Lott, Mark Garcia (Louisiana State University)
76. **The Effects of Multiple Liquid Treatments With Lunchtime Rumination: It's the Water.** (*Data based poster*) JO-ANNA CHANDLER (Program Manager ECF) and C. Dena C. Dena Saxe (Educational/Behavioral Consultant)
77. **Programmed Activity and Verbal Reminders in the Treatment of Self-Stimulation Behavior.** (*Data based poster*) ARNIE ZENCIUS and Jeanne Pyles (Cornerstone Services, Inc)
78. **Targeting Inappropriate Social Behavior Using Differential Reinforcement.** (*Data based poster*) GERI RUFFIN and Kristie Arnold (Kennedy Krieger Institute, Neuro-Behavioral Institute), and Louis Hagopian and Karena Rush (Johns Hopkins Institute, School of Medicine)
79. **It's A Long Way from Double-Blind to Double-Wide; Providing Behavior Support in the Real World.** (*Data based poster*) MICHAEL KELLY (South Carolina DDSN) and David Rotholz (University of South Carolina School of Medicine (UAP))
80. **Generalizing a Positive Behavioral Intervention from Work to Home for an Adult Diagnosed With Developmental Disabilities.** (*Data based poster*) LISA MARIE ANGELLO and Jenine Ziemann (Lehigh University)

#### # 195 International Poster Session

5/27/2001

5:30 PM - 7:00 PM

French Market

EAB

81. **Effect of Body Weight on Responding for Sucrose and Wheel-Running Reinforcement.** (*Data based poster*) TERRY BELKE (Mount Allison University)
82. **Induction When Subjects Respond for Ethanol Reinforcers.** (*Data based poster*) DANA M. BOROWIAK, Kelly L. Bishop, and Jeffrey N. Weatherly (University of North Dakota)
83. **Simulating "Attentional" Phenomena With Selection Neural Networks.** (*Data based poster*) JOSE E. BURGOS (CEIC, Universidad de Guadalajara) and Oscar Garcia Leal (Universidad Autonoma de Madrid)
84. **Induction With Upcoming Food-Pellet Reinforcement: Varying Reinforcer Availability.** (*Data based poster*) EMILY ARTHUR, Patricia L. Moulton, and Jeffrey N. Weatherly (University of North Dakota)
85. **The Substitutability of Social Interaction and Alcohol.** (*Data based poster*) RICHARD YI and Howard Rachlin (SUNY at Stony Brook)
86. **Application of a Modified Tit-for-Tat Strategy in an N-Person Social Dilemma.** (*Data based poster*) RICHARD YI and Howard Rachlin (SUNY at Stony Brook)
87. **Choice Between Individual and Shared Contingencies in Children.** (*Data based poster*) Emilio Ribes, NORA RANGEL, Aurea Juarez, Sagrario Contreras, and Roberto García (University of Guadalajara, Mexico)

88. **The Spatial Organization of Behavior Under Fixed-Time Delivery of Water in a Free-Locomotion Experimental Environment.** (*Data based poster*) Emilio Ribes, CARLOS TORRES, and Francisco-Javier Ibañez (University of Guadalajara, Mexico)
89. **Feeding Patterns of Rats During Growth: Effects of Water or Food Deprivation on Body Weight and Water and Food Consumption.** (*Data based poster*) HECTOR MARTINEZ and Antonio Lopez (University of Guadalajara, Mexico)
90. **Multiplexing Operant and Respondent Relations in Behavior.** (*Data based poster*) PHILIP N. HINELINE, Justin A. DiDomenico, and Matthew E. Andrzejewski (Temple University)
91. **Effects of Cocaine on Fixed-Ratio Performance using a Variable-Dosing Procedure.** (*Data based poster*) MICHELLE MILLER and Marc Branch (University of Florida)
92. **Fixed-Interval Control over an Observing Response in the Context of Complex Choice.** (*Data based poster*) PAUL THOMAS ANDRONIS, Alan H. Davis, and Amy T'ai Fuller (Northern Michigan University)
93. **Olfactory Influences on Choice Behavior in Rats.** (*Data based poster*) ALISA M. ITTNER, Megan White, Emily Maxwell, and James D. Dougan (Illinois Wesleyan University)
94. **Bias in the Generalized Matching Law Affected by Reinforcer Allocation.** (*Data based poster*) JAMES MACDONALL (Fordham University)
95. **The Role of Pavlovian Associations in Signaled Delay Reinforcement Procedures.** (*Data based poster*) GIOVANNI HERNANDEZ and Cristina Vargas (Universidad Central de Venezuela)
96. **Resistance to Change of Response Rates and Remembering.** (*Data based poster*) JESSICA S. MILO, Amy L. Odum, Timothy A. Shahan, and John A. Nevin (University of New Hampshire)
97. **Recidivism of Activity-Based Anorexia.** (*Data based poster*) ROSEMARY TOLMAN-WEILAND (Utah State University)
98. **Increase in the Frequency of Noncontingent Food Delivery as Positive Reinforcement.** (*Data based poster*) THOMAS J. WALTZ and Philip N. Himeline (Temple University)
99. **Within Session Patterns in Avoidance Learning: A Quantitative Analysis.** (*Data based poster*) JAIME ROBLES (Universidad Simón Bolívar)
100. **Problem Solving and Contingency Description: Accuracy Effects of Instructions in Consecutive Tasks.** (*Data based poster*) LORISMARIO SIMONASSI and Weber Martins (Catholic University of Goiás), and Jorge Oliveira-Castro (University of Brasília)
101. **It Ain't Necessarily So: Experimenters' Discriminations of Pigeons' Behavior in Successive Components of a Multiple Schedule.** (*Data based poster*) CLAUDIA CARDINAL and Philip N. Himeline (Temple University)
102. **Factors Controlling the Spread of Effect.** (*Data based poster*) WILLIAM L. PALYA, Elizabeth Palya, and Donald Walter (Jacksonville State University)
103. **Resurgence of Responding: A Response-Rate Effect.** (*Data based poster*) MEGAN E. MEGINLEY, Gregory A. Lieving, and Kennon A. Lattal (West Virginia University)

104. **Effects of Conditioned-Stimulus Strength on Impulsivity in Pigeons.** (*Data based poster*) AMANDA D. RETZAK, Elizabeth A. Alvarez, Bethany Raiff, Joseph Cermak, and Gregory J. Madden (University of Wisconsin, Eau Claire)
105. **Experimental Analysis of Human Behavior SIG Award Poster: Delay Discounting and Performance on the Prisoner's Dilemma Game.** (*Data based poster*) ANDREW C. HARRIS (University of Wisconsin, Eau Claire)
106. **Economic and Biological Influences on the Rate and Duration of the Pigeon's Key Peck.** (*Data based poster*) LEONARD GREEN, Daniel Holt, and W. Michelle Muenks (Washington University)
107. **A Multidimensional Scaling Analysis of Food Preferences in the Rat.** (*Data based poster*) ERIC S. MURPHY, Craig D. Parks, Frances K. McSweeney, Julia S. Crabbe, and Benjamin P. Kowal (Washington State University)
- 107a. **Human Discounting of Lump Sum Rewards and Installment Payments: Implications for Our Understanding of Substance Dependence** (*Data based poster*) CASSIE M. WELCH, Jennifer A. Hlava, Andrea M. Gantz, and Gregory J. Madden (University of Wisconsin, Eau Claire)

#### # 196 International Poster Session

5/27/2001

5:30 PM - 7:00 PM

French Market

EDC

108. **Use of Response Cards With a Group Including Students for Whom English is a Second Language.** (*Data based poster*) Linda Davis (Salt Lake School District) and ROBERT O'NEILL (University of Utah)
109. **The Effects of the Direct Instruction Flash Card System on the Acquisition of Sight Word Recognition Skills of a Third Grade Student.** (*Data based poster*) COLLEEN CONLEY, Sarah Mortenson, Kristen Baker, K. Mark Derby, and Randy Williams (Gonzaga University)
110. **Implementing Guided Notes as a Supplement to Reading to Increase the Rate of Accurate Responses to Learn Units.** (*Data based poster*) CLAIRE CAHILL (Columbia University, Teachers College)
111. **Retention of Fluent Performances by Young Public School Children.** (*Data based poster*) KIMBERLY NIX BERENS, Adel C. Robles, Janice Doney, and Thomas E. Boyce (University of Nevada, Reno)
12. **Comparing Silent Repeated Reading and Teacher Previewing Using Silent Reading Comprehension Rate.** (*Data based poster*) C. ELIZABETH MCDANIEL, T. Steuart Watson, Jennifer T. Freeland, Stephanie L. Smith, and Bertha Jackson (Mississippi State University), and Christopher H. Skinner (University of Tennessee, Knoxville)
113. **Improving Correct and Error Rate and Reading Comprehension Using Key Words and Previewing.** (*Data based poster*) KIMBERLY WEBER, Patricia O'Donnell, and T. F. McLaughlin (Gonzaga University)
114. **Improving Reading Comprehension Foundation Skills Through Precision Teaching.** (*Data based poster*) CHRIS KAUFMAN (Morningside Academy), Michael Fabrizio (Morningside Academy)

Sunday, May 27

115. **The Use of a Peer Tutoring Procedure to Increase Oral Reading Fluency in Elementary Students.** (*Data based poster*) BRAD DUFRENE (Mississippi State University), and Donna Gilbertson and Gary Duhon (Louisiana State University)
116. **Creating Efficient Remedial Instructional Sequences: Generalization from Spelling to Reading and Reading to Spelling.** (*Data based poster*) JAMES CONNELL, Gary J. Duhon, George H. Noell, and Joseph C. Witt (Louisiana State University)
117. **The Effects of the Use of a Study Tool Pattern to Increase Reading Comprehension in Content Area Reading.** Andrea Green, Gwendolyn Cartledge, and MICHAEL C. LAMBERT (The Ohio State University)
118. **Effects of Continuous Versus Stop Blending/Segmenting on Acquisition of Early Literacy.** (*Data based poster*) JANA ROYNON, Dennis Munk, and Bill Bursuck (Northern Illinois University)
119. **A Preliminary Analysis of Evaluating Reading Across Four Stimulus Contexts.** (*Data based poster*) JACQUITA ROGERS, K. Mark Derby, Michelle Gwinn, and Kimberly P. Weber (Gonzaga University)
120. **Improving the Oral Reading Fluency and Retelling Comprehension of a Third-Grade Student Enrolled in Special Education and English as a Second Language Programming.** (*Data based poster*) WILLIAM J. SWEENEY (University of South Dakota) and Susan R. Sweeney (Sioux City Community Schools, Smith Elementary)
121. **A Follow-Up Study Impacts on Different Numbers of Opportunities to Respond During Classwide Peer Tutoring on Third Graders' Spelling Performance After Two Years.** (*Data based poster*) LI LI and Richard West (Utah State University), and Richard Young (Brigham Young University)
122. **Using a Word Processor to Improve the Writing Skills of Students With Learning Disabilities.** (*Data based poster*) ORIT HET'ZRONI and Betty Shrieber (University of Haifa), and Janice Grskovic (Indiana University Northwest)

# 197 Business Meeting
------------------------

5/27/2001

7:00 PM - 7:50 PM

Toulouse

**ABA Crime and Delinquency SIG Open Business Meeting and Discussion**

Chair: Michael A. Milan (Georgia State University)

Review this year's accomplishments, plan next year's activities, and discuss the future of behavioral approaches to crime and delinquency.

### # 198 Business Meeting

5/27/2001

7:00 PM - 7:50 PM

Delgado

#### **Autism: Parents and Professionals Sharing the Conference Experience**

Chair: Jack Scott (Florida Atlantic University)

This event provides a setting for parents or children with autism to meet each other and to interact with professionals on an informal basis. Here is a chance to discuss and analyze conference sessions and consider their importance for parents.

### # 199 Business Meeting

5/27/2001

7:00 PM - 7:50 PM

Gentilly

#### **California Association for Behavior Analysis**

Chair: Mary Ann Powers

The purpose of this meeting will be to discuss recent developments for behavior analysts in California, including legislation and the 2001 Cal-ABA conference in Redondo Beach (Feb 1-3). In addition, we will discuss how ABA and its local affiliate chapters can continue to work together to advance the field of behavior analysis.

### # 200 Business Meeting

5/27/2001

7:00 PM - 7:50 PM

Poydras A

#### **Conversation Hour With International Students**

Chair: Meeta R. Patel (The Marcus Institute)

This is an event for U.S. students and international students to meet and discuss behavior analysis world-wide. It can also be an opportunity to collaborate with our colleagues all over the world. This is a Student Committee sponsored event.

### # 201 Business Meeting

5/27/2001

7:00 PM - 7:50 PM

Audubon

#### **Developmental Behavior Analysis SIG**

Chair: Jacob L. Gewirtz (Florida International University)

Sunday, May 27

#### **# 202 Business Meeting**

5/27/2001

7:00 PM - 7:50 PM

Prytania

#### **Education and Treatment of Children: Editorial Review Board Meeting**

Chair: Dan Hursh (West Virginia University)

This meeting presents an opportunity for those associated with or interested in the journal to discuss the status of the journal and its policies and procedures. All interested persons are invited to attend and participate in the discussion.

#### **# 203 Business Meeting**

5/27/2001

7:00 PM - 7:50 PM

Elysian Fields

#### **New York State Association for Behavior Analysis (NYSABA)**

Chair: Bobby Newman (NYSABA President)

To conduct business, discuss interests, and network.

#### **# 204 Business Meeting**

5/27/2001

7:00 PM - 7:50 PM

St. Charles A

#### **Organizational Behavior Management Network Annual Meeting**

Chair: Ramona Houmanfar (University of Nevada, Reno)

The Organizational Behavior Management Network is a special interest group at ABA. The purpose of the annual meeting is to provide an annual report of the Network's activities and accomplishments. In addition, this meeting serves as forum for members to voice their ideas and suggestions for future directions and enhancement of Network's goals and activities.

#### **# 205 Business Meeting**

5/27/2001

7:00 PM - 7:50 PM

Esplanade A

#### **SCS-Standard Celeration Society**

Chair: Charles Merbitz (Illinois Institute of Technology)

To conduct SCS business, elect officers, review issues, and plan for next year.



### # 206 Business Meeting

5/27/2001

7:00 PM - 7:50 PM

Poydras B

#### **Verbal Behavior SIG**

Chair: William F. Potter (CSU Stanislaus and Verbal Technology Labs)

The VB SIG is dedicated to promoting research, teaching, and general dissemination of news related to Verbal Behavior. The intent of the meeting is to network folks involved or interested in VB, as well as establish projects and activities related to VB. Everyone is invited to attend. Interested persons should send an email to [wpotter@toto.csustan.edu](mailto:wpotter@toto.csustan.edu) for an agenda prior to the meeting.

### # 207 Reunion

5/27/2001

8:00 PM - 9:50 PM

Cabildo B

#### **3rd Annual Student Social**

Chair: Meeta R. Patel (The Marcus Institute)

The ABA Student Social provides an opportunity for students to meet influential behavior analysts in an informal setting. The invited guests are carefully selected to incorporate all areas of interest (e.g., applied, theoretical, experimental). We are very grateful to Aubrey Daniels International for financially supporting this event. Please join us for some appetizers and drinks.

### # 208 Reunion

5/27/2001

8:00 PM - 9:50 PM

Gentilly

#### **B. F. Skinner Foundation**

Chair: Julie Vargas (B. F. Skinner Foundation)

The Foundation social provides an opportunity for supporters of B. F. Skinner's work to get together in an informal setting. Last year's popular slide show featuring Skinner and ABA colleagues will again be playing continuously.

### # 209 Reunion

5/27/2001

8:00 PM - 9:50 PM

Carrollton

#### **Cambridge Center for Behavioral Studies Reception**

Chair: Betsy J. Constantine (Cambridge Center for Behavioral Studies)

This meeting is a reception for friends of the Cambridge Center for Behavioral Studies to thank them for their support and provide an opportunity for informal interaction among board members and others interested in the Cambridge Center's mission.

#### **# 210 Reunion**

5/27/2001  
8:00 PM - 9:50 PM  
Audubon

#### **Columbia University and CABAS**

Chair: R. Douglas Greer (Columbia Teachers College)

Provide an opportunity for those trained in behavior analysis at Columbia University and those professionals who are affiliated and recognized for CABAS to meet for fellowship.

#### **# 211 Reunion**

5/27/2001  
8:00 PM - 9:50 PM  
Elysian Fields  
**Graduate Training Programs in Behavior Analysis**  
Chair: Daniel J. Moran (Valparaiso University)

#### **# 212 Reunion**

5/27/2001  
8:00 PM - 9:50 PM  
Poydras A

#### **Jack Michael's 75th Birthday Celebration and Western Michigan University Reunion**

Chairs: R. Wayne Fuqua and Alyce Dickinson (WMU)

This is a combination of a birthday celebration for Jack Michael and a reunion for graduates of Western Michigan University. Speakers will share their recollections of Jack Michael.

#### **# 213 Reunion**

5/27/2001  
8:00 PM - 9:50 PM  
St. Charles A

#### **OBM Network and Behavioral Safety Special Interest Group Hospitality Suite**

Chair: Ramona Houmanfar (University of Nevada, Reno)

The purpose of this hospitality suite is to provide a social forum for members of the OBM Network and Behavioral Safety SIG at ABA to interact about the activities of both SIGs and enhance the opportunities for direct interactions between members and leaders in the field of OBM. This gathering also allows for a follow up and further discussions of the topics and issues addressed at the OBM Network Annual meeting at ABA.

#### **# 214 Reunion**

5/27/2001  
8:00 PM - 9:50 PM  
Delgado

#### **Return to the Valley: The University of Massachusetts**

Chair: Beth Sulzer-Azaroff (The Browns Group of Naples)

### # 215 Reunion

5/27/2001

8:00 PM - 9:50 PM

Esplanade A

#### **Standard Celeration Chart Data Share**

Chair: Stephen Graf (Youngstown State University)

### # 216 Reunion

5/27/2001

8:00 PM - 9:50 PM

Esplanade C

#### **Twenty-Fifth Anniversary Celebration of the Behavior Analysis Program at West Virginia University**

Chair: Kennon A. Lattal (West Virginia University)

The behavior analysis program at West Virginia University this year completes its 25th year of contributions to research, teaching, and service in behavior analysis. All alumni, friends, and supporters of the program are invited to join us in celebrating our first quarter century.

### # 217 Reunion

5/27/2001

8:00 PM - 9:50 PM

Esplanade B

#### **University of Kansas Reunion**

Chair: Maria Valdovinos (University of Kansas)

An invitation is extended to all current and former faculty and students of the Department of Human Development and Family Life. Additionally, Alita Y. Cooper recently retired from the Department of Human Development and Family Life at the University of Kansas. Friends, colleagues, and students will be encouraged to participate in this reunion and honor her contributions.

### # 218 Reunion

5/27/2001

8:00 PM - 9:50 PM

Prytania

#### **University of Wisconsin, Eau Claire**

Chair: Larry Morse (University of Wisconsin, Eau Claire)

### # 219 Special Event

5/27/2001

10:00 PM - 1:00 AM

Regency D & E

#### **ABA Behavioral Follies**

Chair: Kate Kellum (University of Nevada, Reno)

# The Observer : as flexible as human behavior

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Safety & risk management

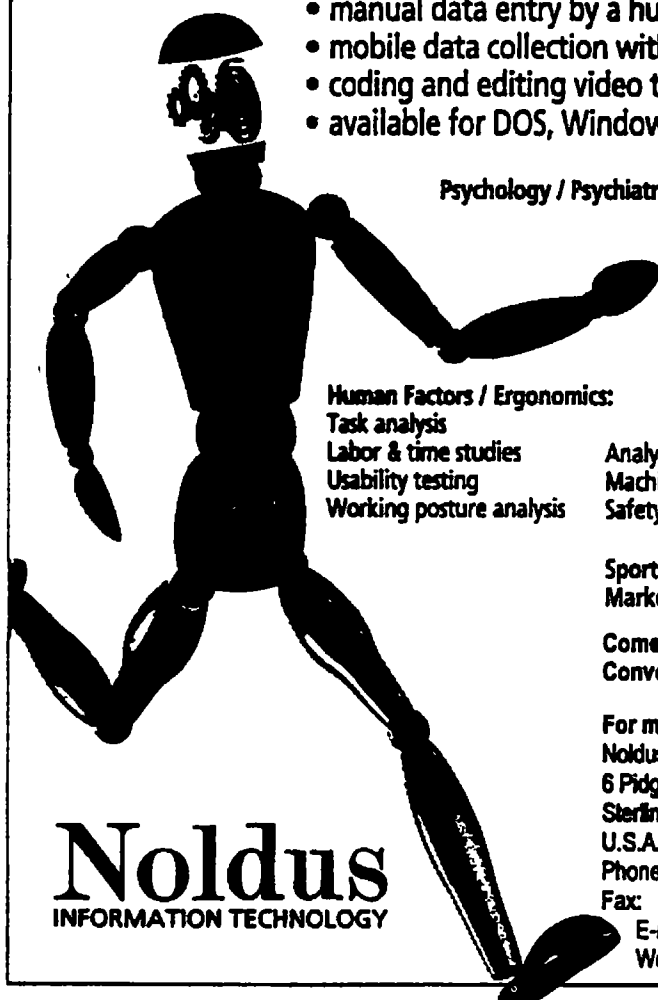
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INFORMATION TECHNOLOGY



# Association for Behavior Analysis


an international organization

**Monday, May 28**

Day Schedule  
Breakfasts/Business  
Meetings  
Convention Sessions  
Presidential Address  
ABA Social and Dance

Monday, May 28,

Room		7 AM :00 :30		8 AM :00 :30		9 AM :00 :30		10 AM :00 :30		11 AM :00 :30		12 PM - 1:30 PM	1:30 PM - 2:30 PM
Lower Level	Loyola A					#238 DDA Ch: MacAleese		#246 DDA Ch: Progar					#290 DDA Ch: Ringdahl
	Loyola B					#227 DDA Ch: Asmus		#261 DDA Ch: Shore					#289 DDA Ch: Lindsley
	St. Charles A					#229 OBM Ch: Brethower		#257 OBM Ch: Culig					#284 OBM Ch: Geller
	St. Charles B												#282 OBM Ch: Malott
	St. Charles C					#225 TBA Ch: Brigham		#244 TBA Ch: Malott					#279 TBA Ch: Johnston
2nd Floor	Gentilly					#235 EDC Ch: Detrich		#252 EDC Ch: Binder					#281 EDC Ch: Hagan-Barke
	Prytania					#237 EDC Ch: Boyce		#256 EDC Ch: Ellis					#287 EDC Ch: Hursh
	Delgado					#228 EDC Ch: Lewis-Palmer		#254 EDC Ch: Martella					#276 EDC Ch: Thurkow
	Elysian Fields												
	Toulouse					#224 CBM Ch: Golden							#291 CBM Ch: Newman
	Esplanade A					#240 VRB Ch: Potter		#259 VRB Ch: Miguel					#274 VRB Ch: Williams
	Esplanade B					#231 TPC Ch: Mawhinney		#250 TPC Ch: Todd					#283 TPC Ch: Watson
	Esplanade C					#226 CBM Ch: Bolling		#263 CBM Ch: RHEM					#288 CBM Ch: McComas
	Poydras A					#232 BPH Ch: Sigmon		#255 BPH Ch: Hughes					
	Poydras B					#233 OTH Ch: Milan		#251 OTH Ch: Pilgrim					#286 OTH Ch: Williams
	Audubon							#128 OTH Ch: Patel					
	Cabildo A					#222 DDA Ch: Bartizal		#247 DDA Ch: Cameron					#278 DDA Ch: Sainato
	Cabildo B					#239 DEV Ch: Poulson		#260 DEV Ch: Novak					#277 DEV Ch: Novak
	Cabildo C							#241 CSE Ch: Geller		#262 CSE Ch: Ruiz			#285 CSE Ch: Ellis
	Claiborne					#220 ADA Business Mtg							
	Carrollton												
3rd Floor	Regency A					#221 AUT MUNDY		#248 AUT Ch: Birnbrauer					#280 AUT Ch: Green
	Regency B							#243 AUT Ch: Cautilli		#264 AUT Ch: Kenneally			#275 AUT Ch: Progar
	Regency C							#245 AUT Ch: Gerhardt					#273 AUT Ch: Renner
	Regency D												
	Regency E					#223 OBM DANIELS		#242 Sulzer- Azaroff					
	Regency F					#234 EAB Ch: Shahan		#253 EAB Ch: Reilly					#272 EAB Ch: Williams
	Regency G					#236 EAB Ch: Kellum		#249 EAB Ch: Taylor					
	Regency H					#230 EAB Ch: McAuliffe		#258 EAB Ch: Fields					
	French Market											POSTER SESSIONS	

 = Special and  
invited events

Ch: = Chair

GRID LEGEND

Monday, May 28,

Room	2:30 PM	3 PM :00 :30	4 PM :00 :30	5:00 PM	5:30 PM - 7:00 PM	7 PM :00 :30	8 PM :00 :30	9 PM :00 :30
Loyola A	#290 Cont'd	#299 DDA Ch: Olive						
Loyola B	#289 Cont'd	#301 DDA Ch: Shea						
St. Charles A	#284 Cont'd	#311 OBM Ch: Cole				#325 Behavioral Safety SIG		
St. Charles B	#282 Cont'd	#309 OBM Ch: Harrison						
St. Charles C	#279 Cont'd							
Gentilly	#281 Cont'd	#305 EDC Ch: Bruce				#327 Chicago ABA		
Prytanis	#287 Cont'd	#310 EDC Ch: Ardoin				#331 TBA SIG		
Delgado	#276 Cont'd	#307 EDC Ch: Martens				#328 Canada Chapter Org.		
Elysian Fields		#171a TBA Ch: Shook				#326 Social Respons. SIG		
Toulouse	#291 Cont'd	#171 CBM Ch: Sevin				#324 ABA Education Brd		
Esplanade A		#175 VRB Ch: Silvestri						
Esplanade B	#283 Cont'd	#297 TPC Ch: Hunziker				#330 Refresh and Relax		
Esplanade C	#288 Cont'd	#312 CBM Ch: Greenway						
Poydras A	#292 BPH Ch: Odum	#314 BPH Ch: BANC BARR						
Poydras B	#286 Cont'd	#303 OTH Ch: Rasmussen						
Audubon		#169 OTH Ch: Salzinger				#329 Editorial Brd. JPTC		
Cabildo A	#278 Cont'd	#300 DDA Ch: Pollack						
Cabildo B	#277 Cont'd	#298 DEV Ch: Miller						
Cabildo C	#285 Cont'd	#302 CSE Ch: Coleman Jr.						
Claiborne								
Carrollton								
Regency A	#280 Cont'd	#306 AUT Ch: Weiss						
Regency B		#296 AUT Ch: Dominguez						
Regency C		#308 AUT Ch: Horowitz						
Regency D				#317 Presidential Address MAJOR				#322 OTH Ch: BANC BARR
Regency E		#313 EAB DINSMOOR						
Regency F	#294 EAB Ch: Wilczynski	#315 EAB Ch: Aparicio						
Regency G	#295 EAB Ch: Cardinal							
Regency H	#293 EAB Ch: Cowley	#316 EAB Ch: Kopp						
French Market					POSTER SESSIONS			

## # 220 Special Event

5/28/2001

8:00 AM - 8:50 AM

Claiborne

### **ABA Business Meeting**

Chair: Carol Pilgrim (ABA President)

- SIGRID GLENN (Affiliated Chapters Board Coordinator)
- LINDA HAYES (Education Board Coordinator)
- KEITH ALLEN (Membership Board Coordinator)
- M. JACKSON MARR (Program Board Coordinator)
- WILLIAM MCILVANE (Science Policy and Research Board Coordinator)
- WAYNE FUQUA (Standards, Accreditation, and Professional Affairs Board Coordinator)
- MARK SUNDBERG (Publications Board Coordinator)

The meeting agenda will consist of a review of past meetings and current reports from boards and their corresponding committees. Election results will also be discussed. Information items from attendees will be welcome, and all ABA members are encouraged to attend to participate in the governance of the Association.

## # 221 Invited Event *(available for ABA CEUs)*

5/28/2001

9:00 AM - 9:50 AM

Regency A

AUT

### **Joint Attention, Social Development and a Transactional-Neurodevelopmental Model for Autism**

Chair: Jack Scott (Florida Atlantic University)

PETER MUNDY (University of Miami)

**Abstract:** Peter Mundy is among the world's top cognitive researchers in autism. His work has focused on the development of shared or joint attention in the young child. This attention sharing becomes, according to Mundy, the basis for social learning. The absence of joint attention predisposes the child with autism to intractable social and other learning problems. Mundy has recently provided a new conceptualization of the genesis of the constellation of behaviors seen as autism. In his model, early joint attention and other social learning deficiencies tend to impede learning in a global sense. These impediments interfere with the very high number of natural learning trials a child needs to learn and develop. The cause is partially transactional in that the child tends to take no social joy in learning opportunities or successes. The praise or joy of others is not reinforcing. This critical motivational limitation then inhibits critical neurological processes. The young brain is growing and differentiating in response to

learning. However, the young child with autism, by failing to learn, does not subject the brain to the differentiation process essential for normal development.

Dr. Mundy will provide the research basis for his theory and show how this theory can, to a large degree, explain what may happen, cognitively, developmentally, and neurologically. He



will specifically address what may happen when a young child with autism is provided with an intensive early behavioral intervention.

**Peter Mundy** is one of the leading cognitive researchers focused on autism. He has authored a large number of influential articles on the topics of social development, joint attention and learning. His recent transactional-neurodevelopmental theory on the cause of autism may soon become the paramount theory for autism.

#### # 222 Panel Discussion

5/28/2001

9:00 AM - 9:50 AM

Cabildo A

DDA

**Revolutionize The State System: Applying Behavioral Strategies to Empower Staff, Rejuvenate Programs, and Facilitate Clients** (*Data based presentation*)

Chair: Denise Bartizal (Southside Virginia Training Center)

- DENISE BARTIZAL (Southside Virginia Training Center)
- KEN MACURIK (Southside Virginia Training Center)
- FAITH MARS (Southside Virginia Training Center)

#### # 223 Invited Tutorial ♦ (available for ABA CEUs)

5/28/2001

9:00 AM - 9:50 AM

Regency E

OBM

**The Birth, Evolution and Current Practice of Performance Management**

Chair: Bill L. Hopkins (Auburn University)

AUBREY C. DANIELS (Aubrey Daniels International)



Performance management is the use of applications derived from the principles of behavior to improving the work behavior of individuals and the functioning of the organizations in which they work. Aubrey Daniels began developing, using and teaching about performance management in the early nineteen-seventies and, since then, has been a regular and major contributor to the development of performance management and organizational behavior management. He has developed and/or popularized a number of methods and concepts that have become central to this field including such as ABC analyses and discretionary behavior. He founded the *Journal of Organizational Behavior Management*. Books he has written are used in both graduate

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and undergraduate courses throughout the world. He has developed a behavioral safety proprietary process.\* He and his associates have been among the most prolific teachers of applied behavior analysis, having introduced thousands of people in business and industry to the principles of behavior and ways in which applications derived from them can be used in the workplace. This address will recount the history of performance management and provide a characterization of its contemporary form and function.

#### # 224 Panel Discussion

5/28/2001

9:00 AM - 9:50 AM

Toulouse

CBM

#### **Trauma in Foster Children: Perspectives and Contributions from Behavior Analysts**

Chair: Jeannie Golden (East Carolina University)

- DEBBIE STRICKLAND (East Carolina University)
- GREG OLLEY (University of North Carolina at Chapel Hill)
- MICHAEL CRIPE (University of South Florida)

#### # 225 Paper Session

5/28/2001

9:00 AM - 9:50 AM

St. Charles C

TBA

#### **Variations of Computer-Assisted Instruction in Behavior Analysis**

Chair: Thomas Brigham (Washington State University)

- **A Computer-Based Interactive Course on Basic Behavioral Principles: A Preliminary Analysis of POBi.** STEVEN TAYLOR (Father Flanagan's Boys' Home)
- **Profiles of Students' Performance and Utilization of Digital Technology in a Course Using Computer-Assisted Instruction.** PAUL D. LUYBEN (SUNY Cortland)

#### # 226 Symposium

5/28/2001

9:00 AM - 10:20 AM

Esplanade C

CBM

#### **A Behavior Analytically Informed Treatment for Depression**

Chair: Madelon Y. Bolling (University of Washington)

Discussant: Robert J. Kohlenberg (University of Washington)

- **Developing FECT: Study Overview and Outcomes at Post-Treatment and Three Months.** MADELON Y. BOLLING, Jonathan W. Kanter, Chauncey F. Parker, and Robert J. Kohlenberg (University of Washington)

*\*The behavioral safety process was jointly developed by Aubrey Daniels International and Marsh Risk Consulting called Behavioral Risk Improvement, erroneously referred to as B-Safe by the chair of the tutorial in the ABA Newsletter Volume 24(1), 2000, page 7.*

- **The Use of the Client-Therapist Relationship and Immediate Reinforcement in Cognitive Therapy.** JONATHAN W. KANTER, Madelon Y. Bolling, Chauncey R. Parker, and Robert J. Kohlenberg (University of Washington)
- **Behaviorally-Informed Measures of Therapy Process and Outcome.** REO WEXNER, Jonathan W. Kanter, Madelon Y. Bolling, and Robert J. Kohlenberg (University of Washington)

#### # 227 Symposium

5/28/2001

9:00 AM - 10:20 AM

Loyola B

DDA

#### **Alternative Assessments to Augment Functional Analysis Results for Behavior Maintained by Automatic Reinforcement (*Data based presentation*)**

Chair: Jennifer M. Asmus (University of Florida)

Discussant: Dorothea C. Lerman (Louisiana State University)

- **Evaluating the Effects of Competing Stimuli on Automatically Maintained Behavior.** WENDY K. BERG, Joel E. Ringdahl, David P. Wacker, Lisa Winborn, and Kana Kitsukawa (University of Iowa)
- **Evaluation and Treatment of Stereotypic Hand-Flapping.** JOEL E. RINGDAHL, Marc Andelman, Kana Kitsukawa, Lisa Winborn, and David P. Wacker (University of Iowa)
- **Analysis and Treatment of Vocal Stereotypy in a Child With Autism.** BRIDGET A. TAYLOR and Margie Weissman (Alpine Learning Group), and Hannah Hoch (The Graduate Center, CUNY)

#### # 228 Symposium

5/28/2001

9:00 AM - 10:20 AM

Delgado

EDC

#### **Applications of Functional Assessment in Schools (*Data based presentation*)**

Chair: Teri Lewis-Palmer (University of Oregon)

Discussant: George Sugai (University of Oregon)

- **Examining the Usefulness and Efficacy of Descriptive Functional Behavior Assessment-Based Support Plans.** KIMBERLY INGRAM, Holly Reed, and Teri Lewis-Palmer (University of Oregon)
- **Building Comprehensive Behavior Support Across School and Home Environments.** HOLLY REED, Kimberly Ingram, and Teri Lewis-Palmer (University of Oregon)
- **The Effects of Functional Assessment Information on the Behavioral Support Recommendations of School Personnel.** MAMI MITACHI and Richard Albin (University of Oregon)

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## # 229 Symposium

5/28/2001

9:00 AM - 10:20 AM

St. Charles A

OBM

### **Applications of Performance Management to the Retail Industry**

Chair: Dale Brethower (Western Michigan University)

Discussant: Dale Brethower (Western Michigan University)

- **Managing our Performance: Designing a System to Improve Results.** DAVE AVERY, Melissa Reardon, Debra Brock, J. Gary Gilmore, Corina Groeger, Susan Johnson, Matthew Miller, and James Sobeck (Meijer)
- **Managing Our Performance: Linking Performance to the Bottom Line.** J. GARY GILMORE, Dave Avery, Corina Groeger, Matthew Miller, Melissa Reardon, and James Sobeck (Meijer)
- **Saving the Organizational World With Behavior Analysis: Facilitating Transfer of Training.** CORINA GROEGER, Dave Avery, and Melissa Reardon (Meijer), and April Brown (Volkswagen)

## # 230 International Symposium

5/28/2001

9:00 AM - 10:20 AM

Regency H

EAB

### **Beyond Stimulus Equivalence: New Developments in the Study of Derived Relational Responding (*Data based presentation*)**

Chair: David McAuliffe (National University of Ireland, Cork)

- **The (Not So) Strange Death of Stimulus Equivalence and Other Sad Tales.** DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
- **Stimulus Equivalence and Non-Arbitrary Relations.** IAN STEWART, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth), and Paul Smeets (Leiden University)
- **Studying Derived Stimulus Relations: Some Advantages in Developing Alternative Experimental Procedures.** DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and Paul Smeets (Leiden University, The Netherlands)
- **Analogy - A Behavior Analytic Model Using the REP.** IAN STEWART, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)

## # 231 Paper Session

5/28/2001

9:00 AM - 10:20 AM

Esplanade B

TPC

### **Computer Technology for Teaching, Video Games, and Gambling**

Chair: Thomas Mawhinney (University of Indiana, South Bend)

- **Longitudinal Impact of Behaviorally-Based Teacher Preparation Protocols: The Appeal of Behavior Analysis for Performance-Based Education Reform.** TOM SHARPE and Hosung So (University of Nevada, Las Vegas)
- **The Appeal of Computer Technology in Facilitating Enhanced Behavioral Description and Analysis: A Summary Demonstration.** TOM SHARPE and Hosung So (University of Nevada, Las Vegas)
- **A Behavior Analysis Approach to Video Games.** MONICA GARLOCK and Ramona Houmanfar (University of Nevada, Reno)
- **A Cultural Analysis of Legalized Gambling in the U.S.** V. THOMAS MAWHINNEY (Indiana University, South Bend)

## # 232 Symposium

5/28/2001

9:00 AM - 10:20 AM

Poydras A

BPH

### **Contingency Management Among Substance-Abusing Populations (*Data based presentation*)**

Chair: Stacey Sigmon (University of Vermont)

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

- **The Therapeutic Workplace as a Maintenance Intervention for the Treatment of Drug Abuse.** KENNETH SILVERMAN, Conrad Wong, Dace Svikis, Maxine Stitzer, and George Bigelow (Johns Hopkins University School of Medicine)
- **Contingency Management of Punctuality and Reliable Attendance of Chronically Unemployed Substance Abusers in a Therapeutic Workplace.** CONRAD WONG, Munjal Robert, Dillon Erin, Sylvest Christine, and Kenneth Silverman (Johns Hopkins University School of Medicine)
- **Contingency Management in a Drug Court Setting.** JOHN ROLL, Kimberly Richardson, and Michael Prendergast (UCLA, Drug Abuse Research Center)

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### # 233 Panel Discussion

5/28/2001

9:00 AM - 10:20 AM

Poydras B

OTH

#### **Crime and Delinquency: Past, Present, and Future**

Chair: Michael A. Milan (Georgia State University)

- JOHN MCKEE (Institute for Social and Educational Research)
- DAVID MYERS (Edison College)
- LONNY WEBB (Oregon State Penitentiary)
- SHERMAN YEN (Alcohol and Drug Treatment U.S.A.)

### # 234 Symposium

5/28/2001

9:00 AM - 10:20 AM

Regency F

EAB

#### **Experimental Analyses of Conditioned Reinforcement: Tokens and Observing (*Data Based*)**

Chair: Timothy Shahan (University of New Hampshire)

Discussant: Edmund Fantino (University of California, San Diego)

- **Matching-to-Sample Under Second-Order Schedules of Token Reinforcement.** MANISH VAIDYA (University of North Texas) and Timothy Hackenberg (University of Florida)
- **Observing and Unit Price of the Primary Reinforcer.** TIMOTHY SHAHAN (University of New Hampshire)
- **The Negative Discriminative Stimulus as a Signal for Alternative Reinforcement.** TAMMY WADE and Michael Perone (West Virginia University)

### # 235 Symposium

5/28/2001

9:00 AM - 10:20 AM

Gentilly

EDC

#### **Including Behavior Analysis With the Accelerated Schools Model for School Improvement in an At-Risk Elementary School**

Chair: Ronnie Detrich (Spectrum Center)

Discussant: Ronnie Detrich (Spectrum Center)

- **An Overview of the Accelerated Schools Model for School Improvement and Its Implementation Process.** PAMELA G. OSNES (University of South Florida), and Linda Wallace and Kathy Redmond (Manatee County Public Schools)

- **The Taking Stock (aka Descriptive Assessment) Process of an Accelerated School.** Jean A. Ott, ANDREA TELEGDI, and Pamela G. Osnes (University of South Florida), and Linda Wallace (Manatee County Public Schools)
- **The Incorporation of Functional Assessment into the Accelerated School Model for School Improvement.** ALEXANDRA EDWARD, Robbin C. Redd, and Pamela G. Osnes (University of South Florida), and Linda Wallace (Manatee County Public Schools)

#### # 236 Symposium

5/28/2001

9:00 AM - 10:20 AM

Regency G

EAB

#### **Recent Research Involving Analogue Preparations and Rule-Governance (*Data based presentation*)**

Chair: Karen Kate Kellum (University of Nevada, Reno)

- **What Can Analogues Tell Us About Rule-Governance?** MICHAEL R. JOHNSTON, Karen Kate Kellum, and Linda J. Hayes (University of Nevada, Reno)
- **The Effects of Various Methods of Contacting Rules on Nonverbal Responding.** KAREN KATE KELLUM and Linda J. Hayes (University of Nevada Reno)
- **Maximizing Safe Work Behaviors With Rule Governance in an Analogue Work Setting.** MICHAEL R. JOHNSTON, Cristin D. Harrison, and Linda J. Hayes (University of Nevada, Reno)
- **Some Effective Procedures for Modification of Non-Optimal Responding in Probability Matching.** L. FERNANDO GUERRERO and Linda J. Hayes (University of Nevada Reno)

#### # 237 Symposium

5/28/2001

9:00 AM - 10:20 AM

Prytania

EDC

#### **Researching Fluency With Diverse Populations: Current Topics and Future Directions (*Data based presentation*)**

Chair: Thomas Boyce (University of Nevada, Reno)

Discussant: Ogden Lindsley (University of Kansas)

- **An Empirical Assessment of the Effects of Self-Charting.** ADEL ROBLES, Thomas Boyce, and Kimberly Berens (University of Nevada, Reno)

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- **Within and Across Timing Variability: An Analysis of Free Operant Performance by Young Children With Autism.** NICHOLAS BERENS, Patrick Ghezzi, Adel Robles, and Kimberly Berens (University of Nevada, Reno)
- **An Examination of Fluency Instruction for Reading by Young Children With Autism.** KIMBERLY BERENS, Patrick Ghezzi, and Nicholas Berens (University of Nevada, Reno)

#### # 238 Paper Session

5/28/2001

9:00 AM - 10:20 AM

Loyola A

DDA

#### **Self-Injurious Behavior**

Chair: Kenneth MacAleese (University of Nevada, Reno)

- **A Computer Simulation Paradigm for Self-Injurious Behavior.** BOB REMINGTON, Richard Hastings, Martin Hall, Lewis Bizo, and Tony Brown (University of Southampton)
- **A Multi-Component Treatment Strategy to Reduce Challenging Behaviors and Teach Functional Communication Skills.** MARK DIORIO (Northern Virginia Training Center)
- **Remediating Social Systems: Rapport as a Setting Event for Severe Problem Behavior.** DARLENE MAGITO MCLAUGHLIN (Developmental Disabilities Institute) and Edward G. Carr (State University of New York at Stony Brook)

#### # 239 Symposium

5/28/2001

9:00 AM - 10:20 AM

Cabildo B

DEV

#### **Staff-Training Procedures for Autism Treatment, Nursing-Home Personnel, and Students in Applied Behavior Analysis (*Data based presentation*)**

Chair: Claire L. Poulson (Queens College/CUNY)

Discussant: Lynn E. McClannahan (Princeton Child Development Institute)

- **Self Recording to Promote Teacher Use of Incidental Teaching With Children With Autism.** SUSAN M. VENER and Jill M. Young (New York Child Learning Institute), and Claire L. Poulson (Queens College/CUNY)
- **A Professional-Feedback, In-Service Training Model to Decrease Negative Verbalizations Among Nursing-Home Staff.** CHRISTINE LOVICO, Andrea Barth, Tia Forsstrom, Jennifer McManus, Lori Reeve-Domeny, and Claire L. Poulson (Queens College/CUNY)
- **Effects of Self Recording on Data-Recording and Social-Interaction Skills of Graduate Students.** SUSAN M. VENER (New York Child Learning Institute), and Marilyn K. Rousseau and Claire L. Poulson (Queens College/CUNY)



## # 240 Symposium

5/28/2001

9:00 AM - 10:20 AM

Esplanade A

VRB

### **Verbal Behavior and Technology: How Far Can It Go?**

Chair: Bill Potter (CSU Stanislaus and Applied Behavior Systems)

- **An Operant Computer Model that Learns Verbal Behavior.** WILLIAM R. HUTCHISON (Applied Behavior Systems LLC)
- **How Machines Learn to Recognize Speech.** MATTHEW J. MORRIS (Applied Behavior Systems LLC)
- **Intelligent Agents and Verbal Behavior.** KEN STEPHENS (Applied Behavior Systems LLC)
- **Adaptive Networks and Verbal Behavior Research.** BILL POTTER (CSU Stanislaus)

## # 241 Symposium

5/28/2001

9:30 AM - 10:50 AM

Cabildo C

CSE

### **Behavioral Community Analysis and Intervention for Public Health and Safety (Data Based)**

Chair: E. Scott Geller (Virginia Institute of Technology)

Discussant: Timothy D. Ludwig (Appalachian State University)

- **Behavior Analysis of Red-Light Running and Safety-Belt Use: Daytime Versus Nighttime.** ANGELA M. KROM, Andrea L. Cincotta, Tiffany N. Tanner, and Hillary B. Sewell (Virginia Institute of Technology)
- **College Football and Alcohol Consumption: What to Expect When "ESPN Gameday" Comes to Town.** KENT E. GLINDEMANN, Melissa L. Stuart, Brian N. Lea, and Melissa D. Lipscomb (Virginia Institute of Technology)
- **The Actively Caring for KIDS Process: A Point-of-Purchase Intervention for Child Passenger Safety.** KELLI J. ENGLAND, Brian N. Lea, Meredith Katz, James Malvasio, and E. Scott Geller (Virginia Institute of Technology)

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5/28/2001

10:00 AM - 10:20 AM

Regency E

OBM

**Discussion of the Birth, Evolution and Current Practice of Performance Management**

Chair: Bill L. Hopkins (Auburn University)

BETH SULZER-AZAROFF (The Browns Group)

Performance management is the use of applications derived from the principles of behavior to improving the work behavior of individuals and the functioning of the organizations in which they work. The development, use and teaching of performance management began in the early nineteen-seventies. Performance management has included the development and/or popularizing of a number of methods and concepts that have become central to this field including such as ABC analyses and discretionary behavior. Performance management gave rise to the Journal of Organizational Behavior Management. Several books on the subject are used throughout the world. Performance management has given birth to B-Safe, one of the major proprietary forms of behavioral safety. Performance management has been a major source of learning about applied behavior analysis, having introduced thousands of people in business and industry to the principles of behavior and ways in which applications derived from them can be used in the workplace. This author will discuss the characterization of performance management as presented by Aubrey C. Daniels in "Master lecture: The birth, evolution and current practice of performance management." and will critically examine its role in the practice of and research on the application of the principles of behavior to working.

**# 243 International Paper Session**

5/28/2001

10:00 AM - 10:50 AM

Regency B

AUT

**Teaching Children With Autism to Read**

Chair: Joseph D. Cautilli (Devereux)

- **Which Should be Taught First: Word-to-Picture or Picture-to-Word Matching When Starting Visual Reading and Writing in Children With Autism.** SVEIN EIKESETH (Akerhus College), and Sundeep Dhaliwal and Diane Hayward (Brunel University)
- **Initial Sight Word Acquisition using Two Methodologies.** SUSAN D. FOX (ACES Behavioral Consulting) and Monika M. Suchowierska (University of Kansas)

#### # 244 Symposium

5/28/2001

10:00 AM - 11:20 AM

St. Charles C

TBA

#### **Behavioral Approaches to Educational Evaluation and Textbook Revision (*Data based presentation*)**

Chair: Richard Malott (Western Michigan University)

- **Behavioral Systems Analysis and Textbook Quality Improvement.** ELIZABETH TROJAN and Richard Malott (Western Michigan University)
- **Writing and Evaluating a Textbook About Autism.** SEBASTIEN BOSCH and Richard Malott (Western Michigan University)
- **Higher-Order Thinking in College Students.** JOSEPH PEAR (University of Manitoba)

#### # 245 Panel Discussion

5/28/2001

10:00 AM - 11:20 AM

Regency C

AUT

#### **Promoting Success in Natural Settings: Developing Appropriate Alternatives by Teaching New Behavioral Chains**

Chair: Peter Gerhardt (Douglas Developmental Disabilities Center)

- MARY E. MCDONALD (The Eden II Program - Genesis School)
- RANDY HOROWITZ (The Eden II Program - Genesis School)
- DENISE LORELLI (The Eden II Program - Genesis School)
- IVAN MARMOLEJOS (The Eden II Program - Genesis School)

#### # 246 Symposium

5/28/2001

10:30 AM - 11:50 AM

Loyola A

DDA

#### **An Interdisciplinary Model for the Assessment and Treatment of Aberrant Behavior at Bancroft NeuroHealth (*Data based presentation*)**

Chair: Patrick R. Progar (Bancroft NeuroHealth)

Discussant: Ronald C. Savage (Bancroft NeuroHealth)

- **Neurological Basis of Aberrant Behavior.** MARK MINTZ (Bancroft NeuroHealth)

- **The Interface Between Psychiatric Illness and Aberrant Behavior.** JAMES VARRELL (Bancroft NeuroHealth)
- **A (Mostly) Behavioral Approach to the Assessment and Treatment of Aberrant Behavior.** PATRICK R. PROGAR, Frances Perrin, and Tracey Gallagher (Bancroft NeuroHealth), and Marycate Buckley (Spectrum Center)

#### # 247 Symposium

5/28/2001

10:30 AM - 11:50 AM

Cabildo A

DDA

#### **Behavioral Innovations in Public School Settings (*Data based presentation*)**

Chair: Michael J. Cameron (Simmons College)

Discussant: Michael J. Cameron (Simmons College)

- **In Situ Analysis and Treatment of Disruptive Vocal Behavior.** LAUREN POWERS and Barbara Kyle (Simmons College)
- **The Use of a Laser Pointer as an Alternative Prompting Procedure.** BRIAN LIU-CONSTANT and Cassie Jaffa (Simmons College)
- **Increasing the On-Task Behavior of Urban High School Students With Special Needs.** MILDRED SANDERS, Elizabeth Martineau, and Sheila Besette (Simmons College)

#### # 248 Paper Session

5/28/2001

10:30 AM - 11:50 AM

Regency A

AUT

#### **Behavioral Intervention for Children With Autism: The Big Picture**

Chair: Jay Birnbrauer

- **Developing and Delivering Behavior Analytic Services to Children With Autism in the U.S.: Contingencies and Metacontingencies.** KRISTINA MOTIEJUNAS, Sigrid Glenn, and Fredy Reyes (University of North Texas)
- **An Assessment Procedure for Identifying Supervisors in the UCLA Treatment Model.** TRISTRAM SMITH (University of Rochester Medical Center) and Billie Jo Davis (Washington State University)
- **The Impact of a Brief School Relevant ABA Program for Students With Autism.** MITCHELL TAUBMAN, Sasha Papovich, Leticia Palos, and Jennifer Styzens (Autism Partnership)

### # 249 Panel Discussion

5/28/2001

10:30 AM - 11:50 AM

Regency G

EAB

#### **Behavioral Intervention for SIB in an 11 Year-Old Female With Autism (*Data based presentation*)**

Chair: Ellen Taylor (The Learning Tree, Mobile Campus)

- ELLEN TAYLOR (The Learning Tree, Mobile Campus)
- LESLEIGH DODD (The Learning Tree, Mobile Campus)
- CHRISTEN COLE (The Learning Tree, Mobile Campus)
- KATE G. SIMM (The Learning Tree, Mobile Campus)

### # 250 Paper Session

5/28/2001

10:30 AM - 11:50 AM

Esplanade B

TPC

#### **Behaviorism: Skinner, Watson, Kantor and Others**

Chair: James T. Todd (Eastern Michigan University)

- **The B. F. Skinner Bibliography (1930-1993): A Cliometric Analysis.** NATHANIEL G. SMITH and Edward K. Morris (University of Kansas)
- **What We Know and Don't Know About John B. Watson and Early Behaviorism (and Why It's Important to Know the Difference).** JAMES T. TODD (Eastern Michigan University)
- **Subjectivity and the Behaviorisms of Skinner and Kantor.** BRYAN D. MIDGLEY (McPherson College) and Edward K. Morris (University of Kansas)
- **Mindful vs. Mindless: Buddhist Psychology and Behaviorism.** PATRICK QUINN (NorthEast Psychiatric and Psychological Institute)

### # 251 Panel Discussion

5/28/2001

10:30 AM - 11:50 AM

Poydras B

OTH

#### **Broadening the Impact of Behavior Analysis: Strategic Alliances With Other Organizations**

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

- MARK GALIZIO (University of North Carolina at Wilmington; President, Division 25)
- NANCY NEEF (Ohio State University; President, SEAB)
- BETSY CONSTANTINE (Executive Director, Cambridge Center for Behavioral Studies)
- MICHAEL PERONE (ABA Representative to the Federation of Behavioral, Psychological, and Cognitive Sciences)

#### # 252 Symposium

5/28/2001

10:30 AM - 11:50 AM

Gentilly

EDC

#### **Comparing and Crossing Learning Channels (*Data based presentation*)**

Chair: Carl Binder (Binder Riha Associates)

Discussant: Ogden Lindsley (Behavior Research Company)

- **Frequency Aims as a Function of Learning Channel.** ALLISON MOORS and Michael Fabrizio (Fabrizio/Moors Consulting)
- **Learning Channel-Crosses: Further Revealing the Benefits of Fluency Training.** RITU SHRIVASTAVA and David Leach (Murdoch University)
- **Channel Your Learning: Hearsee/Say vs. Hearsee/Write.** LARAINÉ ZANATTA and Jesus Rosales-Ruiz (University of North Texas)

#### # 253 Symposium

5/28/2001

10:30 AM - 11:50 AM

Regency F

EAB

#### **Current Directions in Mathematical Principles of Reinforcement (*Data based presentation*)**

Chair: Mark Reilly (Arizona State University)

Discussant: Peter Killeen (Arizona State University)

- **A Test of MPR With Humans.** LEWIS BIZO (University of Southampton)
- **Coupling Matters: Further Explorations into the Importance of Temporal Contiguity to Learning.** LAUREN KETTLE (Arizona State University)
- **Is MPR Progressive? Tracking Down Behavioral Mechanisms of Progressive-Ratio Schedules.** DIANA POSADAS-SANCHEZ and Mark Reilly (Arizona State University)

#### # 254 Panel Discussion

5/28/2001

10:30 AM - 11:50 AM

Delgado

EDC

#### **Direct Instruction in K-12 Settings: Will We Ever Be Loved?**

Chair: Ronald Martella (Eastern Washington University)

- TIMOTHY SLOCUM (Utah State University)
- KATHLEEN WALDRON-SOLER (Eastern Washington University)
- STEVEN LAVIGNE (Eastern Washington University)
- NANCY MARCHAND-MARTELLA (Eastern Washington University)

## # 255 Symposium

5/28/2001

10:30 AM - 11:50 AM

Poydras A

BPH

### **Drug Effects on Self-Control, Risky Choices, and Procrastination (*Data based presentation*)**

Chair: Christine Hughes (University of North Carolina at Wilmington)

Discussant: Gregory Madden (University of Wisconsin, Eau Claire)

- **Effects of Acute Methylphenidate Administration on Aggressive Responding and Self-Control in Adult Humans.** CYNTHIA PIETRAS, Don Cherek, and Scott Lane (University of Texas Health Science Center - Houston)
- **Disinhibitory Drugs of Abuse and Human Risk-Taking.** SCOTT LANE, Don Cherek, and Cynthia Pietras (University of Texas Health Science Center - Houston)
- **Drugs, "Self Control," and "Procrastination": Some Possible Behavioral Mechanisms.** RAYMOND PITTS (University of North Carolina at Wilmington)

## # 256 Symposium

5/28/2001

10:30 AM - 11:50 AM

Prytania

EDC

### **Functional Analysis in Public Schools: Challenges and Opportunities (*Data based presentation*)**

Chair: Janet Ellis (University of North Texas)

- **Functional Analysis and Treatment of Bizarre Verbal Behavior.** SANDY MAGEE (Behavioral Consultant)
- **Leaving the Next: In-School Consulting in Graduate School vs. in the 'Real World'.** AMY CRYE (University of North Texas)
- **Metacontingencies in Today's Educational System: What Can Behavioral Technology Offer?** JANET ELLIS (University of North Texas)
- **Functional Analysis of Spontaneous Verbal Behavior of a 12-Year-Old Girl With Autism.** CHRIS EWING (University of North Texas)

Monday, May 28

### # 257 Symposium

5/28/2001

10:30 AM - 11:50 AM

St. Charles A

OBM

#### **Legal Drug Use and Workplace Performance**

Chair: Kathy Culig (Western Michigan University)

Discussant: Tom Byrne (Massachusetts College of Liberal Arts)

- **Smoking, Nicotine, and Workplace Performance: A Review of Empirical Research.** RYAN OLSON (Western Michigan University)
- **The Effects of Caffeine Withdrawal on Performance.** DON ROHN (Western Michigan University)

### # 258 Symposium

5/28/2001

10:30 AM - 11:50 AM

Regency H

EAB

#### **Spontaneous Categorization of New Stimulus Domains and Response Transfer in Generalized Equivalence Classes (*Data based presentation*)**

Chair: Lanny Fields (Queens College/CUNY)

- **Spontaneous Categorization of Stimuli on Novel Dimensions: Effect of Multi-Set and Multiple-Exemplar Training Prior to Testing.** LANNY FIELDS, Priya Wadhwa, James Belanich, and Antonios Varelas (Queens College/CUNY)
- **Spontaneous Categorization of Stimuli on Novel Dimensions: Effect of Sequential Testing and Training With New Stimulus Domains.** PRIYA WADHWA, Lanny Fields, Antonios Varelas, James Belanich, and Debra Paone (Queens College/CUNY)
- **Effect of Class Structure on Response Transfer in Generalized Equivalence Classes: I.** JAMES BELANICH and Lanny Fields (Queens College/CUNY)
- **Effect of Class Structure on Response Transfer in Generalized Equivalence Classes: II.** James Belanich, ANTONIOS VARELAS, and Lanny Fields (Queens College/CUNY)



### # 259 Symposium

5/28/2001

10:30 AM - 11:50 AM

Esplanade A

VRB

#### **The Study of Verbal Behavior and Private Events: Some Methodological Considerations**

Chair: Caio Miguel (Western Michigan University)

Discussant: Bill Potter (California State University, Stanislaus)

- **Collecting Concurrent Verbal Reports: Some Considerations and Methodological Refinements.** MATTHEW NORMAND (Florida State University)
- **The Classification and Graphical Representation of Concurrent Verbal Reports: Methodological Considerations in the Use of Protocol Analysis.** ROBERT WALLANDER (Florida State University)
- **Private Events: What Role Should They Play in the Analysis of Verbal Behavior.** AMOY HUGH BALTER (Teachers College Columbia University)

### # 260 Symposium

5/28/2001

10:30 AM - 11:50 AM

Cabildo B

DEV

#### **Through the Looking Glass: Reese and Lipsitt's Experimental Child Psychology 30 Years Later**

Chair: Gary Novak (California State University, Stanislaus)

- **Experimental Child Psychology: Then and Now.** GARY NOVAK (California State University, Stanislaus)
- **The Socialization of Socialization Research: The Legacy of Reese and Lipsitt.** ELAINE IRONSMITH (East Carolina University)
- **Behavior Analysis of Development: An Overview of History, Theory, and Research.** MARTHA PELAEZ (Florida International University)
- **Experimental Child Psychology: Reflections and Reactions.** HAYNE REESE (West Virginia University) and Lewis Lipsitt (Brown University)

### # 261 Symposium

5/28/2001

10:30 AM - 11:50 AM

Loyola B

DDA

#### **Treatment of Severe Behavior Disorders Through Differential Reinforcement and Competing Stimulus Availability (*Data based presentation*)**

Chair: Bridget Shore (Arlington Developmental Center)

Monday, May 28

- **Signaled and Unsignaled DRL Schedules in the Treatment of Self-Injurious Behavior.** PAMELA NEIDERT and Wayne Fisher (The Marcus Institute), and John Adelinis (University of Florida)
- **The Use of Competing Stimulus Assessments Across Multiple Functions of Aberrant Behavior.** VANESSA RODRIGUEZ-CATTER, Iser DeLeon, Louis Hagopian, and Lynn Bowman (Johns Hopkins University), Wayne Fisher (The Marcus Institute), and Jean-Marie Marhefka, Michael Delia, and Jennifer Henry (Kennedy Krieger Institute)
- **Enhancing the Predictive Validity of Competing Stimuli Assessments.** LISA TOOLE, Daniel Hendrickson, Jean-Marie Marhefka, Jonathan Tarbox, and Vanessa Rodriguez-Catter (Kennedy Krieger Institute), and Iser DeLeon and Lynn Bowman (Johns Hopkins University)
- **Assessment and Treatment of Property Destruction Maintained by Automatic Reinforcement.** JASON STRICKER, Bridget Shore, and Niamh O'Kane (Arlington Developmental Center), and Brian Iwata (The University of Florida)

# 262 Paper Session
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5/28/2001

11:00 AM - 11:50 AM

Cabildo C

CSE

**Behavior Analysis and Cultural Differences**

Chair: Maria R. Ruiz (Rollins College)

- **Research and Representation: A Conundrum for Behavior Analysts.** MADELON BOLLING (University of Washington)
- **Essentialism, Social Constructionism, and Behavior Analysis: We're Different but Not Immune to Their Pitfalls.** MARIA R. RUIZ (Rollins College)

5/28/2001

11:00 AM - 11:50 AM

Esplanade C

CBM

### **Self Management Therapy for Depression**

Chair: David Greenway (University of Louisiana at Lafayette)

LYN REHM (University of Houston)



**Abstract:** The self-management therapy program for depression is based on an integrative model of depression. Elements of the model have received empirical support. The program has been assessed in a series of outcome studies. The program and its components will be described. Research outcomes assessing the program will be reviewed and clinical applications to a variety of populations will be discussed.

**Dr. Rehm** has been a Professor of Psychology at the University of Houston since 1979. He obtained his bachelors degree from the University of Southern California and his masters and doctorate from the University of Wisconsin-Madison. He did his internship at the Milwaukee

VA hospital, worked as an inpatient psychologist for two years at the Neuropsychiatric Institute at UCLA, and was on the faculties of Psychology and Psychiatry of the University of Pittsburgh for nine years. He has published over 100 scholarly papers and is an internationally recognized expert in depression. Dr. Rehm is Director of Clinical Training for the Department's graduate program in Clinical Psychology. He is also Director of the Depression Research Clinic in the UH Psychology Department's training clinic, the Psychology Research and Services Center, located in the Clinical Research Services building. Dr. Rehm has been President of the Houston Psychological Association, the Texas Psychological Association, the Society for the Science of Clinical Psychology, and the Clinical Psychology Division of the American Psychological Association, and he has been the Chair of the Council of University Directors of Clinical Psychology, and of the Board of Educational Affairs of the American Psychological Association. He is currently President-elect of the International Society of Clinical Psychology and he is Chair of the Psychology Licensing Examination Committee of the Association of State and Provincial Psychology Boards for the United States and Canada. He has a private practice in clinical psychology in Houston.

## # 264 Symposium

5/28/2001

11:00 AM - 11:50 AM

Regency B

AUT

### Using Technology to Include Students With Autism (*Data based presentation*)

Chair: Laura Kenneally (Advance)

Discussant: Benjamin Lignugaris/Kraft (Dept of Sp. Ed.)

- **Using a Talking Picture Activity Schedule.** KATHLEEN ODRI (Advance)
- **Palm Pilots: Effective Tools to Reduce Prompts.** LAURA KENNEALLY (Advance), Lori Lorenzetti, and Justin DiDomenico

## # 265 International Poster Session

5/28/2001

12:00 PM - 1:30 PM

French Market

AUT

1. **Acquisitions of Auditory-Visual Conditional Discriminations: Computerized vs. Teacher-Delivered Instruction.** (*Data based poster*) MICHELE KLEIN and Cammarie Johnson (New England Center for Children)
2. **The Effectiveness of Video Modeling: Investigation of Presentation Styles and Reinforcement.** (*Data based poster*) SHARI SCHATZMAN and Frank Cicero (Eder II Programs)
3. **Behavioral Intervention With an Eight-Year-Old Boy Diagnosed With Autism in a Brazilian Non-Profit Organization.** (*Data based poster*) PAULA BRAGA-KENYON, Shawn Kenyon, and Daniela Fazzio (AMA - Associação de Amigos do Autista)
4. **Assessment of the Effects of Music and Aroma on Relaxation and Animation.** (*Data based poster*) MECHY F. WRIGHT, Jason Wallace, and Maria dePerczel (University of South Florida), Christine Healy (University of Ulster, Ireland), Syllk Sheppard Hanger (Atlantic Institute of Aromatherapy), and Trevor Stokes (Florida Mental Health Institute - USF)
5. **Shaping "Yes" and "No" Response Discrimination With Computer Morphing Technology.** (*Data based poster*) KRISTIN L. BORN (University of Kansas)
6. **The Use of Video Modeling to Teach Compliment Giving to Children With High-Functioning Autism.** (*Data based poster*) ALLISON P. LOWY, Ilene S. Schwartz, and Felix F. Billingsley (University of Washington)
7. **Teaching Youths With Autism to Respond Appropriately to Threatening Social Situations in Mainstream Settings.** (*Data based poster*) ALEXANDRI HOLBERTON (The Graduate School at CUNY), Len Levin (The Learning Center for Children with Autism) and Claire Poulson (Queens College / CUNY)
8. **Publication Trends in Generalization from 1979 to 2000: Stokes and Baer (1977) Revisited.** (*Data based poster*) KIMBERLY NIX BERENS, Patrick M. Ghezzi (University of Nevada, Reno)

9. **Maladaptive Behavior of Adults With Autism During Leisure Activities: Effects of Group Size and Activity Location.** (*Data based poster*) GERIANNE LAURINO, Fran Hughes, Kari Proffitt, Terrence Williams, Karen Meeks, and Eileen Hopkins (Eden II Programs)
10. **A Review of Treatments for Stereotypical Behavior.** DAVID SIDENER (Western Michigan University)
11. **Application of Big 6 + 6 to Pre-Vocational Training for Students With Autism.** (*Data based poster*) CHARLES MERBITZ, Nancy Hansen, and James Emmett (Illinois Institute of Technology)
12. **Instituting Accountable Systems of Care I: Impact on a Residential Unit for Children With Autism.** (*Data based poster*) DOUG MOES and Jeff Hayden (Devereux Santa Barbara), and Vince Winterling (Devereux Institute of Clinical Training and Research)
13. **The Effects of Time-Out Contingency for Aggressive and Disruptive Behaviors.** (*Data based poster*) KARI ANNE DUNLOP, Kelly Young, Helen Bloomer, and Thomas Zane (Crossroads Center for Children)
14. **A Response-Cost Intervention to Decrease Disruptive Behavior of Child With Autism in the Community.** (*Data based poster*) LEN LEVIN (Learning Centre for Children with Autism) and Angela Piscitelli (Alpine Learning Group)
15. **Treatment Effects to Reduce Hair Pulling Maintained by Stimulatory Behavior.** (*Data based poster*) TOR SNESRUD and Cato Ellingson (Bleiker Treatment Center)

#### # 266 Poster Session

5/28/2001

12:00 PM - 1:30 PM

French Market

CBM

16. **Behavioral Treatment of Clients With Head Injuries in Correctional Facilities.** MARIA A. BERGMAN, Charles T. Merbitz, and Gail DeMarco (Illinois Institute of Technology), and Jonathan Hess (University of Illinois-Springfield)
17. **Predicting Quality of Life After Spinal Cord Injury.** (*Data based poster*) MARIA A. BERGMAN (Illinois Institute of Technology) and Rosemarie B. King (Northwestern University Medical School)
18. **Evaluating Outcomes of Neurobehavioral Treatment for Persons With Brain Injury in a Psychiatric Hospital.** (*Data based poster*) MARK ALBERT, Katherine Johnson, and Beth Duncan (Caritas Peace Center)
19. **Using Experimental Analogues to Assess the Function of Aggressive Behaviour and Potential Treatment Strategies: A Case Study of an Adult Male With an Acquired Brain Injury.** (*Data based poster*) KELLEY D. ANSTEY, Patricia A. Shulist, Amy McParland, and Andrew McNamara (ABI Behaviour Services, West Park Hospital)
20. **Proactive Treatment Model to Reduce Severe Behaviors in an Adolescent With Traumatic Brain Injuries.** (*Data based poster*) DANYL EPPERHEIMER, John Guercio, Darcy Kriegsman, and Martin McMorro (Center for Comprehensive Services)

21. **Use of Functional Analysis to Evaluate the Origins of Violent Seizure Behavior in a Child With Regressive Epileptic Aphasia.** (*Data based poster*) AMY J. ELLIOTT and Keith D. Allen (Munroe-Meyer Institute)
22. **Integrating Behavioral and Neuropsychological Data to Assess and Treat Deficits in Adaptive Behavior.** (*Data based poster*) WILLIAM WARZAK and Colleen Conoley (Munroe-Meyer Institute, University of Nebraska Medical Center), and Alisa Bahl (Kennedy Krieger Institute)
23. **Establishing Operations for Escape from Demands.** (*Data based poster*) NATHAN CALL, David P. Wacker, Linda J. Cooper-Brown, and Andrew W. Gardner (University of Iowa)
24. **The Effect of Prompt Schedule on the Acquisition of Alternative Behavior in a Concurrent Schedules Arrangement.** (*Data based poster*) LEANNE JOHNSON, Jennifer McComas, and Andrea Thompson (University of Minnesota)
25. **Five to One Gets the Job Done: Praise's Magic Ratio.** (*Data based poster*) STEPHEN RAY FLORA and Lindy Rae Wilkerson (Youngstown State University)
26. **Effects of Hypnosis and Relaxation on Equivalence Classes Involving Terms Associated With Depression.** (*Data based poster*) MARIE BURNS and Julian C. Leslie (University of Ulster)
27. **An Investigation of the Reliability and Validity of Theta/Beta Ratio Measurement.** (*Data based poster*) BARBARA OHLUND (Iowa State University)
28. **An Analysis of Behavioral and Demographic Variables in Relation to Psychiatric Hospitalizations.** (*Data based poster*) Luis L. Pires and ANGELA M. M. DUARTE (Universidade Católica de Goiás)
29. **A Comparison of Child vs. Caregiver-Nominated Stimuli During Reinforcer Identification.** (*Data based poster*) LORIONNA J. MILLER and Bart M. Sevin (Kennedy Krieger Institute), and Charles S. Gulotta (Johns Hopkins University School of Medicine)

# 267 Poster Session
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5/28/2001  
 12:00 PM - 1:30 PM  
 French Market  
 DDA

30. **Within Session Variability Across Two Analog Functional Analysis Control Conditions.** (*Data based poster*) JOHN P. SMAGNER and Richard R. Saunders (University of Kansas), Muriel D. Saunders (Parsons Research Center), and Donald M. Baer (HDFL Kansas)
31. **Treatment of Elopement Maintained By Automatic Reinforcement Using Competing Items.** (*Data based poster*) DEANA CROCETTI and Bobbi Boney (Kennedy Krieger Institute), and Karena Rush and Louis Hagopian (Johns Hopkins University School of Medicine)
32. **An Analysis of a Response Class Hierarchy.** (*Data based poster*) BOBBI BONEY and Ethan Long (Kennedy Krieger Institute), and Karena Rush and Louis Hagopian (Johns Hopkins University School of Medicine)

33. **Assessment of the Convergent Validity of the Questions About Behavioral Function (QABF) and Analog Functional Analysis With a Child Population.** (*Data based poster*) GLYNN ANN HORNBERGER, Theodosia Paclawskyj, and Karena Suzanne Rush (Kennedy Krieger Institute)
34. **Selection-Based vs. Topography-Based Verbal Behavior in the Treatment of Aberrant Behavior.** (*Data based poster*) INGIBJORG SVEINSDOTTIR, Susan Howard, Lisa Toole, SungWoo Kahng, Jessica Thomason, and Vanessa Rodriguez-Catter (Kennedy Krieger Institute), and Iser DeLeon (Johns Hopkins University School of Medicine)
35. **Competing Stimuli in Treating Problem Behaviors During Activities of Daily Living and Wheelchair Transitions.** (*Data based poster*) JEAN MARIE MARHEFKA (Kennedy Krieger Institute) and Iser DeLeon (Johns Hopkins University)
36. **Assessment and Treatment of Aberrant Behavior Maintained by the Opportunity to Choose Activities.** (*Data based poster*) SUSAN HOWARD, Vanessa Rodriguez-Catter, and Farrah Greene (Kennedy Krieger Institute), Iser DeLeon (Johns Hopkins University), and Wayne Fisher (The Marcus Institute)
37. **An Evaluation of Noncontingent Reinforcement and Functional Communication Training as Treatments for Automatically Reinforced Aberrant Behavior.** (*Data based poster*) LISA BRITTON (Spectrum Center), James E. Carr (Western Michigan University), and Heidi Landaburu, Kimberlee Romick, Shelly Bird, Joseph Halili, Jennifer Loli, and Michiko Okura (University of Nevada, Reno)
38. **An Evaluation of Functional Communication Training as a Treatment for Self-Injurious Behavior During Longer Observational Periods.** (*Data based poster*) MAUREEN VANSTONE, Chau Vu, and Lorraine Condon (Kennedy Krieger Institute), and SungWoo Kahng (Johns Hopkins University School of Medicine)
39. **The Use of Nominal Suffixes: Turkish Children With Disabilities.** (*Data based poster*) MINE BASAL (ANADOLU UNIVERSITY)
40. **A Comparison of Two Mands Used in a Functional Communication Treatment Package to Decrease Aggressive Behavior.** (*Data based poster*) LISA WINBORN, Joel Ringdahl, Judy Redmond, and Andrew Gardner (University of Iowa)
41. **A Concurrent Operants Choice Assessment of Communication Modalities Used Within a Functional Communication Treatment Package.** (*Data based poster*) LISA WINBORN, Joel Ringdahl, David P. Wacker, and Kana Kitsukawa (University of Iowa)
42. **The Use of Functional Communication Training to Reduce Destructive Behaviors During Transitions.** (*Data based poster*) JESSICA THOMASON, SungWoo Kahng, Jeffrey Kogan, and Amanda Keevican (Kennedy Krieger Institute)
43. **The Effects of an Intervention Package on Student Teachers' Facilitation of Communication.** (*Data based poster*) BARBARA PHILLIPS (Florida Atlantic University) and Jim Halle (University of Illinois)
44. **FCT With and Without Extinction.** (*Data based poster*) FRANCES A. PERRIN, Nicholas M. Cifuni, and Patrick R. Progar (Bancroft NeuroHealth)
45. **Functional Analysis and Treatment of Inappropriate Verbal Behavior in a Mentally Ill Adult.** (*Data based poster*) Mark R. Dixon (Southern Illinois University), and HEATHER BENEDICK and Tracy Cook (Trinity Services)

46. **Family-Centered Functional Assessment and Analysis to Increase Young Children's Use of Specific Communication Forms During Play.** (*Data based poster*) MARK J. LARSON (Wayne State University) and Felix F. Billingsley (University of Washington)
47. **An Experimental Analysis of the Long Term Effects of Functional Communication Training.** (*Data based poster*) ANJALI BARRETTO, Saily Waigh, David Wacker, Sandie Bass-Ringdahl, Jay Harding, and Wendy Berg (University of Iowa)
48. **Computer Assisted Learning for Adults With Severe Multiple Disabilities.** (*Data based poster*) Peter M. Vietze, C. Steve Holburn, and Dong Nguyen (N.Y.S. Institute for Basic Research in Developmental Disabilities)
49. **Visual-Visual Nonidentity Matching: Relation to the ABLA Test and Predictive Validity.** (*Data based poster*) Ryan Goodman, Shayla Harapiak, and DICKIE C. T. YU (Research Program, St. Amant Centre), and Garry Martin (University of Manitoba)
50. **A Functional Analytic Approach to Behavioral Assessment and Treatment in a Community Residential Living Program.** WINIFRED JU (Center for the Disabled)
52. **Schedule Induced Behavior Under Progressive Ratio Requirements.** (*Data based poster*) ANDREA FRANKLIN, Henry Roane and Wayne Fisher (The Marcus Institute), and Dorothea Lerman (Louisiana State University)
53. **Further Analysis of the Correspondence Between Outcomes of Brief and Extended Functional Analyses.** (*Data based poster*) MARC S. ANDELMAN, Gregory K. Reed, Nathan Call, and Joel E. Ringdahl (University of Iowa)
54. **A Comparison of Pictorial and Tangible Reinforcer Assessments.** (*Data based poster*) Richard B. Graff and LENWOOD GIBSON (New England Center for Children)
55. **The Effects of Instructions on Choice Within a Self-Control Training Protocol.** (*Data based poster*) HEATHER BENEDICK (University of Nevada Reno) and Mark R. Dixon (Southern Illinois University)
56. **The 1983 AAMR Manual, the 1992 AAMR Manual, or The Developmental Disabilities Act: Which Is Used By Researchers?** (*Data based poster*) CAROLE CONYERS (North Dakota State University), Toby Martin and Garry Martin (University of Manitoba), and Dickie C. T. Yu (St. Amant Centre)
57. **Attention to Multiple Cues in Conditional-Discrimination Tasks in Young Children and Adolescents With Severe Mental Retardation.** (*Data based poster*) NANCY H. HUGUENIN (Behavior Analysis & Technology)



## # 268 Poster Session

5/28/2001

12:00 PM - 1:30 PM

French Market

EAB

58. **Pre-Feeding Reduces the Reinforcement Effectiveness of Wheel Running in Rats.** (*Data based poster*) TERRY W. BELKE (Mount Allison University), W. David Pierce (University of Alberta)
59. **Positive and Negative Behavioral Contrast Produced by Changes in Reinforcer Variety.** (*Data based poster*) PAUL CRETINI, Kim Stevens, and Cam L. Melville (McNeese State University)
60. **Spontaneous Recovery as a Function of Session Duration.** (*Data based poster*) ERIC S. MURPHY, Frances K. McSweeney, and Benjamin P. Kowal (Washington State University)
61. **Training Stimulus Equivalence Precursors in Infants: Discrimination, Reflexivity, Generalized Identity Matching, and Arbitrary Matching.** (*Data based poster*) Martha Pelaez and JANET LUBIAN (Florida International University), and William McIlvane and William Dube (Shriver Center)
62. **A Comparison of Human Subject Publication Trends in JEAB to Equivalent Non-Behavioral Journals (JEP and Cognition).** (*Data based poster*) IVY M. CHONG and James E. Carr (Western Michigan University), and Mark R. Dixon (Southern Illinois University)
63. **An Empirical Analysis of Verbal Motivation.** (*Data based poster*) WINIFRED JU (Center for the Disabled)
64. **Effects of Water Deprivation on the Body Weight of Rats on a Variable-Interval Schedule.** (*Data based poster*) Antonio Lopez and HECTOR MARTINEZ (University of Guadalajara, Mexico)
65. **A Comparison of Positive and Negative Reinforcement on Students' Attendance Behavior.** (*Data based poster*) MICHAEL MAGOON, Tracy Zinn, Sheri Burell, Kelly Ollis, A. Michele Bowling, Amy Schreiner, and Cassandra Body (Auburn University)
66. **Signal Location Effect on the Rate of Response in a Delay of Reinforcement Procedure.** (*Data based poster*) Luis E. Pulgar and Rossana García (Universidad Central de Venezuela)
67. **Free-Operant Stimulus Equivalence in a Card-Sorting Task II.** (*Data based poster*) PAUL THOMAS ANDRONIS, Margaret H. B. Jajich, and Heidi Kroupa (Northern Michigan University)
68. **Waiting for a Larger Reinforcer.** (*Data based poster*) Taku Ishii and Takayuki Sakagami (Keio University)
69. **Cross-Cultural Sex Differences from Responses to Hypothetical Behaviors of Long-Term Partners.** (*Data based poster*) MICHAEL B. EHLERT (University of Guam)
70. **The Effects of Reinforcer Type on Performance of a Delayed Matching-to-Sample Task.** (*Data based poster*) JENNIFER L. DANIELS-SHAW, Donna J. Blake, and John J. Chelonis (University of Arkansas at Little Rock), and Merle G. Paule (National Center for Toxicological Research)

Monday, May 28

71. **Emergent Generalized Equivalence Classes in Preschool and Elementary School Children.** (*Data based poster*) HEIDI MORGAN, Wendi Bauman, Therese Bartholomew, Robyn Stout, Ashley Madden, Mark Galizio, and Carol Pilgrim (University of North Carolina at Wilmington)
72. **Human Operant Conditioning for Casual Relationship Learning.** (*Data based poster*) YUKIKO WASHIO (Western Michigan University), and Takayuki Sakagami and Taku Ishii (Keio University)
73. **The Role of Covarying Functions in Stimulus Class Formation and Transformation of Function.** (*Data based poster*) REBECCA MARKHAM (Florida International University)
74. **Superstitious Behavior in Concurrent Schedules I: Response-Independent and Response Dependent Schedules.** (*Data based poster*) MARCELO BENVENUTI and Cacilda Amorim, (Catholic University of Sao Paulo), and Lincoln Gimenès, Sandro De Faria, Aline De Mendonça, Marco Romer, Raquel Alo, and Liziane Freitas (University of Brasília)
75. **Havilok's Treasure 1.0: A Computer Software to Experimental Analysis of Contingency Description and Instruction Effects.** WEBER MARTINS, Claudio Oliveira, Jorge Oliveira-Castro, and Lorismario Simonassi (Catholic University of Goiás)
76. **Superstitious Behavior in Concurrent Schedules II: Effects of Variable or Fixed Interval Schedules.** (*Data based poster*) MARCELO BENVENUTI and Cacilda Amorim (Catholic University of Sao Paulo), and Lincoln Gimenès Adriane Szelbracikowski, Paloma Ribeiro, Giuliana Cores, Regina Araujo, and Fabio Angelim (University of Brasília)
77. **A Literature Review of the Stimulus Control Publications in JEAB.** (*Data based poster*) CRISTINA BELOTTO, Mária Amália Andery, Teresa Sério, Nilza Micheletto, and Roberto Banaco (Catholic University of Sao Paulo)
78. **Maintaining Behavior Using a Previously Neutral Stimulus, the Remote Control Tactile Stimulus, as the Consequence.** (*Data based poster*) LEIGH ANN WHEAT (University of Rochester) and Shahla S. Ala'i-Rosales (University of North Texas)
79. **A Behavioral Economic Analysis of Different Reinforcers: Sound Clips vs. Points Exchangeable for Money.** (*Data based poster*) DEBI ALVEY, Cloyd Hyten, Jorge Reyes, Richard Anderson, Kathleen Bailey, and Anthony DeFulio (University of North Texas)
80. **The High-Probability Request Procedure in Pigeons.** (*Data based poster*) ADAM HOWARD DOUGHTY, Jennifer L. King, Cynthia M. Anderson, Ethan S. Long, and Kennon A. Lattal (West Virginia University)
81. **Sequential Dynamics in Adjusting Concurrent-Chains.** (*Data based poster*) DANIEL T. CERUTTI and John E. R. Staddon (Duke University)
82. **Problem Solving and Resurgence.** (*Data based poster*) N. JOSEPH RODRIGUES and Linda J. Hayes (University of Nevada, Reno)
83. **Delayed Matching and Stimulus Equivalence.** (*Data based poster*) ERIK ARNTZEN (and Per Holth (Akershus University College and Center for Early Intervention in Oslo)
84. **Fluency Training and the Effects of High Rate Behavior on Problem Solving.** (*Data based poster*) DEIRDRE BEEBE FITZGERALD (Eastern Connecticut State University)

## # 269 Poster Session

5/28/2001

12:00 PM - 1:30 PM

French Market

EDC

85. **Using Active Student Responding to Reduce Disruptive Behavior While Increasing Academic Achievement for Urban, At-Risk.** (*Data based poster*) MICHAEL C. LAMBERT and Gwendolyn Cartledge (The Ohio State University)
86. **Using Explicit Timing in an Applied Setting to Reinforce Appropriate Behaviors.** (*Data based poster*) STEPHANIE SMITH, Lorrie Howell, and T. Steuart Watson (Mississippi State University)
87. **Using Interdependent Group Contingencies in an Applied Setting to Decrease Inappropriate Behaviors.** (*Data based poster*) STEPHANIE SMITH, Lorrie Howell, and T. Steuart Watson (Mississippi State University)
88. **Evaluation of a Targeted Group Intervention Within a School-Wide System of Behavior Support.** (*Data based poster*) LEANNE HAWKEN, Robert H. Horner, and Deanne A. Crone (University of Oregon)
89. **Increasing Homework Compliance and Rate of Response for At-Risk Students.** (*Data based poster*) DONNA GILBERTSON (Utah State University), and Joseph Witt, James Connell, and Gary Duhon (Louisiana State University)
90. **Decreasing the Disruptive Behavior of a Disabled College Student: A Self-Management Case Study.** AMIT KSHIRSAGAR and Marilyn Bonem (Eastern Michigan University)
91. **The Effect of Educational Consultation on the Social Validity of Functional Behavioral Assessments.** (*Data based poster*) DEIRDRE BEEBE FITZGERALD, Amy Robinson, and Laura Alcantar (Eastern Connecticut State University)
92. **Functional Assessment of Hand Flapping in a Typically-Developing Kindergartner in a General Education Classroom.** (*Data based poster*) MICHAEL M. MUELLER, Heather Sterling-Turner, and Dorothy Scattone (University of S. Mississippi)
93. **Examining the Effects of the Tootling Intervention on Social Skills, Self Concept, and Peer Relationships.** (*Data based poster*) KATRINA RHYMER (Central Michigan University), Patti Wilson (Austin Peay State University), Christopher Skinner (University of Tennessee), and Pauline Clansy (Houston Independent School District)
94. **Functional Behavioral Assessment in Reality: A Review of Progress at One Area Education Agency.** (*Data based poster*) BARBARA E. RANKIN, Jeri K. Gustafson, and Martin J. Ikeda (Heartland AEA 11)
95. **Effects of Positive Peer Reporting on the Social Involvement of Socially Withdrawn Children.** (*Data based poster*) KEVIN JONES (University of Cincinnati) and Kristyn Moroz (Eastern Illinois University)
96. **Students' Preferences for School-Based Reinforcers: Agreement Across Methods and Different Effort Requirements.** (*Data based poster*) MERRILL BERKOWITZ (The Marcus Institute) and Brian K. Martens (Syracuse University)

Monday, May 28

97. **Descriptive Assessment to Improve School Performance in an At-Risk Elementary School Participating in the Accelerated School Improvement Model.** (*Data based poster*) ALEXANDRA EDWARD, Jean Ott, Robbin C. Redd, Andrea Telegdi, and Pamela G. Osnes (University of South Florida), and Linda Wallace (Manatee County Public Schools)
98. **Functional Assessment Without Experimental Manipulation to Improve School Performance of Two Kindergarteners.** (*Data based poster*) Robbin C. Redd, ALEXANDRA EDWARD, Jean Ott, Andrea Telegdi, Linda Wallace, and Pamela G. Osnes (University of South Florida)
99. **The Effectiveness of Token Reinforcement on Increasing the Appropriate in-Class Behaviors of Children With Mental Retardation.** (*Data based poster*) Gazi Acar (Avukat Lutfu Ergokmen Vocational School), and Sezgin Vuran (Mustafa Kemal University)

# 270 International Poster Session
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5/28/2001

12:00 PM - 1:30 PM

French Market

TPC

100. **Identification of Factors Related to the Opposition to Radical Behaviorism: Analysing Verbal Reports of Behavior Ex-Analysts.** (*Data based poster*) MARIA ESTER RODRIGUES (Pontifical Catholic University of São Paul)
101. **A Quick Functional Analysis Method for Determining Function and Effective Interventions in a Residential Setting.** (*Data based poster*) MICHAEL WEINBERG, William Marsh, Andy Vega, and Andrew Houvouras (Devereux Florida-Viera Campus)
102. **The Analytic Philosophy Contribution to the Epistemological Formulation as the Contemporary Behaviorism.** (*Data based poster*) KENDRA PEREZ (ABA-Colombia)
103. **The Allocation of Two- and Three-Point Shots in N.B.A. Players With Distance of Three-point Line as a Manipulated Variable.** (*Data based poster*) PAUL ROMANOWICH, Timothy R. Vollmer, and Jason Bourret (University of Florida)
104. **Essential Readings for Graduate Students in Behavior Analysis: A Survey of the JEAB and JABA Board of Editors.** (*Data based poster*) BRYAN SAVILLE, Scott Beal, and William Buskist (Auburn University)
105. **Intraobserver Reliability Greater than Interobserver Agreement.** (*Data based poster*) NED CARTER (Department of Occupational and Environmental Medicine) and Thomas E. (Ted) Boyce (University of Nevada, Reno)
106. **Equivalence Class Stability and Class-Specific Responding.** THERESE BARTHOLOMEW, Wendi Bauman, Robyn Harris, Elaine Hogan, Carol Pilgrim, Mark Galizio (University of North Carolina at Wilmington)
107. **Analysis of Cultural Practice: a Preliminary Study About the Possibilities of Metacontingency Concept.** (*Data based poster*) RICARDO CORRÊA MARTONIS (Catholic University of São Paulo)
108. **Looking at Data Both Ways.** SYLVIA MARTIN, Randy Seevers, and Jesus Tanguma (University of Houston-Clear Lake)

109. **Behavior Analysis According to *The Behavior Analyst's Publications*. (Data based poster)** Nilza Micheletto, Maria Amália Andery, Thereza Maria Sério, Daniela Fazzio, CINTHIA PICCINATO, and Aldaysa Vidigal (Catholic University of Sao Paulo)
110. **Behavior Analysis According to *The Behavior Analyst: Its Researchers and Institutions*. (Data based poster)** NILZA MICHELETTO, Maria Amália Andery, Tereza Maria Sério, Danilo Namó, Oswaldo Horokosky Filho, and Nerúcia Silva (Catholic University of Sao Paulo)
111. **Psychological Diagnosis in B. F. Skinner's Radical Behaviorism. (Data based poster)** Maria Carolina Scoz and Teresa Maria A. P. Sério (Catholic University of São Paulo)

#### # 271 Poster Session

5/28/2001

12:00 PM - 1:30 PM

French Market

VRB

112. **The Effects of a Stimulus-Stimulus Pairing Procedure on Vocal Behavior of Children Diagnosed With Autism. (Data based poster)** CAIO MIGUEL, Kent Smallwood, and Jack Michael (Western Michigan University)
113. **The Difference in Frequency of Spontaneous Vocalizations During Discrete Trial Training and Incidental Teaching. (Data based poster)** LOIS BOND (CHIP, Children's Home Intervention Program)
114. **Effect of Cue Duration on Echoic Acquisition. (Data based poster)** ERIC BURKHOLDER and W. Lawrence Williams (University of Nevada, Reno)
115. **The Effects of a Verbal Behavior Curriculum on Personal Pronoun Use for Children With Autism. (Data based poster)** KENYA CLAY (Teachers College, Columbia University)
116. **Increasing Conversational Units Between Five Students With Developmental Disabilities. (Data based poster)** REGINA SPILOTRAS (Teachers College, Columbia University)
117. **The Effects of Using Written Instructions to Aid the Completion of Written Assignments Among Children With Developmental Delays. VEVEKANAND MADHO** (NYC Board of Education)
118. **An Evaluation of a Rule-Model-Test Procedure on Tacting Pictures of Common Objects With a Typically Developing Three Year Old. (Data based poster)** BRANDY E. HUNDHAMMER and Kimberly P. Weber (Gonzaga University)
119. **Transformation of Function of Stimuli Through Relational Frames. (Data based poster)** ARION B. STAUNTON and Julian C. Leslie (University of Ulster)
120. **The Relational Evaluation Procedure and the Transformation of Stimulus Functions. (Data based poster)** MICHAEL CLAYTON (State University of New York)
121. **The Effects of Different Training and Testing Types on Equivalence Performances. (Data based poster)** MICHAEL CLAYTON (State University of New York)
122. **Is Recombinative Generalization Still a Hot Area? (Data based poster)** CARLA G. ZEITER (The Childhood Learning Center) and Joe Cautilli (Temple University)

Monday, May 28

123. An Analysis of "Insight" in Verbal Adults Solving Dunker's Radiation Problem.  
(Data based poster) SATORU SHIMAMUNE (Naruto University of Education)
124. Friendship and Verbal Behavior. Jorge O. Nossa S. and Nelson E. Duarte B. (ABA - Colombia)

# 272 Invited Event

(available for ABA CEUs)

5/28/2001  
1:30 PM - 2:20 PM  
Regency F  
EAB

### **Behavioral Contrast Redux**

Chair: Peter Killeen (Arizona State University)

BEN WILLIAMS (University of California, San Diego)



**Abstract:** The history of research on behavioral contrast has been a series of theoretical contests between the concept of relative value versus various competitors, including conditioned frustration, intrusion of Pavlovian conditioned responses, behavioral reallocation, habituation, etc. This lecture will summarize the current status of such contests, ending with the conclusion that relative value is still the correct interpretation. It will also describe recent research on the paradoxical finding of anticipatory contrast, which demonstrate that it too is consistent with the concept of relative value, although with complications caused by Pavlovian contingencies embedded in anticipatory contrast procedures.

**Dr. Ben Williams** graduated with his Ph.D. from Harvard University in 1970. He is currently on the faculty of the University of California San Diego, where he served for a period of time as Chairman of the Department of Psychology. He has been on the Editorial Boards at one time or another of *JEAB*, *Animal Learning & Behavior*, *JEP: Animal Behavior Processes*, *Learning and Motivation*, *Behaviorism*, *Behavior & Philosophy*, and *Psychonomic Bulletin & Review*. He has also written several articles/books on: choice theory, discrimination learning and stimulus control, delay of reinforcement, conditioned reinforcement, blocking and attentional processes, and Pavlovian conditioning. Dr. Williams also has interests in the history of psychology and conception of intelligence, both comparative and human. Dr. Williams is also an expert on brain cancer.

## # 273 International Paper Session

5/28/2001

1:30 PM - 2:20 PM

Regency C

AUT

### Behavioral Intervention for Essential Life Skills

Chair: Kim L. Renner (Eastern Michigan University)

- **Using Instructional Video Modeling to Teach Daily Living Skills to Children With Autism.** ROBIN SHIPLEY-BENAMOU and John Lutzker (University of Judaism), and Mitchell Taubman (Autism Partnership)
- **Effectiveness and Acceptability of Behavioral Interventions for Treating Sleep Problems in Children With Autism.** KIM L. RENNER and Flora Hoodin (Eastern Michigan University)
- **Progress and Outcomes for Children With Autism Receiving Parent-Managed Intensive Interventions.** Peter Bibby (Autism and Developmental Disorders Education Research), Svein Eikeseth (Akershus College, Norway), NEIL MARTIN (University of Kent, England), Oliver Mudford (Keele University), and David Reeves (Manchester University)

## # 274 Invited Event (available for ABA CEUs)

5/28/2001

1:30 PM - 2:20 PM

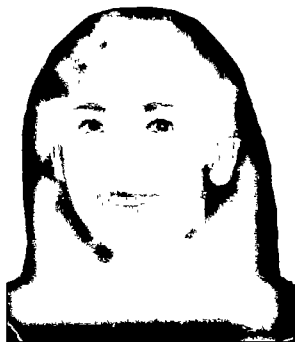
Esplanade A

VRB

### Verbal Behavior: What's There to Talk About?

Chair: Caio Miguel (Western Michigan University)

JANET TWYMAN (Headsprout and Fred S. Keller School)



**Abstract:** The onset of the 21st century provides an opportunity to reflect on the study and applications of verbal behavior. In *Verbal Behavior*, Skinner (1957) wrote about behavior thought to be singular to humans and seemingly unexplainable by behavior theory. Although considered one of Skinner's most important works, it's publication did not result in a steady stream of research activity, especially when compared to publications on nonverbal behavior. Fortunately, the 1990's heralded an increase in verbal behavior research, writing and application. The multitude of exciting and practice changing events occurring over the last decade include more journals welcoming verbal behavior research, additional summaries and clarifications of *Verbal Behavior* written and

presented by others, the teaching of verbal behavior in college courses, the formation of discussion groups, and the systematic and growing use of a verbal behavior framework to establish communication repertoires with young and developmentally disabled children (by behaviorists and non-behaviorists alike). These events illustrate verbal behavior's tremendous utility to move forward our understanding of complex behavior and bettering

the human condition. It's essential that we continue to draw people into the study and application of verbal operants, carrying on the touch lit by earlier researchers and writers.

**Dr. Janet S. Twyman** is a Board Certified Behavior Analyst who earned her Ph.D. in Special Education/Behavior Analysis from Columbia University, Teacher College. Dr. Twyman is the Vice President of Instructional Development at Headsprout, Inc., an web-based education company striving to leverage the Internet revolutionize the teaching of fundamental skills. She is currently on a leave of absence as the Executive Director of the Fred S. Keller School, a CABASR model behavioral preschool program for young children with and without disabilities, where she holds the rank of Senior Behavior Analyst and Research Scientist. She serves on several boards and committees, including the Cambridge Center for Behavioral Studies Advisory Board (focusing her efforts towards verbal behavior and education), the Association for Behavior Analysis Continuing Education Committee, the New York State ABA Executive Committee, and is the new chair of ABA Accreditation Committee. Dr. Twyman was an adjunct Associate Professor in the Health and Behavior Sciences Department at Teachers College, where she taught courses in behavior science and behavioral curriculum and instruction. She has been an independent consultant for various families and programs throughout the Northeast and has served as an expert witness and case reviewer in legal actions involving appropriate services for children with autism. She has presented extensively at national and international conferences, on topics such as verbal behavior, effective instruction, teacher development, the CABAS schooling system, and behavioral perspectives. Dr. Twyman is on the editorial board of the *Analysis of Verbal Behavior*, and has been a guest reviewer for the *Journal of Applied Behavior and Behaviorology*. She has authored or co-authored several journal articles and a book chapter on the science of behavior, verbal behavior and classroom application of behavior analysis.

#### # 275 Symposium

5/28/2001

1:30 PM - 2:50 PM

Regency B

AUT

#### **Analytic Approaches to Imitation, Emotional Perception, and Behavioral History (Data based presentation)**

Chair: Patrick R. Progar (Bancroft NeuroHealth)

Discussant: Han-Leong Goh (Arlington Developmental Center)

- **Do Children With Autism Experience Difficulty in Learning to Recognize Facial Expressions of Emotion?** LAURA ARNSTEIN (SUNY Binghamton)
- **Evaluation of Parameters if Imitation in Children With Autism.** LATHA V. SOORYA and Raymond G. Romanczyk (SUNY Binghamton)
- **The Effects of Behavioral History on the Assessment and Treatment of Aberrant Behavior.** FRANCES A. PFRRIN, Patrick R. Progar, and Stephen T. North (Bancroft NeuroHealth)



## # 276 Symposium

5/28/2001

1:30 PM - 2:50 PM

Delgado

EDC

### **Classroom Management: Assessing and Increasing Attention and Compliance (*Data based presentation*)**

Chair: Niki Thurkow (Florida State University)

Discussant: Brandon Greene (Southern Illinois University)

- **Developing a Brief Functional Assessment of Attention-to-Task Behavior: A Preliminary Analysis.** MATTHEW NORMAND (Florida State University) and Maxin Reiss (Behavior Management Consultants)
- **The Effects of a Peer-Mediated Token-Reinforcement Program on Participant's Classroom Behaviors in Untreated Environmental Conditions.** COBY LUND and Jon Bailey (Florida State University)
- **A Brief Discussion of Factors Related to Student Performance and Behavior for a First-Grader During Mainstreaming.** AUSTIN JACKSON, Niki Thurkow, and Lori Neu (Florida State University)

## # 277 Symposium

5/28/2001

1:30 PM - 2:50 PM

Cabildo B

DEV

### **Communication, Language and Verbal Behavior: Empirical Observations and Perspectives on Related but Different Phenomena (*Data based presentation*)**

Chair: Gary Novak (CSU Stanislaus)

Discussant: Gary Novak (CSU Stanislaus)

- **Language Mixing: A Phenomenon of Bilingual Environments.** MARTHA PELAEZ and Oneyda Paneque (Florida International University)
- **Private Speech and Other Forms of Self-Communication.** HAYNE REESE (West Virginia University)
- **On the Differences of Communication, Language and Verbal Behavior, and Their Importance in Understanding the Dynamics of Language.** PETER HARZEM (Auburn University)

Monday, May 28

## # 278 Symposium

5/28/2001

1:30 PM - 2:50 PM

Cabildo A

DDA

### **Early Intervention for Young Children With Developmental Disabilities (*Data based presentation*)**

Chair: Diane M. Sainato (The Ohio State University)

- **Blending Approaches to Meet Individual Needs of Children With Autism: Project DATA Outcomes.** ILENE SCHWARTZ (University of Washington)
- **Effects of Correspondence Training Using Photographic Activity Schedules to Increase Social Interactions of Preschool Children With Developmental Delays and Their Typically Developing Peers.** JULIE PIGG (Southwestern City Schools), and Diane M. Sainato and Julie Schepis (The Ohio State University)
- **Using Direct Teaching and Instructive Feedback to Increase Question Comprehension in a Young Child With Autism.** ANN GARFINKLE and Ruth Wolery (Vanderbilt University)
- **Using a Multiple-Gating Assessment and Intervention Procedure to Influence Problem Behaviors in a Preschool Classroom.** CAROL DAVIS and Chris Matsumoto (University of Washington)

## # 279 Symposium

5/28/2001

1:30 PM - 2:50 PM

St. Charles C

TBA

### **Emerging Effects of Certification: Academic Reactions to Training Opportunities**

Chair: Jim Johnston (Auburn University)

- **National Certification of Behavior Analysts: An Agent for Significant Change in Our Undergraduate and Graduate Programs in Psychology.** LARRY MORSE, and Gregory Madden (University of Wisconsin, Eau Claire)
- **The Process of Establishing Certification Training at a Small Urban College.** THOMAS ZANE (The Sage Colleges) and John Jacobson (New York State Office of Mental Retardation and Developmental Disabilities)
- **Reengineering a Master's Program in ABA: Using Certification Guidelines to Package and Deliver the Goods.** JON BAILEY and Ellen Berber (Florida State University)
- **Taking the University to the 21st Century Learner.** SIGRID GLENN (University of North Texas)

## # 280 Symposium

5/28/2001

1:30 PM - 2:50 PM

Regency A

AUT

### **Empirical Tests of Some Common Assumptions About Autism and Related Developmental Disorders (*Data based presentation*)**

Chair: Gina Green (New England Center for Children)

Discussant: Patricia J. Krantz (Princeton Child Development Institute)

- **Is Vocal Stereotypy "Self-Stimulatory?"** WILLIAM H. AHEARN, Jackie Condon, and Gregg Lineman (New England Center for Children)
- **Assessments of Stimulus Overselectivity in Children With and Without Autism.** WILLIAM V. DUBE, Sharon S. Wang, and Kristin M. Lombard (E. K. Shriver Center, University of Massachusetts Medical School)
- **Auditory and Visual Discrimination Learning by Students With Autism and Mental Retardation.** GINA GREEN and Kathy Clark (New England Center for Children), and Aranya Albert (E. K. Shriver Center)

## # 281 Symposium

5/28/2001

1:30 PM - 2:50 PM

Gentilly

EDC

### **Improving the Outcome of Functional Behavioral Assessment: Increasing the Effectiveness of Behavioral Intervention Plans (*Data based presentation*)**

Chair: Shanna Hagan-Burke (University of Oregon)

Discussant: Ronnie Detrich (Spectrum Center)

- **Generalized Effects of Functional Behavioral Assessment Training for Primary Teachers.** GRETCHEN JEFFERSON and David Hatfield (Eastern Washington University)
- **Increasing Treatment Integrity of Functional Behavioral Assessment-Based Intervention Plans in General Education Settings.** EMMA MARTIN, Rick Albin, George Sugai, and Shanna Hagan-Burke (University of Oregon)
- **The Effects of Instructional Behavioral Intervention Plans on Escape Maintained Problem Behaviors of Elementary School Students.** MACK D. BURKE, Shanna Hagan-Burke, and George Sugai (University of Oregon)

Monday, May 28

## # 282 Paper Session

5/28/2001

1:30 PM - 2:50 PM

St. Charles B

OBM

### **Integrating Performance Measurement Systems and Incentive Programs**

Chair: Richard W. Malott (Western Michigan University)

- **Individual Monetary Incentives: A Review of Difference Arrangements Between Performance and Pay.** ALYCE M. DICKINSON (Western Michigan University) and Barbara R. Bucklin (KeepSmart)
- **Designing and Managing a Total Performance System.** WILLIAM B. ABERNATHY (Abernathy & Associates)
- **Balancing Scores: Development and Implementation of Academic Scorecards.** HORACIO ROMAN, Kristen Maglieri, and Ramona Houmanfar (University of Nevada, Reno)

## # 283 Symposium

5/28/2001

1:30 PM - 2:50 PM

Esplanade B

TPC

### **Investigating Variables that Affect Treatment Integrity (*Data based presentation*)**

Chair: T. Steuart Watson (Mississippi State University)

- **Treatment Acceptability Ratings of Interventions Using Behavioral vs. Non-Behavioral Terminology.** STEPHANIE SMITH, Lorrie Howell, Kevin Armstrong, and T. Steuart Watson (Mississippi State University), and Christopher Skinner (University of TN, Knoxville)
- **Evaluating Treatment Acceptability and Treatment Integrity of an Intervention Stated in Behavioral vs. Non-Behavioral Terms.** LORRIE HOWELL, Stephanie Smith, T. Steuart Watson, and Kevin Armstrong (Mississippi State University), and Christopher Skinner (University of TN, Knoxville)
- **The Relationship Between Ratings of Potential Effectiveness and Treatment Integrity.** STEPHANIE SMITH, Lorrie Howell, T. Steuart Watson, and Kevin Armstrong (Mississippi State University), and Christopher Skinner (University of TN - Knoxville)
- **Using Direct Behavioral Consultation to Increase Treatment Integrity.** STEPHANIE SMITH, Lorrie Howell, and T. Steuart Watson (Mississippi State University)

## # 284 Symposium

5/28/2001

1:30 PM - 2:50 PM

St. Charles A

OBM

### **Organizational Behavior Management for Safety and Work Quality (*Data based presentation*)**

Chair: E. Scott Geller (Virginia Institute of Technology)

Discussant: Thomas E. Boyce (University of Nevada, Reno)

- **The Impact of a Safe Driving Competition on Winners and Non-Winners.** TIMOTHY D. LUDWIG and Shelly Perret-Gentil (Appalachian State University)
- **Measuring Propensity to Participate in Behavioral Safety: A Culture Assessment at Six Mining Operations.** JEFFREY S. HICKMAN, Kent E. Glindemann, and E. Scott Geller (Virginia Institute of Technology)
- **Managing Quality in Industry Through an Adapted Incentive Program With Tiered Goals and Feedback.** MELODIE BATEMAN and Timothy D. Ludwig (Appalachian State University)

## # 285 Symposium

5/28/2001

1:30 PM - 2:50 PM

Cabildo C

CSE

### **Philosophical, Conceptual and Methodological Integrity in Cultural and Organizational Change**

Chair: Janet Ellis (University of North Texas)

Discussant: Donald Tosti (Vangard Consulting)

- **Units of Selection in Organic, Behavioral and Cultural Domains.** SIGRID S. GLENN (University of North Texas) and Maria E. Malott (Malott & Associates)
- **Synergism of Behavioral Units: Are Metacontingencies Greater Than the Sum of Contingencies?** MARIA E. MALOTT (Malott & Associates) and Sigrid S. Glenn (University of North Texas)
- **Creating Environments to Support Worthy Performance.** DALE M. BRETHOWER (Western Michigan University)

Monday, May 28

## # 286 International Symposium

5/28/2001

1:30 PM - 2:50 PM

Poydras B

OTH

### **Practical Applications of Verbal Behavior Research (*Data based presentation*)**

Chair: Gladys Williams (Applied Behavioral Consultant Services)

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

- **Practical Findings derived from the Relationship Between Echolalia and the Intraverbal Behavior.** GLADYS WILLIAMS, Jennie Keller, and Jesús Saiz-Gaidós (Applied Behavioral Consultant Services), Graciela Gómez-Tolosa (Centro de Educación Personalizada), Luis Antonio Pérez-González (University of Oviedo), and Matthew Howarth (Columbia University)
- **Overcoming the Primacy and Recency Effect to Improve Listener Behavior in Children With Autism.** GLADYS WILLIAMS, Jennie Keller, Jesús Saiz-Gaidós, and Marisol Rodriguez-Perez (Applied Behavioral Consultant Services), Phillip Choo and Robin Nuzzolo-Gómez (David Gregory School), Samantha Medina (Fundación Unicornio), and Luis Antonio Pérez-González (University of Oviedo)
- **The Relationship of the Autoclitic Behavior and the Skill to Ask Questions.** Gladys Williams and Jennie Keller (Applied Behavioral Consultant Services), MANDY LEONARD and Robin Nuzzolo-Gómez (David Gregory School), and Kim Vogt

## # 287 Symposium

5/28/2001

1:30 PM - 2:50 PM

Prytania

EDC

### **The Competent Learner Model: Outcomes and Training for Others (*Data based presentation*)**

Chair: Dan Hursh (West Virginia University)

Discussant: Beth Sulzer-Azaroff (President, The Browns Group of Naples)

- **Developing Competent Learners: Case Study Data.** VICCI TUCCI (Tucci Educational Systems)
- **Efficiencies of Computer-Video Interactive Training.** DAN HURSH, Andrew Katayama, and Neal Shambaugh (West Virginia University), and Richard Laitinen (Center for Autism and Related Disorders)
- **Performance Outcomes of CLM Course of Study Units.** G. ROY MAYER (California State University, Los Angeles)

## # 288 Symposium

5/28/2001

1:30 PM - 2:50 PM

Esplanade C

CBM

### **The Role of Establishing Operations in the Occurrence of Problem Behavior: Implications for Analysis and Intervention (*Data based presentation*)**

Chair: Jennifer McComas (University of Minnesota)

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

- **An Analysis of Pre-Session Attention on Attention-Maintained Destructive Behavior: The Effects of Establishing Operations.** JENNIFER J. MCCOMAS, Andrea Thompson, and LeAnne Johnson (University of Minnesota)
- **The Effects of Competing Stimuli on Functional Analysis Results.** WENDY K. BERG, David P. Wacker, Jay Harding, and Anjali Barretto (University of Iowa)
- **An Analysis of the Temporal Distribution of Problem Behavior.** ANJALI BARRETTO, David P. Wacker, Jay Harding, Wendy Berg, and Saidy Waight (University of Iowa)

## # 289 Symposium

5/28/2001

1:30 PM - 2:50 PM

Loyola B

DDA

### **The Use of Contingent Skin Shock to Treat Severe Maladaptive Behaviors (*Data based presentation*)**

Chair: Ogden Lindsley (Behavior Research Company)

Discussant: Ogden Lindsley (Behavior Research Company)

- **Long-Term Effectiveness of Contingent Shock for Severe Self-Injurious Behavior.** PEITER DUKER and Daniel Seys (University of Nijmegen)
- **Multiple Considerations in the Long-Term Treatment of Self-Injurious Behavior With Contingent Electric Shock.** HEIDI REICHENBACH (Fairfield County Board of Mental Retardation) and Thomas Linscheid (Ohio State University)
- **The Use of Electrical Stimulation for Behavioral Treatment at the Judge Rotenberg Center (JRC).** MATTHEW ISRAEL, Robert von Heyn, and Robert Worsham (Judge Rotenberg Educational Center)

Monday, May 28

## # 290 Symposium

5/28/2001

1:30 PM - 2:50 PM

Loyola A

DDA

### **Using NCR and Establishing Operations in Behavioral Interventions (*Data based presentation*)**

Chair: Joel Ringdahl (University of Iowa)

Discussant: Timothy Vollmer (University of Florida)

- **Manipulating Establishing Operations to Test for Stimulus Control During Mand Training.** ANIBAL GUTIERREZ, Timothy Vollmer, Claudia Dosier, John Borrero, Jason Bourret, and Dana Gadaire (University of Florida)
- **Inverse Effects of Noncontingent Reinforcement on Aberrant and Adaptive Behavior.** GINA SGRO, Henry Roane, and Wayne Fisher (The Marcus Institute)
- **The Impact of Combined Fixed-Time and Contingent Schedules of Negative Reinforcement.** GREGORY REED, Joel Ringdahl, David Wacker, Anjali Barretto, and Nathan Call (University of Iowa)

## # 291 Panel Discussion

5/28/2001

1:30 PM - 2:50 PM

Toulouse

CBM

### **Using the DSM IV as an Aide to Designing Behavioral Interventions**

Chair: Bobby Newman (AMAC)

- BOBBY NEWMAN (AMAC)
- FRANK CICERO (Eden II Programs)
- RANDY HOROWITZ (Genesis School)
- DENISE LORELLI (Eden II Programs)

## # 292 Paper Session

5/28/2001

2:30 PM - 3:20 PM

Poydras A

BPH

### **Current Trends in Drug Tolerance Research**

Chair: Amy L. Odum (University of New Hampshire)

- **Effects of Cocaine on Locomotor Activity When Consequences are Arranged for Other Behavior.** JONATHAN PINKSTON and Marc N. Branch (University of Florida)
- **Tolerance to the Effects of Cocaine Upon FR Responding With Equal and Unequal Unit Price.** JIN HO YOON and Marc N. Branch (University of Florida)



### # 293 Paper Session

5/28/2001

2:30 PM - 3:20 PM

Regency H

EAB

#### EAB I

Chair: Brian J. Cowley (Northeastern State University)

- **The Generalization of Hierarchical Response Classes to Novel Stimulus Conditions.** BRIAN J. COWLEY and Zachary P. Shoemaker (Northeastern State University)
- **Contrast and Induction: Crossing the Line With 1% Sucrose Reinforcement.** JEFFREY N. WEATHERLY, Patricia L. Moulton, and Brent King (University of North Dakota)

### # 294 Paper Session

5/28/2001

2:30 PM - 3:20 PM

Regency F

EAB

#### Temporal Control I

Chair: Susan Wilczynski (University of Southern Mississippi)

- **Testing Timing Theories in a Time-Place Learning Task.** ARMANDO MACHADO, Matthew T. Sitomer, and Richard G. Keen (Indiana University)
- **Temporal Generalization and Peak Shift.** LEWIS BIZO (University of Southampton)

### # 295 Panel Discussion

5/28/2001

2:30 PM - 3:50 PM

Regency G

EAB

#### Student Research Forum

Chair: Claudia Cardinal (Temple University)

- MATTHEW SITOMER (Indiana University)
- THOMAS J. WALTZ (Temple University)
- MEGAN E. MEGINLEY (West Virginia University)
- MATTHEW E. ANDRZEJEWSKI (Temple University)

Monday, May 28

### # 296 Paper Session

5/28/2001

3:00 PM - 3:50 PM

Regency B

AUT

#### **Behavior Analytic Approaches to Social Skills for Children With Autism**

Chair: Alex Dominguez (Alex Dominguez & Associates)

- **Trapping Social Behavior: A Review of Research.** KRISTIN GUDMUNSDOTTIR and Shahla Ala'i-Rosales (University of North Texas), and James Sherman (University of Kansas)
- **The Importance of Incorporating Play into ABA Treatments of Autistic Children.** EFROSINI KALYVA (City Liberal Studies)

### # 297 International Panel Discussion

5/28/2001

3:00 PM - 3:50 PM

Esplanade B

TPC

#### **How Operant Variability Contributes to the Conditioning of Operants: Basic Research, Applied Research, and Practical Application**

Chair: Maria Helena Hunziker (University of Sao Paulo)

- GARY WILKES (Click & Treat Training Products)
- BRUCE BLUMBERG (Massachusetts Institute of Technology Media Lab)
- ALLEN NEURINGER (Reed College)

### # 298 International Paper Session

5/28/2001

3:00 PM - 4:20 PM

Cabildo B

DEV

#### **Applied Behavior Analysis**

Chair: Patrice Marie Miller (Salem State College)

- **An Infant and Preschooler Intelligence Test: Why Would Behavior Analysts Develop That?** C. MERLE JOHNSON and Sharon Bradley-Johnson (Central Michigan University)
- **Applying Principles of Behavioral Treatment to a Psychogeriatric Population: Challenges and Adaptions.** ANDREW L. HECK, Robin C. Tucker, Linda M. Dougherty, and Patricia Talbot (Piedmont Geriatric Hospital)
- **A New Approach to Systematic Desensitization: A Preliminary Study of Individual Cases.** ANDREE FLEMING-HOLLAND (University of Veracruz)

## # 299 Symposium

5/28/2001

3:00 PM - 4:20 PM

Loyola A

DDA

### **Applied Behavior Analysis in Early Childhood Special Education (*Data based presentation*)**

Chair: Melissa Olive (University of Texas, Austin)

Discussant: Pat Ghezzi (University of Nevada, Reno)

- **Functional Communication Training: Assessing the Effects of Extinction on Generalization.** MELISSA OLIVE (University of Texas, Austin)
- **Potty Training a 6-Year-Old Girl With Autism.** STASITAYLOR (University of Nevada, Reno)
- **Involving Early Childhood Special Education Teachers in Research.** JENNIFER SHAW, Melissa Olive, and Atoya Shaw (University of Texas, Austin), and Marina Conner and Margaret Burns (University of Nevada, Reno)

## # 300 Symposium

5/28/2001

3:00 PM - 4:20 PM

Cabildo A

DDA

### **Assuring Quality of Behavior Analytic Products in an Applied Setting (*Data based presentation*)**

Chair: Martin Pollack (Southbury Training School)

Discussant: Sam Deitz (Texas Christian University)

- **Facilitating Quality: An Instrument to Assure Standards of Practice for Written Assessments, Program, and Data Analysis.** MARTIN J. POLLACK, Ingo Bergsteinsson, Gregory Bertsch, Stephen Eversole, and John Hampel (Southbury Training School)
- **Are We Consistent? Inter-Rater Agreement on QA Instruments.** GREGORY BERTSCH (Southbury Training School), Ingo Bergsteinsson (Southbury Training School), Stephen Eversole (Southbury Training School), Martin J. Pollack (Southbury Training School)
- **Evaluating Outcome: Analysis of Behavior Change in a QA Environment.** KIMBERLI TREADWELL, Ingo Bergsteinsson, Gregory Bertsch, Stephen Eversole, John Hampel, and Martin J. Pollack (Southbury Training School)

Monday, May 28

### # 301 Symposium

5/28/2001

3:00 PM - 4:20 PM

Loyola B

DDA

#### **Behavior Analysis in Community Settings: Overcoming Challenges (*Data based presentation*)**

Chair: Michael Shea (Bucks County Intermediate Unit #22)

Discussant: Stephanie Peck (Montezuma Creek Elementary School)

- **Linking Descriptive Analysis to Treatment.** KELLY KATE MCEL RATH and Michael Shea (Bucks County Intermediate Unit #22), and Joseph Lalli, Jessica Fortunato, and Brian Berry (Holy Family College)
- **A Group Functional Analyses Across Three Children With Fetal Alcohol Syndrome.** MEGHAN ALMEIDA, Brandy Hundhammer, and K. Mark Derk y (Gonzaga University)
- **A Behavior Analytic Approach to Education.** THOMAS BARNES (Council Rock School District)

### # 302 Paper Session

5/28/2001

3:00 PM - 4:20 PM

Cabildo C

CSE

#### **Behavioral Innovation in Service Delivery**

Chair: David A. Coleman, Jr. (Center for Children's Services)

#### **Applied Behavior Analysis in Social Service Settings**

DAVID A. COLEMAN, JR. (Center for Children's Services)

- **Crisis Management and Variables that Effect Safety, Dignity and Effectiveness.** NEAL N. FLEISIG (Professional Crisis Management Association)
- **Functional Engagement: A Conceptual Overview.** CARLOS GONZALEZ DE LA HOZ, Tim Cripps, and Kimberly Marso (West Tennessee Regional Office)

### # 303 Panel Discussion

5/28/2001

3:00 PM - 4:20 PM

Poydras B

OTH

#### **Careers in Under-Represented Areas of Behavior Analysis: Behavioral Pharmacology, Behavioral Toxicology, Human Development, Clinical and School Psychology**

Chair: Erin Rasmussen (Auburn University)

- GREGORY MADDEN (University of Wisconsin-Eau Claire)
- M. CHRISTOPHER NEWLAND (Auburn University)
- MARTHA PELAEZ (Florida International University)
- JODI POLAHA (Munroe-Meyer Institute)

### # 305 Symposium

5/28/2001

3:00 PM - 4:20 PM

Gentilly

EDC

#### **Evaluate Learning Efficiency to Design Learning Efficient Programs (*Data based presentation*)**

Chair: Guy Bruce (Aubrey Daniels & Associates)

Discussant: Julie Vargas (West Virginia University)

- **Evaluating Instructional Efficiency for Learners With Autism.** MICHAEL A. FABRIZIO and Alison L. Moors (Fabrizio/Moors Consulting)
- **Using Learner Performance to Improve a Web-Based Beginning Reading Program Authors and Affiliations.** KENT R. JOHNSON, Eric Carlson, and Janet Twyman (Headsprout)
- **Evaluate Learning Efficiency to Design Efficient Learning Programs.** GUY BRUCE (Aubrey Daniels & Associates)

### # 306 Panel Discussion

5/28/2001

3:00 PM - 4:20 PM

Regency A

AUT

#### **Expanding Traditional Discrete Trial Instruction Programs to Include Broader Applications of Applied Behavior Analysis**

Chair: Mary Jane Weiss (Rutgers Autism Program)

- MATT BOWMAN (Rutgers Autism Program)
- NOEL NELSON (Rutgers Autism Program)
- KENDRA PEACOCK (Rutgers Autism Program)
- JACQUELINE WRIGHT (Rutgers Autism Program)

### # 307 Symposium

5/28/2001

3:00 PM - 4:20 PM

Delgado

EDC

#### **Experimental Analyses of Reinforcer Dimensions in School Settings (*Data based presentation*)**

Chair: Brian K. Martens (Syracuse University)

Discussant: John Northup (Louisiana State University)

- **Relative Problem Completion Rates During Independent Seatwork: Completion Rates Operate Like Rates of Reinforcement.** CHRISTOPHER H. SKINNER, Donna Teeple, Christine Neddenriep, and Amy L. Skinner (University of Tennessee), and Gary L. Cates (Mississippi State University)

- **Using Student Input to Identify Establishing Operations.** LEE KERN, Claire Choutka, and Kristin Starosta (Lehigh University)
- **Reinforcement History Effects on Student's Choice of Math Problems.** BRIAN K. MARTENS, Alexandra Hilt, Laura R. Needham, James R. Sutterer, Carlos J. Panahon, and Amanda L. Lannie (Syracuse University)

#### # 308 Panel Discussion

5/28/2001

3:00 PM - 4:20 PM

Regency C

AUT

#### **First Person Accounts of Raising a Child With Autism: Issues and Considerations for Behavior Analysts**

Chair: Adrienne Horowitz (Eden II Programs)

- SANDRA L. HARRIS (Rutgers, The State University of New Jersey)
- MARISSA BENNETT (Parent/Association for Science in Autism Treatment)
- KATHY MANNION (Parent/Association for Science in Autism Treatment)
- RACHEL TURKIEW (Parent)

#### # 309 Paper Session

5/28/2001

3:00 PM - 4:20 PM

St. Charles B

OBM

#### **New Directions in Performance Management**

Chair: Cristin Harrison (University of Nevada, Reno)

- **Commercializing Innovative Products via Virtual Companies: Some Behavioral Considerations.** MARK ALAVOSIUS (EduSafe)
- **Performance Technology, the Wave of the Future.** DON TOSTI (Vanguard Consulting)
- **Gossip and Organizational Effectiveness.** RAMONA HOUMANFAR and Rebecca Johnson (University of Nevada, Reno), and Michael Clayton (State University of New York)

### # 310 Symposium

5/28/2001

3:00 PM - 4:20 PM

Prytania

EDC

#### **Tactics for Increasing Academic Responding: Repeated Readings, Error Correction, and Performance Feedback (*Data based presentation*)**

Chair: Scott P. Ardoyn (Syracuse University)

Discussant: John M. Hintze (University of Massachusetts at Amherst)

- **The Effects of Error Correction on Spanish Spelling Word Accuracy.** PHILLIP J. BELFIORE and Maria Alvarado-Gomez (Mercyhurst College)
- **Examining a Means of Increasing the Generalization of Repeated Reading Interventions.** Tanya L. Eckert, SCOTT P. ARDOIN, and Meredith M. Marmion (Syracuse University)
- **The Effects of Alternative Forms of Performance Feedback on Curriculum-Based Measurement in Reading.** ERIN K. DUNN and Tanya L. Eckert (Syracuse University)

### # 311 Panel Discussion

5/28/2001

3:00 PM - 4:20 PM

St. Charles A

OBM

#### **The Deductive Use of the Principle of Behavior: Conceptual, Academic, Consulting and Business Perspectives**

Chair: Brian L. Cole (Continuous Learning Group)

- BILL L. HOPKINS (Auburn University)
- JOHN AUSTIN (Western Michigan University)
- WILLIAM K. REDMON (Continuous Learning Group)
- JANE DOTY MACKENZIE (Chevron Corporation)

### # 312 Invited Event (available for ABA CEUs)

5/28/2001

3:00 PM - 4:20 PM

Esplanade C

CBM

#### **The Role of Private Events in Clinical Behavior Analytic Approaches**

Chair: David Greenway (University of Louisiana at Lafayette)

- STEVE HAYES (University of Nevada, Reno)
- MICHAEL DOUGHER (University of New Mexico)
- ROBERT HAWKINS (University of West Virginia)
- PHILIP HINELINE (Temple University)

Monday, May 28

**Abstract:** A substantial portion of psychotherapy involves interaction with clients regarding their thinking and feeling. A more refined understanding of the relationship between private events and other behavior may result in more effective clinical approaches. Behavior analysis accepts private events as a legitimate and important area of study. However, the field has suffered from a paucity of research in this area until recently. New knowledge in the areas of rule-governed behavior, derived stimulus relations, and establishing operations have implications for the role of private events in the ongoing flow of behavior of the individual, and in verbal interactions with others. The proposed panel discussion will address the implications of recent findings in behavior analytic research regarding the role of private events in clinical approaches.



**Dr. Dougner** received his undergraduate degree in psychology from UCLA in 1974 and his Ph.D. in clinical and experimental psychology from the University of Illinois at Chicago in 1980. Since then, he has been at the University of New Mexico where he holds the title of Presidential Professor and serves as chair of the Department of Psychology. He has served on the editorial of the *Journal of the Experimental Analysis of Behavior*, *The Behavior Analyst*, and the *Analysis of Verbal Behavior*. His main areas of research are in the areas of stimulus equivalence/relational responding and clinical behavior analysis.



**Dr. Hawkins** is a professor emeritus of psychology at West Virginia University. After earning his Ph.D. at the University of Pittsburgh he taught at the University of Washington, held a postdoctoral research fellowship at the University of Kansas, and then taught at Western Michigan University before moving to WVU. He has been involved in applied behavior analysis for over 35 years—specializing in child/family clinical issues—and is a Fellow of American Psychological Association (and, before retiring, of the American Psychological Society and American Association of Applied and Preventive Psychology). In addition to dozens of articles and chapters, he has authored or edited seven books, the latest of which is about getting and using data in clinical and school practice and was written with Judith Mathews

and Laureen Hamdan. He has served on the editorial boards of several behavioral journals and still serves on two such boards, although golf, raising bonsai, and involvement in community affairs are interfering increasingly with such activity. During his years at WVU, the university gave him the Benedum Distinguished Scholar award and the Heebink Award for outstanding service to the state.





**Dr. Hayes** is Nevada Foundation Professor and Chair of the Department of Psychology at the University of Nevada. An author of twenty books and more than 275 scientific articles, his career has focused on an analysis of the nature of human language and cognition and the application of this to the understanding and alleviation of human suffering. In 1992 he was listed by the Institute for Scientific Information as the 30<sup>th</sup> "highest impact" psychologist in the world during 1986-1990 based on the citation impact of his writings. Dr. Hayes has been President of Division 25 of the American Psychological Association, of the American Association of Applied and Preventive Psychology, and of the Association for Advancement of Behavior Therapy. He was the first Secretary-

Treasurer of the American Psychological Society, and is currently co-chair of the Practice Guidelines Coalition. This summer he received the Don F. Hake Award for Exemplary Contributions to Basic Research and Its Application from Division 25 of the American Psychological Association.



**Dr. Hineline** completed his B.A. at Hamilton College and a Ph.D. at Harvard University. He then spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. He has served as Editor and as Review Editor for the *Journal of the Experimental Analysis of Behavior*, and as President of ABA as well as Division 25 of APA. His research began in the study of warm-up effects in avoidance, and led to analyses of behavior in relation to its long-term vs. its more immediate consequences. This has evolved into a focus on behavioral process more generally, as extended in time. Additional interests include the relationships between what people say and what they otherwise do, as well as the distinctive

characteristics of explanatory language, especially as they contribute to behavior analysis being viewed as controversial.

5/28/2001  
3:30 PM - 4:20 PM  
Regency E  
EAB

### **Avoidance Behavior Provides Its Own Reinforcing Stimuli**

Chair: Murray Sidman (New England Center for Children)

JAMES A. DINSMOOR (Indiana University)



The traditional two-factor explanation of avoidance learning rests on the observation that behavior a) that turns off stimuli b) previously or currently paired with electric shock— warning signals as conditioned aversive stimuli— is thereby reinforced. An extension of the traditional two-factor explanation notes that behavior that produces stimuli negatively or inversely correlated with the shock— safety signals as conditioned reinforcers— is likewise reinforced. Because the stimulation inherently generated by any response that prevents, postpones, or reduces the severity of impending shocks is thereby paired with the absence of shock, this feedback automatically becomes a safety signal and reinforces that response.

**Dr. Dinsmoor** received his doctoral degree from the Faculty of Pure Science at Columbia University in 1949. His dissertation was supervised by Fred S. Keller and W. N. Schoenfeld. After teaching at Columbia from 1946 to 1951, he was invited to join the faculty at Indiana University, where he remained until his retirement in 1986. He has served at various times as President of the Society for the Experimental Analysis of Behavior, the Midwestern Psychological Association, and Division 25 (Experimental Analysis of Behavior) of the American Psychological Association. His research interests include stimulus control, conditioned reinforcement, chaining, escape, avoidance, and punishment.

5/28/2001

3:30 PM - 4:20 PM

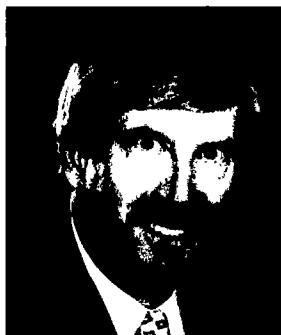
Poydras A

BPH

### Characterizing the Effects of Drugs of Abuse on Learning and Memory

Chair: Christine Hughes (University of North Carolina at Wilmington)

JOSEPH M. MOERSCHBAECHER, III (LSU Health Sciences Center, New Orleans)



**Abstract:** The technique of repeated acquisition has been widely used in the characterization of drug effects on complex behavioral processes in both animals and humans. It has been demonstrated that these procedures are exquisitely sensitive to the effects of drugs in several ways. First, selective drug effects on the rate of responding versus the accuracy of responding have been demonstrated. Second, differential drug effects on the learning versus the performance of discriminations have also been demonstrated. Third, studies using this technique have revealed that learning is differentially sensitive to various classes of drugs. The technique has also been used to characterize both anterograde and retrograde amnesic effects of drugs and how drugs

within different classes alter memory processes. In summary, repeated acquisition techniques can be used to generate a profile of a drug in terms of how it alters various behavioral processes such as learning, memory and the performance of complex discriminations. Such information is significant in terms of both the rational therapeutic use of drugs and the clinical management of the drug abuser.

**After completing** his Ph.D. at American University in 1975, Dr. Moerschbaecher worked at the Naval Medical Research Institute, Georgetown University, and Abbott Laboratories. Dr. Moerschbaecher currently is a Professor in the Department of Pharmacology and Experimental Therapeutics at Louisiana State University Health Sciences Center - New Orleans. He also is the Vice Chancellor for Academic Affairs and Dean of Graduate Studies. Dr. Moerschbaecher has a very productive career in the area of drug effects on learning and memory; he is a pioneer in utilizing the repeated-acquisitions procedure to investigate these effects. His research has been continuously funded by NIH since 1976. Dr. Moerschbaecher has published over 60 articles and book chapters in the field of behavioral pharmacology.

### # 315 International Paper Session

5/28/2001

3:30 PM - 4:20 PM

Regency F

EAB

#### Temporal Control II

Chair: Carlos Aparicio (Universidad de Guadalajara)

- **A Cross-Species Study in Behavioral Timing.** MIRARIELCORO (Universidad Central de Venezuela)
- **The Relationship Between Adjunctive Behavior and Response Cost.** CARLOS F. APARICIO (Universidad de Guadalajara, CEIC)

### # 316 Paper Session

5/28/2001

3:30 PM - 4:20 PM

Regency H

EAB

#### Time-Out

Chair: James Kopp (University of Texas at Arlington)

- **Time-Out as Adjunctive Reinforcement in Rats and Humans.** JAMES KOPP (University of Texas at Arlington)
- **A Conceptual and Empirical Analysis of Timeout in Basic Research: Emphasizing the Prevailing Contingencies.** STEPHEN HAWORTH and Frans van Haaren (University of Florida)

### # 317 Special Event *(available for ABA CEUs)*

5/28/2001

4:30 PM - 5:30 PM

Regency D & E

#### Presidential Address "The Stitching and the Unstitching: What Can Behavior Analysis Have to Say About Creativity?"

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

M. JACKSON MARR (Georgia Institute of Technology)



**Abstract:** Traditional critics of behaviorism and behavior analysis have emphasized that these approaches cannot deal with creative achievements in the arts or sciences, or even in ordinary speech. This address explores several lines of research and conceptual issues from different sources in an effort to refute this claim. The emphasis will be on scientific and mathematical creativity. Some of the topics to be considered include the role of special practice and manipulation, conditions for development of automaticity, the interplay of contingency-controlled and rule-governed behavior, modeling, abstraction, intuition, the blending of response units, and emergent behavior. Limitations of a behavioral account are also considered.

**Dr. M. Jackson Marr** received a Ph.D. in experimental psychology with a minor in physiology from the University of North Carolina at Chapel Hill in 1966. He is Professor of Psychology at Georgia Institute of Technology where he teaches courses in the experimental analysis of behavior, physiology and behavior, behavioral pharmacology, and statistics. He is President of Division 25 (Behavior Analysis) of the American Psychological Association, President-Elect of the Association for Behavior Analysis, and Review Editor of the *Journal of the Experimental Analysis of Behavior*. He has served as Associate Editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, and was the Experimental Representative to the Executive Council of the Association for Behavior Analysis. His recent research interests include the development of instructional systems for teaching engineering physics, dynamical systems theory, behavior analysis at Zoo Atlanta, assessment methods for engineering and science education, and conceptual issues in behavior analysis.

#### # 318 Poster Session

5/28/2001

5:30 PM - 7:00 PM

French Market

AUT

1. **Comparison and Use of Descriptive and Experimental Analyses of Problem Behavior for a Child With Autism in an Inclusive Classroom.** (*Data based poster*) JULIE M. CAPASSO, Melissa N. Hale, Jennifer M. Asmus, Maureen A. Conroy, Claudia L. Dozier, and Kyle D. Bassett (University of Florida)
2. **Comparison of Functional Assessment Instruments for Children Diagnosed With Autism Included in General Education.** (*Data based poster*) ANDREA CHATT, Maureen Conroy, Jennifer Asmus, and Carrie Wright (University of Florida), and Gregory Valcante (Center for Autism and Related Disabilities)
3. **Are Ritualistic Behaviors Being Neglected by Researchers: A Quantitative Review of the Literature on Autism.** (*Data based poster*) LINDA LEBLANC, Foran Heather, Andy Willette, and Michael McKinley (Western Michigan University)
4. **The Relation of Density of Reinforcement to Problem Behaviors and Accuracy of Responding in an Autistic Child.** (*Data based poster*) EINAR THOR INGVARSSON and Jesus Rosales-Ruiz (University of North Texas)
5. **Increasing Compliance With Functional Communication Training.** (*Data based poster*) KRISTIN VESPE, Brett DiNovi, and Monique McCain (Bancroft NeuroHealth)
6. **Reliability and Validity Studies of Functional Assessment Questionnaires With Children With Autism.** (*Data based poster*) CHRISTINA BEZDEK (Special School District) and Anthony J. Cuvo (Southern Illinois University)
7. **A Proposed Tool for the Assessment of Attention Motivated Behaviors.** (*Data based poster*) HEATHER JENNETT, Audrey Halpern, and Beth Glasberg (Douglass Developmental Disabilities Center, Rutgers University)
8. **Functional Analysis and Treatment of Pica.** (*Data based poster*) Heather Frugoli, Susan Langer, D. Daniel Gould, and Anna Towne (New England Center for Children)
9. **Differential Reinforcement of Lower Rates of Behavior (DRL) in the Treatment of Problem Behaviors in a School Setting.** (*Data based poster*) JANE BARBIN, Yvonne Yeboah, and Kacey Sistare (Ivymount Autism Program)

10. **Measuring Stereotypy of Short, Medium, and Long Episode Lengths.** (*Data based poster*) NICOLE GARDENIER and Rebecca MacDonald (New England Center for Children)
11. **The Effects of Modeling and Graduated Exposure on Increasing Acceptance and Decreasing Refusals of Skin Care Products.** (*Data based poster*) ELLYN SOUTH and Shahla Ala'i-Rosales (University of North Texas)
12. **Determining Prevalence and Effective Intervention for Medical-Related Fears in Children With Autism and Developmental Disabilities.** (*Data based poster*) JENNIFER GILLIS and Raymond G. Romanczyk (SUNY at Binghamton), and Tammy R. Hammond (Binghamton University)
13. **A Pilot Investigation: A New Perspective on Outpatient Behavioral Treatment for Children Diagnosed With Autism.** (*Data based poster*) JILL LA CLAIR and Christine Accardo (Kennedy Krieger Institute)
14. **Functional Communication Training for the Treatment of Multiply Maintained Aggression.** (*Data based poster*) SHANNON L. EIDMAN and Jennifer Henry (Kennedy Krieger Institute), and Julia T. O'Connor (Johns Hopkins University School of Medicine)
15. **Assessment of Preferences for Staff Members by Children With Autism.** (*Data based poster*) RON LEE, Adrienne Robuck, and Peter Sturmey (Queens College, City University of New York)
16. **The Effects of Using Differential Reinforcement of Alternate Behaviors (DRA) on Autistic Self-Stimulatory Behaviors.** (*Data based poster*) MADELAINE CALLIOU, Jamie Saxon, Chris Ninness, Glen McCuller, and Robin Rumph (Stephen F. Austin State University)

# 319 International Poster Session
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5/28/2001

5:30 PM - 7:00 PM

French Market

CBM

17. **Functional Analysis as a Guide in Individualizing a Token Economy for a Disruptive Adolescent.** (*Data based poster*) CLINT FIELD, Heather Nash, Rachael Worth, and Dennis Vollmer (Father Flanagan's Boys' Home)
18. **Effects of an Asthma Education and Self-Management Program in Increasing Asthma Medication Adherence in Adults.** (*Data based poster*) HEIDI HILLMAN (University of Kansas) and Charalambos Cleanthous (Eastern Washington University)
19. **Increasing Compliance With Multiple Medical Demands in a Pediatric Patient With Cystic Fibrosis.** (*Data based poster*) Adrianna Imari, VANESSA TOWNSEND, Tanya Diver, and Keith Slifer (Kennedy Krieger Institute)
20. **Increasing Child Cooperation and Coping With Rehabilitation Therapies.** (*Data based poster*) ALISA BAHIL, Adrianna Amari, Keith J. Slifer and Kelly Lowery (Kennedy Krieger Institute)
21. **Increasing Compliance With a Breathing Treatment Using Noncontingent Reinforcement and a Nonremoval Procedure.** (*Data based poster*) JENNIFER E. PRUSHAN, Jennifer E. Dawson, and Bart M. Sevin (Kennedy Krieger Institute)

22. **A Counterconditioning-Based Intervention for Child Behavioral Distress During Repeated Needle Sticks.** (*Data based poster*) KEITH J. SLIFER and Cindy L. Tucker (Kennedy Krieger Institute), and Stephanie E. Eischen, Lynnda M. Dahlquist, Suzane Busby, Wendy Sulc, and Lisa Hilley (University of Maryland Baltimore County)
23. **The Use of Differential Positive Reinforcement to Treat Medical Non-Compliance in a Pediatric Patient With Leukocyte Adhesion Deficiency.** (*Data based poster*) JO ANNE B. GORSKI, Alana Westbrook, and Keith J. Slifer (Kennedy Krieger Institute)
24. **Increasing Child Cooperation With Bi-Level Positive Airway Pressure (BPAP) After Brain Tumor Resection.** (*Data based poster*) LORI FALK, Adrianna Amari, Keith J. Slifer, Alana Westbrook, and Lisa Hilley (Kennedy Krieger Institute)
25. **Effects of a Self-Management Package on Increasing Condom Use in a College Population.** (*Data based poster*) SHANNON DUNCAN, Charalambos Cleanthous, Jamie Strang, and William Stowe (Eastern Washington University)
26. **Using a Self-Management Program to Modify Alcohol Use and Reduce High Risk Sexual Behaviors in a College Population.** (*Data based poster*) JAMIE STRANG, Charalambos Cleanthous, Shannon Duncan, and William Stowe (Eastern Washington University)
27. **Using Self-Management Techniques to Increase Sexual Communication and Condom Use in a College Population.** (*Data based poster*) WILLIAM STOWE, Charalambos Cleanthous, Jamie Strang, and Shannon Duncan (Eastern Washington University)
28. **The Shaping of Appropriate Sitting for Haircuts in a Child With Down's Syndrome.** (*Data based poster*) KAREN DITTMER (Munroe-Meyer Institute), Jodi Polaha (Munroe-Meyer Institute)
29. **An Interdisciplinary Model of Care for Persons With Mental Retardation Residing in a State Psychiatric Facility.** (*Data based poster*) BETHANY A. MARCUS, Donna K. Moore, Bernadette Spruill, and Richard Doyle (Central State Hospital), Ramakrishnan Shenoy (Southside Virginia Training Center)
30. **Behavioral Risk Factors Associated to HIV in Adolescents.** (*Data based poster*) SUSANA ROBLES, Diana Moreno, Ma de Lourdes Rodriguez, Beatriz Frias, Eugenio Diaz Gonzalez (Universidad Nacional Autonoma de Mexico-Campus Iztacala)
31. **Condoms: Use or Non Use, Reasons of Use or Non Use and Sexual Partners in Sero-Positive Patients.** (*Data based poster*) DIANA MORENO, Susana Robles, Ma de Lourdes Rodriguez, Eugenio Diaz Gonzalez, and Beatriz Frias (Universidad Nacional Autonoma de Mexico)



**# 320 International Poster Session**

5/28/2001

5:30 PM - 7:00 PM

French Market

CSE

32. **Assessment of the Publics' Perception of Environmental Enrichment at the Toledo Zoo. (*Data based poster*)** MICHELLE KENNEDY (Eastern Michigan University)
33. **A Collaborative After-School Tutorial Program for Urban Children. (*Data based poster*)** RALPH GARDNER, III, Shelli Frazier-Trotman, Tyrone Howard, Lenora Barnes, and Suha Al-Hasson (The Ohio State University)
34. **A Behavioral Approach to Increase Recycling Behavior: The Effect of Environmental Alteration and Prompts. (*Data based poster*)** SHEZEEN OAH, Byeong Hwa Yang, Boseong Hyeon, and Hye-Yeon Hwang (Department of Psychology, Chung-Ang University)
35. **The Effects of Providing Feedback and Opportunity to Choose Community Service Activities for Juveniles on Their Tardiness and Absenteeism. (*Data based poster*)** SHEZEEN OAH and Ji-Eun Hwang (Department of Psychology, Chung-Ang University)
36. **Increasing Free-Throw Percentage in Practice and Game Situations. (*Data based poster*)** MARK ADAMS (Applied Behavior Consultants) and Nathan Wenell (Marina Middle School)
37. **Controlling Variables of Successful Programs to Implement Litter Collection. (*Data based poster*)** LÍVIA MARIA DEMARCHI SANTOS (Catholic Pontificy University of São Paulo)
38. **Abnormal Behaviors in Hamsters: A Behavioral Economics View Upon Laboratory Animals Mishandling. (*Data based poster*)** CLAUDIO HERBERT NINA-E-SILVA, Luiz Carlos Nascimento-Junior, Lenny Francis Alvarenga, and Danyelee Lopes (Universidade Católica de Goiás)
39. **Effects of Attractiveness and Assertiveness on Motorist Yielding Behavior. (*Data based poster*)** JEFFREY VANWORMER (Winona State University)
40. **A Scale to Assess the Relation Between Condom Use Skills and Other Condom Related Variables. (*Data based poster*)** DANA F. LINDEMANN and Thomas A. Brigham (Washington State University)
41. **The Effects of Teaching on the Behavior of Peer Instructors. (*Data based poster*)** DANA F. LINDEMANN and Thomas A. Brigham (Washington State University)
42. **Stimulus Control and Propaganda: A Political Advertisement Analysis. (*Data based poster*)** VERONICA ECHAGUE (Catholic Pontificy University - Sao Paulo)
43. **Los Horcones: A Communal Experience Based on Radical Behaviorism.** Fernanda Caruso Ferreira and Nilza Micheletto (Pontifícia Universidade Católica de São Paulo)
44. **A University Reaches Out for Safety: Increasing the Impact of Community-Wide Interventions for Pedestrian Safety. (*Data based poster*)** KRISTEN A. MAGLIERI, Horacio Roman, Nealetta Houchins, Cristin Harrison, and Thomas E. Boyce (University of Nevada, Reno)



45. **Past, Present and Future of Behavior Analysis in Iceland.** INGIBJORG SVEINSDOTTIR (University of Maryland Baltimore County), Ragnar S. Ragnarsson (S-Iceland, Office of School Affairs), Gabriela Sigurdardottir (University of Iceland), Einar T. Ingvarsson and Kristin Gudmundsdottir (University of North Texas), Anna Ingeborg Petursdottir (Western Michigan University), Atli F. Magnusson (New England Center for Children), and Gudridur Adda Ragnarsdottir (Consultant, Private Practice)
46. **Teaching At-Risk Youth Sexual Education and Proper Condom Application.** (*Data based poster*) DANYL EPPERHEIMER and Brandon Greene (Project 12-Ways)
47. **Cultural Diversity in Behavior Analytic Graduate Programs.** (*Data based poster*) BETH ROSENWASSER and Joseph Cautilli (Temple University)
48. **Using Analog Functional Analysis Methodology to Assess Methylphenidate and Placebo Trials in Pre-School Children.** (*Data based poster*) SUSAN PERKINS-PARKS, Edward A. Toyer, Cheryl L. Knight, Nancy C. Grace, Gary Pace, and Paul Lipkin (Kennedy Krieger Institute)
49. **Evaluation of a Course Treating Multiethnic Groups to Reduce High-Risk Drinking and Sexual Behaviors.** (*Data based poster*) DUANE M. ISAVA, Ryan Sain, Colin M. Peeler, Thomas A. Brigham (Washington State University)

#### # 321 International Poster Session

5/28/2001

5:30 PM - 7:00 PM

French Market

DDA

50. **Evaluating Hassle Logs to Promote Pro-Social Behaviours in Adults With Developmental Disability in Home and Community Settings.** (*Data based poster*) WANDA L. SMITH, Leslie McKay, Karen Kish, Tom Francey, Tim Robson, and Tharian Oommen (Bethesda Community Services)
51. **The Use of Behavioral Relaxation Training to Treat Maladaptive Behavior in an Adolescent With Obsessive-Compulsive Disorder and Mental Retardation.** (*Data based poster*) TARA LIEBLEIN (Kennedy Krieger Institute) and Rebecca Mandal (Johns Hopkins University School of Medicine)
52. **Functional Assessment and Intervention for Pica.** (*Data based poster*) KRISTIN STAROSTA and Lee Kern (Centennial School of Lehigh University)
53. **Comparison of Living Unit, Snoezelen Room, and Outdoor Activities on Stereotypic and Engagement Behavior.** (*Data based poster*) MICHAEL MAY (Clover Bottom Developmental Center) and Anthony J. Cuvo (Southern Illinois University)
54. **Analysis of Stereotypic Behavior and Engagement Before, During, and After a Snoezelen Session With Individuals With Mental Retardation.** (*Data based poster*) TIFFANY M. POST and Michael E. May (Cloverbottom Developmental Center), and Anthony J. Cuvo (Southern Illinois University)
55. **Functional Assessment and Treatment of Chronic Thumb Sucking.** (*Data based poster*) SHERRY ELLINGSON (Caritas Peace Center) and Raymond Miltenberger (North Dakota State University)

56. **Bizarre Speech in a Hearing Impaired Individual: The Role of Social Attention.** (*Data based poster*) TRACEY E. GALLAGHER, Patrick R. Progar, Misty Simmons, Stephen S. Bruce, and Sean D. Casey (Bancroft NeuroHealth)
57. **An Evaluation of an Antecedent-Based Intervention to Promote Compliance With Daily Routines.** (*Data based poster*) SMRITI GOYAL, Damie Lannon, and Michele Severt (Bancroft NeuroHealth)
58. **Zone Vs. Man-to-Man: Comparison of Coverage With Residents With Dual Diagnoses.** (*Data based poster*) MICHAEL MAY (Clover Bottom Developmental Center) and Melissa J. Shirley (Columbus Medical Services)
59. **Positive Reinforcement and Environmental Manipulations to Decrease Aggressive Behavior in an Adult With Mental Retardation.** (*Data based poster*) JEWLON MORRIS, Iva Benson, and Gwen Martin (Richmond State School)
60. **Mediating Behavior Training for Aggressive Behavior.** (*Data based poster*) MARK CLINGAN (West Virginia University)
61. **Play Behavior in a Four-Year-Old Boy With Developmental Disabilities.** (*Data based poster*) Ann-Mari Halstadtrø, Monica Halstadtrø, and ERIK ARNTZEN (Akershus University College, Norway)
62. **Using Corrective Reading With Flashcards for a Student With Mental Retardation and Attention Deficit Hyperactivity Disorder.** (*Data based poster*) Jaime Hughes, Starr Olson, and BETTY FRY WILLIAMS (Whitworth College)
63. **Computer-Assisted Literacy Instruction: From Constructing Words to Writing Lists.** (*Data based poster*) JOSEPH VEDORA (Beacon Services) and Robert Stromer (Eunice Kennedy Shriver Center)
64. **The Effects of a Toilet Training Program for Children in a Residential Setting.** (*Data based poster*) RISTIN VESPE, Brett DiNovi, Brandi Petersen, and Melissa Hearn (Bancroft NeuroHealth)
65. **The Effectiveness of Token Reinforcement for Teaching Appropriate Behaviors to Children With Disabilities.** (*Data based poster*) SERIFE YUCESoy (Anadolu University)
67. **Self-Control in Children With Developmental Delays: Comparing Video Priming, Video Modeling and Progressive Delay Schedules of Reinforcement.** (*Data based poster*) ANNE CUMMINGS (Western Michigan University) and Mark Dixon (Southern Illinois University)
68. **Teaching Monetary Values Through Component-Matching and Constructed-Response to Mentally Retarded Adults.** (*Data based poster*) Rosana Rossit, Celso Goyos, and Marisa Nascimento, Priscila Araujo (Federal University of Sao Carlos)
69. **Targeting Wide Mouth Acceptance to Increase Oral Consumption of Solid Foods for a Child With Feeding Problems.** (*Data based poster*) CHRISTINE M. SANTANA, Markell L. Kelly, and Cathleen C. Piazza (The Marcus Institute)
70. **The Effects of Caloric Deprivation on Oral Intake and Emesis in Children With Feeding Disorders.** (*Data based poster*) MARKELL L. KELLY, Corrine A. Oschner, and Cathleen C. Piazza (The Marcus Institute)
71. **Effects of Noncontingent Reinforcement and Escape Extinction on the Acquisition of Cup Drinking in Children With Feeding Disorders.** (*Data based poster*) CHERYL MARTINEZ, Gary L. Cates, Faye Kim, and Cathleen C. Piazza (The Marcus Institute)

72. **An Evaluation of Differential Reinforcement and High-p Treatment to Increase Oral Intake for a Child With Feeding Disorders.** (*Data based poster*) ERNEST WHITMARSH, Rebecca E. Alley, Beth Bodner, and Cathleen C. Piazza (The Marcus Institute)
73. **Controlling Emesis in A Child With Feeding Problems by Systematically Evaluating Total Volume Consumption.** (*Data based poster*) LAURA S. SMITH, Meeta R. Patel, Valerie M. Volkert, James Sloane, TaWanda C. Jenkins, and Cathleen C. Piazza (The Marcus Institute)
74. **An Examination of a Fading Procedure to Increase Liquid Consumption in a Child With Feeding Problems.** (*Data based poster*) CORRINE A. OSCHNER, Markell L. Kelly, and Cathleen C. Piazza (The Marcus Institute)
75. **The Effects of Self-Feeding vs. Non-Self Feeding on Feeding Acquisition in Children With Feeding Problems.** (*Data based poster*) GARY L. CATES, Cheryl Martinez, Faye Kim, and Cathleen Piazza (The Marcus Institute)
76. **A Behavioral Economic Approach to Food Refusal: Assessing Texture and Volume.** (*Data based poster*) MERRILL BERKOWITZ and Wayne Fisher (The Marcus Institute)
77. **Use of a Multi-Component Treatment for Food Refusal.** (*Data based poster*) ARTHUR E. WILKE, SungWoo Kahng, and Jonathon Tarbox (Kennedy Krieger Institute)

# 322 International Poster Session
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5/28/2001

5:30 PM - 7:00 PM

French Market

EAB

78. **Induction When Upcoming Food-Pellet Reinforcers are Response Independent.** (*Data based poster*) JASON J. RITT and Jeffrey N. Weatherly (University of North Dakota)
79. **Longitudinal Analysis of Functional Assessment-Based Intervention Across School Years.** (*Data based poster*) PATRICIA LUTZ, Lee Kern, and Michael George (Centennial School of Lehigh University)
80. **Induction With Unsignaled Delays to Upcoming Food-Pellet Reinforcement.** (*Data based poster*) ERIN URAN, Brent King, and Jeffrey N. Weatherly (University of North Dakota)
81. **A Comparison Between Delay Discounting and Delay of Gratification in Rats.** (*Data based poster*) BRADY REYNOLDS and Ryan Schiffbauer (West Virginia University), Jerry Richards (University of New York at Buffalo)
82. **A Within-Subject Comparison of Real and Hypothetical Rewards in Delay Discounting Research.** (*Data based poster*) MATTHEW W. JOHNSON and Warren K. Bickel (University of Vermont)
83. **Differential Rates of Aggression in a Tangibles Condition: Effects of Antecedent Manipulation of Stimuli Preference.** (*Data based poster*) MICHAEL M. MUELLER, Susan Wilczynski, James W. Moore, Iantha Fusilier, and Dorothy Scattone (University of Southern Mississippi)

Monday, May 28

84. **Typing Performance of Human Participants Under a Fixed-Interval Schedule of Reinforcement as They Pronounce Consecutively- Versus Randomly-Ordered Numbers.** (*Data based poster*) DAPHNA EL-ROY and Nancy Hemmes (Queens College and The Graduate School of The City University of New York)
85. **Assessing Time Horizons via a Progressive-Ratio Schedule.** (*Data based poster*) TODD M. MYERS, Chad M. Galuska, and Michael Perone (West Virginia University)
86. **Free vs. Forced Choice in Patch Situations.** (*Data based poster*) NATE BLENKUSH (University of Wisconsin, Milwaukee)
87. **Sensitivity to Reinforcer Allocation Affected by Stay and Switch Scheduling.** JAMES MACDONALL (Fordham University)
88. **Behavioral Contrast in Rats at Low Rates of Reinforcement.** (*Data based poster*) ANNA CARLSON, Theodore A. Kostiuk, and James D. Dougan (Illinois Wesleyan University)
89. **Behavioral Enrichment using a "Puzzle Box" task in Captive Large Cats.** (*Data based poster*) K. EMILY BRAHMSTEDT and James D. Dougan (Illinois Wesleyan University)
90. **Factors that Affect Risk Taking in Probabilistic Choice in Children and College Students.** (*Data based poster*) PATRICIA KLITZING and John Chelonis (University of Arkansas at Little Rock)
91. **Assessing the Acquisition of Conditional Discriminations and the Stability of Equivalence Classes in Children.** (*Data based poster*) HOLLY SCHOMER, Stephanie Grabusky, Paula Kilpatrick, Carol Pilgrim, and Mark Galizio (University of North Carolina at Wilmington)
92. **The Spontaneously Hypertensive Rat (SHR) as a Model of ADHD: Parametric Manipulation of the Establishing Operation.** (*Data based poster*) MARIA R. RUIZ, Christeine Terry, Michelle Ennis, Carol Jones, and Julie Croce (Rollins College)
93. **Multiple Schedule Performance Differences Between Wistar Kyoto and Spontaneous Hypertensive Rats.** (*Data based poster*) CRISTINA VARGAS (Universidad Central de Venezuela) and Corina Jimenez (Universidad Católica Andrés Bello)
94. **Observational Learning and the Expansion of Equivalence Classes.** (*Data based poster*) Adriana Piccolo, Tales Lazarin, Gisele Porto, and Celso Goyos (Federal University of Sao Carlos)
95. **Olfactory Cues and Conditioned Satiety.** (*Data based poster*) KATY L. McCAIN, Megan L. Rettberg, Bethany Schoenbeck, and James D. Dougan (Illinois Wesleyan University)
96. **Does a History of Response-Independent Reinforcement Alter the Rate-Reducing Effects of Delayed Reinforcement?** (*Data based poster*) CHAD M. GALUSKA, Megan Meginley, and David W. Schaal (West Virginia University)
97. **Superstitious Behavior — of the Experimenter or of the Pigeon?** (*Data based poster*) CLAUDIA CARDINAL and Philip N. Hineline (Temple University)
98. **Adapting New Strategies to Equivalent Stimuli Class Formation Through the Use of Paper and Pencil.** (*Data based poster*) LEILA BAGAILOLO (PUC/SP - Laboratório de Psicologia Experimental)

99. **Transfer of Stimulus Control from a Visual Cue to an Auditory Cue in a Horse.** (*Data based poster*) PAULA MURPHY, Eddie Fernandez, and Jesus Rosales-Ruiz (University of North Texas)
100. **Training Appropriate Petting Zoo Behaviors in Three La Mancha Goats.** (*Data based poster*) PAULA MURPHY, Eddie Fernandez, Jill Scarbro, Dawn Schinman, Stephanie Topolovec, and Jesus Rosales-Ruiz (University of North Texas)
101. **Training Petting Zoo Sheep to Act Like Petting Zoo Sheep.** (*Data based poster*) EDDIE FERNANDEZ, Jill Scarbro, Bric Harris, Martin Ancona, and Jesus Rosales-Ruiz (University of North Texas)
102. **Memory Bias Effects of the Trained and Untrained Acquisition of Fear Elicitation.** (*Data based poster*) HEATHER PIERSON, Jennifer Harrington, Brandi Fink, Jessica Madrigal, Jon Courtney, Kathryn Ortega, and Michael Dougher (University of New Mexico)
103. **Yard Pets.** (*Data based poster*) DAVID G. BORN (University of Kansas)
104. **Experimental Analysis of Human Behavior SIG Award Poster: Contributions of Behavior Analysis to the Study of Human Social Behavior.** (*Data based poster*) BRYAN K. SAVILLE (Auburn University)
105. **Behavioral Economics: Two Ways of Establishing Inferior Good Effects With Hens.** (*Data based poster*) ERIC MESSICK, T. Mary Foster, Bill Temple, and Cath Sumpter (University of Waikato)

#### # 323 International Poster Session

5/28/2001

5:30 PM - 7:00 PM

French Market

EDC

106. **Mentoring Undergraduate Students: A Behavior Analysis System for Recruiting and Retaining Minority Students into Special Education Program.** (*Data based poster*) MARISAL R. GAVILAN (Florida International University)
107. **How Radical Behaviorism is Presented on Textbooks Directed to Education Students.** (*Data based poster*) Paula Suzana Gioia (Catholic University of São Paulo)
108. **Graduate and Undergraduate Research in Special Education at Gonzaga University: Trends and Analysis.** (*Data based poster*) KIMBERLY WEBER, T. F. McLaughlin, K. Mark Derby, and Randy Lee Williams (Gonzaga University)
109. **Masters Degrees in Behavioral Psychology-University of Judaism.** GELSA SALAZAR, Rachel Koosed, and Lutzker John (University of Judaism)
110. **Teaching Behavioral Principles in a Distance Learning Course: Descriptive Data.** (*Data based poster*) LESLIE BURKETT, Sigrid Glenn, Carrie Hartman, Kathleen Bailey, and Melanie Porter (University of North Texas)
111. **Improving Pre-Service Teacher Training in Supervised Field Experiences Through the Use of Repeated Readings Procedures Combined With Daily Precision Teaching Measurement.** (*Data based poster*) WILLIAM J. SWEENEY and Paul Malanga (University of South Dakota), and Susan R. Sweeney (Sioux City Community Schools/Smith Elementary)
112. **Towards Better Tutorial Systems by Soft Control of Human Physiological Signals.** WEBER MARTINS and Iamar Araujo (Federal University of Goias)

113. **Analysis of Social and Academic Behaviors of Elementary School Children in a Public School in Brazil.** (*Data based poster*) Kellen C. Oliveira and ANGELA M. M. DUARTE (Universidade Católica de Goiás)
114. **Treatment Acceptability of Classroom Interventions as a Function of Terminology.** (*Data based poster*) ANDREW SAMAHA and Timothy Vollmer (University of Florida)
115. **An Analysis of Assessment Based Antecedent Interventions in Natural Settings.** (*Data based poster*) CLAIRE MAHER CHOUTKA, Lee Kern, and Natalie G. Solol (Lehigh University)
116. **Behavior Analysis in a Multi-Disciplinary Environment: Addressing Challenging Behavior in the Schools.** GLENDA VITTIMBERGA (California State University at Los Angeles)
117. **The Changing Face of Special Education: Increasing Need for Applied Behavior Analysts.** (*Data based poster*) JOHN LUBBERS and Sean Surfas (University of California, Riverside)
118. **Applicability of Continuous Progression at Brazilian Public Schools.** (*Data based poster*) SILVIA SZTAMFATER GROBERMAN and Fatima Regina Pires de Assis (Pontificia Universidade Católica de Sao Paulo - Laboratório de Psicologia Experimental)
119. **Prescriptive Assessment Procedures to Improve Early Childhood Services: A Two-Year Review.** (*Data based poster*) JENNIFER CROCKETT, Debra Kamp s, Brenda Swaggart, Stephanie Lien, Amanda Sobel, and Maura Duke (Juniper Gardens Children's Project)
120. **Pay Now; Payoff Now and Later: Childhood Pay for Grades Produces Differentially Higher College G.P.A.s.** (*Data based poster*) STEPHEN RAY FLORA and Stacy Suzanne Poponak (Youngstown State University)

<b># 324 Business Meeting</b>
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5/28/2001

7:00 PM - 7:50 PM

Toulouse

**ABA Education Board**

Chair: Linda Hayes (University of Nevada, Reno)

The mission of the ABA Education Board is to facilitate the recruitment of students into the discipline of behavior analysis, monitor their training in this field, and foster their employment upon graduation. Data relevant to these aims will be presented, as well as initiatives for the upcoming year.

### # 325 Business Meeting

5/28/2001  
7:00 PM - 7:50 PM  
St. Charles A

#### **Behavioral Safety Network Business Meeting**

Chair: Judy L. Agnew (Aubrey Daniels International)

Business meeting to discuss the status of the Behavioral Safety Network, opportunities for the future, and elect officers.

### # 326 Business Meeting

5/28/2001  
7:00 PM - 7:50 PM  
Elysian Fields

#### **Behaviorists for Social Responsibility SIG**

Chair: Mark A. Mattaini (Jane Addams College of Social Work-UIC)

This meeting is open to anyone interested in constructing and expanding cultures of social responsibility in ABA and in a larger society, particularly with regard to issues of social justice and human rights. Participants will review activities of the past year, and consider possible actions for the coming year. Students interested in research, practice, or social action in areas of social importance are particularly encouraged to attend.

### # 327 Business Meeting

5/28/2001  
7:00 PM - 7:50 PM  
Gentilly

#### **CABA- The Chicago Association for Behavior Analysis**

Chair: Charles Merbitz (Illinois Institute of Technology)

Conduct elections, review business, and make plans for next year.

### # 328 Business Meeting

5/28/2001  
7:00 PM - 7:50 PM  
Delgado

#### **Consideration of a Canadian Affiliate Chapter**

Chair: Joel Hundert (Behaviour Institute)

This business meeting is designed for Canadian members of ABA who are interested in discussing the possibility of a Canadian affiliate chapter. Results of a survey of Canadian ABA members will be presented and discussions held on the pro's and con's of a Canadian chapter as well as the logistics of establishing one.

### # 329 Business Meeting

5/28/2001

7:00 PM - 7:50 PM

Audubon

**Editorial Board Meeting:** *Journal of Precision Teaching and Celeration*

Chair: Claudia E. McDade (Learning Services)

To conduct the business of the editorial board of the Journal of Precision Teaching and Celeration, including electing new members.

### # 330 Business Meeting

5/28/2001

7:00 PM - 7:50 PM

Esplanade B

**Refresh and Relax**

Chair: Amanda Nicolson (Applied Behavior Consultants)

Certified fitness professionals will lead participants through a series of strengthening and stretching moves. Some moves may present a moderate challenge. This event sponsored by the Health, Fitness, and Sports SIG was well attended last year, come and see why. Participants should wear comfortable clothing. All fitness levels are welcome.

### # 331 Business Meeting

5/28/2001

7:00 PM - 7:50 PM

Prytania

**Teaching Behavior Analysis Special Interest Group**

Chair: Daniel J. Moran (Valparaiso University)

We will review goals met from last year and discuss collaboration on future projects for 2001-2002.

### # 332 Special Event

5/28/2001

9:00 PM - 1:00 AM

Regency D & E

**ABA Social**



# Association for Behavior Analysis

an international organization


Tuesday, May 29

Day Schedule

Business Meetings

Convention Sessions

Tuesday, May 29, 2001

Room		7 AM :00 :30		8 AM :00 :30		9 AM :00 :30		10 AM :00 :30		11 AM :00 :30		12 PM :00 :30		1 PM :00 :30	
Lower Level	Loyola A					#351 DDA Ch: Yu		#359 DDA Ch: Hagopian		#368 DDA Ch: Ahearn					
	Loyola B					#349 DDA Ch: Parsons		#358 DDA Ch: Fisher		#371 DDA Ch: Reid					
	St. Charles A					#347 OBM Ch: Lund		#357 OBM Ch: Maglieri		#367a OBM Ch: Olson		#373 OBM Ch: Christensen			
	St. Charles C					#341 TBA Ch: Moore		#363 TBA Ch: Harrison							
2nd Floor	Gentilly			#334a Behav & Social Issues Brd.		#340 EDC Ch: Kamps		#361 EDC Ch: Greer		#372 EDC Ch: Cates					
	Prytania			#333 Instructional Design SIG		#336 EDC Ch: Slocum		#352 EDC Ch: Wesolowski		#364 EDC Ch: Sugai		#374 EDC Ch: O'Brien			
	Delgado			#334 Rehab. & Ind. Living SIG		#339 EDC Ch: Lazarus		#354 EDC Ch: Sulzer-Azaroff		#367 EDC Ch: Moore					
	Esplanade A					#350 VRB Ch: Calkin		#362 VRB Ch: Hayes		#369 VRB Ch: Hayes					
	Esplanade B			 = Special and Invited events  Ch: = Chair  LEGEND		#348 TPC Ch: Holburn									
	Esplanade C					#342 CBM Ch: Pace		#356 CBM Ch: Procaccino		#366 CBM Ch: Freeman		#375 CBM Ch: Perkins			
	Poydras B					#343 OTH Ch: Wilder		#355 OTH Ch: Patel		#365 OTH Ch: Derby		#376 OTH Ch: Wheeler			
	Cabildo B					#345 DEV Ch: Mathews									
	Cabildo C					#346 CSE Ch: Yen									
3rd Floor	Regency B					#338 AUT Ch: Dominguez									
	Regency C					#337 AUT Ch: Wilczynski									
	Regency F					#335 EAB Ch: Pulido		#353 EAB Ch: Andrzejewski							
	Regency H					#344 EAB Ch: Dixon		#360 EAB Ch: Lalli		#370 EAB Ch: Leader					

## At The New England Center for Children



each child's  
independence



is at the center  
of our attention.

## The New England Center for Children Wins National Award for Model Professional Development

U.S. Secretary of Education Richard W. Riley has named The New England Center for Children in Southborough, Massachusetts as one of four schools and three districts from across the nation as a recipient of the U.S. Department of Education's **National Award for Model Professional Development**. Citing efforts to improve teachers' expertise and raise student achievement, Riley stated, "These award winners exemplify what can be done to give teachers the best skills and knowledge."

The National Award program recognizes comprehensive efforts that improve teacher effectiveness based on the best available research and exemplary practice. The Center is the first private special education program ever to receive this award. The U.S. DOE conducted a rigorous review process including comprehensive site visits and final review by a blue ribbon panel.

Established in 1975, The New England Center for Children is a non-profit, publicly funded school serving 215 students with autism, pervasive developmental disabilities, and behavior disorders from nine states and five foreign countries. The Center received the award from Secretary Riley in December 2000 at the Improving America's Schools National Conference in Washington, D.C.



**The New England Center  
FOR CHILDREN**  
Independence through Educational Excellence

33 Turnpike Road  
Southborough, MA 01772-2108  
508-481-1015 • [www.NECC.org](http://www.NECC.org)

### # 333 Business Meeting

5/29/2001

8:00 AM - 8:50 AM

Prytania

#### **Organizing an Instructional Design SIG**

Chair: Guy Bruce (Aubrey Daniels International)

To organize a special interest group for instructional design. Open to anyone interested in applications of behavior analysis to instructional design in autism, business, clinical, community, developmental disabilities, education, family, gerontology, human development, rehabilitation, and teaching behavior analysis.

### # 334 Business Meeting

5/29/2001

8:00 AM - 8:50 AM

Delgado

#### **Rehabilitation and Independent Living SIG**

Chair: Charles Merbitz (Illinois Institute of Technology)

Conduct elections, review business, and make plans for next year.

### # 334a Business Meeting

5/29/2001

8:00 AM - 8:50 AM

Gentilly

#### **Editorial Board, Behavior and Social Issues**

Chair: Mark Mattaini (Jane Addams College of Social Work)

Meeting of members of the Editorial Board to discuss the direction of the journal and explore options for soliciting submissions and subscriptions.

### # 335 International Paper Session

5/29/2001

9:00 AM - 9:50 AM

Regency F

EAB

#### **EAB II**

Chair: Marco Pulido (Universidad Intercontinental)

- **Response Maintenance Under Signaled and Unsignaled Schedules of Delayed Reinforcement Using a Reversible Design.** MARCO PULIDO (Universidad Intercontinental)
- **Can the Matching Law be Used With More than Two Response Alternatives?** FELIPE CABRERA and Carlos F. Aparicio (Universidad de Guadalajara, CEIC)

### # 336 Paper Session

5/29/2001

9:00 AM - 9:50 AM

Prytania

EDC

#### **PSI and Beyond**

Chair: Timothy A. Slocum (Utah State University)

- **Self-Paced, Personalized, Interactive, Networked System of Instruction at the University of Nevada, Reno.** AMY CHRISTENSEN, Ramona Houmanfar, and Ted Boyce (University of Nevada, Reno)
- **Predicting Student Performance in a PSI Course.** W. SCOTT WOOD and Maria Clapham (Drake University)

### # 337 Paper Session

5/29/2001

9:00 AM - 9:50 AM

Regency C

AUT

#### **Rule Governed Behavior and Choice in Autism Intervention**

Chair: Susan Wilczynski (University of Southern Mississippi)

- **Rule-Governed Behavior: The Paradoxical Effectiveness of an Escape Intervention for Escape-Maintained Behavior.** SUSAN WILCZYNSKI, Iantha Fusilier, Melanie DuBard, Greg Everett, and Aimee McGeorge (University of Southern Mississippi)
- **The Effects of Providing Choice on Decreasing Competing Behavior During Discrete Trial Teaching With Children With Autistic-Spectrum Disorders.** ADRIENNE ROBEK, Sarah Birch, Susan Cottet, Meredith Needelman, Bobby Newman, and Dana Reinecke (AMAC)

### # 338 Paper Session

5/29/2001

9:00 AM - 9:50 AM

Regency B

AUT

#### **Social and Historical Understanding in Children With Autism**

Chair: Alex Dominguez (Alex Dominguez & Associates)

- **Forgetting and Remembering: From a Behavioral Perspective. Training a Child With Autism to React to Past History.** ALEX DOMINGUEZ (Alex Dominguez & Associates)
- **From Symbolic Play to Understanding Intention: Integrating Mental-States and Social Behavior into Early Behavioral Interventions.** LISA BROWNFIELD and Doreen Granpeesheh (The Center for Autism & Related Disorders)

Tuesday, May 29

### # 339 Paper Session

5/29/2001

9:00 AM - 9:50 AM

Delgado

EDC

#### **Students With Special Needs in the General Education Classroom**

Chair: Belinda Davis Lazarus (University of Michigan, Dearborn)

- **General-Education Students' Attitudes Toward Accommodations for Students With Disabilities.** KIM KILLU (University of Michigan, Dearborn), Belinda Davis Lazarus (University of Michigan, Dearborn)
- **A Special Education Alternative: Transitioning Children With Severe Behavior Problems Back into Regular Education Settings.** CHARNA MINTZ and Nealetta Houchins (University of Nevada, Reno)

### # 340 Symposium

5/29/2001

9:00 AM - 10:20 AM

Gentilly

EDC

#### **Academic Interventions for Students With Emotional/Behavior Disorders and At-Risk Groups (*Data based presentation*)**

Chair: Debra Kamps (Juniper Gardens Children's Project)

- **The Effects of Direct Instruction in Reading on Students With Emotional and Behavioral Disorders in the Public Schools.** KODI MILLER, Wroy Royworth, Linda Garrison-Kane, Paris DePaepe, Jane Doelling, and Amanda Black (Springfield Missouri State University)
- **Class-Wide Peer Tutoring (CWPT) in Middle School Reading Classes.** DEBRA KAMPS, Mary Veerkamp, and Yolanda Tapia (Juniper Gardens Children's Project)
- **CWPT in Middle School Social Studies Classes.** MARY VEERKAMP (Juniper Gardens Children's Project), Claudia Perdomo-Rivera (Juniper Gardens Children's Project), Carmen Arreaga-Mayer (Juniper Gardens Children's Project)
- **The Effect of Self-Evaluation on Teaching Behaviors in Classrooms for Students With Emotional and Behavioral Disorders.** JOSEPH WEHBY (Peabody College, Vanderbilt University) and Kevin Sutherland (Virginia Commonwealth University)

### # 341 International Paper Session

5/29/2001

9:00 AM - 10:20 AM

St. Charles C

TBA

#### **Analyses of Methods for Teaching Behavior Analysis**

Chair: James Moore (University of Southern Mississippi)

- **Teachers' Acquisition of Functional Analysis Methodologies: Indirect vs. Direct Training.** JAMES MOORE, Ron Edwards, Heather Sterling-Turner (University of Southern Mississippi)
- **Teaching Behavior Analysis Through Structured Seminars: An Application of Malott's Educational Technology.** SEBASTIÁN FIGUEROA and Cecilia Molina-Lopez (Universidad Veracruzana)
- **Contingency Management for Enhancing the Academic Skills of College Teachers.** JORGE DE HARO-DUARTE, and Sebastián Figueroa (Universidad Veracruzana)

### # 342 Symposium

5/29/2001

9:00 AM - 10:20 AM

Esplanade C

CBM

#### **Basic and Applied Issues in Acquired Brain Injury (*Data based presentation*)**

Chair: Gary Pace (The May Institute Inc.)

- **Influence of Trial Presentation on Children With Brain Injuries.** MIKE MOZZONI (Timber Ridge Group, Inc)
- **Using Self-Monitoring Procedures With Individuals With Brain Injury.** LISA SELZNICK (The May Institute)
- **Laboratory Measurement of the Effects of Acquired Brain Injury on Human Operant Behavior.** MICHAEL W. SCHLUND (Kennedy Krieger Institute) and Gary Pace (The May Institute)
- **Learning in Pediatric Patients During Early Recovery From Brain Injury.** STEPHANIE E. EISCHEN (University of Maryland, Baltimore County), Keith J. Slifer and Heather Lillemoe (Kennedy Krieger Institute), and Jessica Ringel (Cornell University)

### # 343 Symposium

5/29/2001

9:00 AM - 10:20 AM

Poydras B

OTH

#### **Behavior Analytic Approaches to Mental Illness (*Data based presentation*)**

Chair: David Wilder (University of the Pacific)

- **Treatment Resistive Schizophrenia: A Program for Reducing Hospitalization.** KEVEN SCHOCK (Community Re-Entry Program, University of the Pacific), and Holly Browning-White and Martin Gipson (University of the Pacific)
- **Using Self-Recording in the Treatment of Severe Verbal Aggression in Patients With Psychiatric Disorders.** HAKAM KAIR (Eastern State Hospital)
- **Functional Analysis and Treatment of Aberrant Vocalizations in an Adult With Schizophrenia.** DAVID WILDER, Caroline O'Connor, Melinda Baham, Holly Browning-White, and Michael Yu (University of the Pacific), and Akihiko Masuda (University of Nevada, Reno)
- **Behavior Analysis and Other Challenges to the Psychiatric/Pharmacological Industrial Complex.** STEPHEN WONG (Florida International University)

### # 344 Symposium

5/29/2001

9:00 AM - 10:20 AM

Regency H

EAB

#### **Behavioral Advances in Predicting the Development of Problem Gambling Behavior (*Data based presentation*)**

Chair: Mark R. Dixon (Southern Illinois University)

- **Why Psychologists (and Behaviorists) Don't Treat Problem Gambling.** CHARLES A. LYONS (Eastern Oregon University)
- **Utilizing Protocol Analyses and Subjective Probability Estimations to Assess Problem Gambling.** MARK R. DIXON, James Schreiber, and Terry Falcomata (Southern Illinois University), and Otto H. MacLin (University of Texas-El Paso)
- **The Effects of Reinforcer Magnitude on the Near-Miss; Effect in Simulated Slot Machine Play.** JAMES C. K. PORTER, Patrick M. Ghezzi, and Ginger R. Wilson (University of Nevada, Reno)
- **The Development of the Near-Miss in Simulated Slot Machine Play.** GINGER R. WILSON, Patrick M. Ghezzi, James C. K. Porter, and Elizabeth Athens (University of Nevada)



### # 345 Symposium

5/29/2001

9:00 AM - 10:20 AM

Cabildo B

DEV

#### **Behavioral Gerontology Interventions for Elders With Dementia (*Data based presentation*)**

Chair: R. Mark Mathews (University of Kansas)

Discussant: Deborah Altus (Washburn University)

- **Use of External Memory Aids to Help Nursing Home Residents With Dementia.** BETH NOLAN and R. Mark Mathews (University of Kansas)
- **Comparison of Spaced Retrieval and Repetition in Improving Recall for Seniors With Dementia.** ROBERT PEYTON and David Born (University of Kansas)
- **Keeping the Beat: Use of Rhythmic Music During Exercise Activities for Elders With Dementia.** R. MARK MATHEWS and Alicia Clair (University of Kansas), and Karl Kosloski (University of Nebraska - Omaha)

### # 346 Panel Discussion

5/29/2001

9:00 AM - 10:20 AM

Cabildo C

CSE

#### **Cognitive Behavioral Treatment With Tobacco Addicts: Past, Present, and Future**

Chair: Sherman Yen (Chinese American Anti-Smoking Alliance)

- JUDY CAMERON (University of Alberta)
- ALLISON YENYU LORD (Asian American Anti-Smoking Foundation)
- STACY KURTH-FORD (Community College of Baltimore County, Essex)
- CHARLES SELTZER (Community College of Baltimore County, Essex Campus)

### # 347 Symposium

5/29/2001

9:00 AM - 10:20 AM

St. Charles A

OBM

#### **Implementing Behavior Based Safety at BP Fabrics and Fibers**

Chair: Janet Lund (Aubrey Daniels International)

Discussant: Byron Chandler (Aubrey Daniels International)

- **Designing a Behavior Based Safety Process For a Multi-Location Business Unit.** TOM HUNTEBRINKER (BP Fabrics & Fibers Business Unit)
- **Implementing Behavior Based Safety at BP Fabrics and Fibers Business Unit: Successes and Challenges.** JANET LUND (Aubrey Daniels International)
- **Sustaining Behavior Based Safety Process for Long-Term Improvements.** BYRON CHANDLER (Aubrey Daniels International)

### # 348 Panel Discussion

5/29/2001

9:00 AM - 10:20 AM

Esplanade B

TPC

#### **Is Applied Behavior Analysis Adapting to the Changing DD Environment?**

Chair: C. Steve Holburn (N.Y.S. Institute for Basic Research)

- C. STEVE HOLBURN (N.Y.S. Institute for Basic Research)
- PETER M. VIETZE (N.Y.S. Institute for Basic Research)
- J. GREGORY OLLEY (University Of North Carolina at Chapel Hill)
- DONALD M. BAER (HDFL Kansas)

### # 349 Symposium

5/29/2001

9:00 AM - 10:20 AM

Loyola B

DDA

#### **Practical Applications of Preference Assessment Technologies in Inclusive Settings** *(Data based presentation)*

Chair: Marsha B. Parsons (Carolina Behavior Analysis and Support Center)

Discussant: Carolyn Green (Rosewood Resource Center)

- **Benefits and Limitations of a Work-Task Preference Assessment for Adults With Autism Beginning Supported Work.** L. PERRY LATTIMORE (Western Carolina Center), Marsha B. Parsons (Carolina Behavior Analysis and Support Center), and Dennis H. Reid (LSU Health Sciences Center)
- **Assessing Toy-Play Preferences Among Toddlers and Preschoolers With Disabilities: Naturalistic Observation vs. Staff Opinion.** CYNTHIA F. DICARLO, Dennis H. Reid, and Sarintha Stricklin, and Maureen M. Schepis (Center for Early Communication and Learning)
- **Increasing Aspects of Self-Determination Among Adults With Severe Multiple Disabilities in Supported Work.** DENNIS H. REID (LSU Health Sciences Center), Marsha B. Parsons (Carolina Behavior Analysis and Support Center), and Carolyn W. Green and Leah Browning (Rosewood Resource Center)

### # 350 Symposium

5/29/2001

9:00 AM - 10:20 AM

Esplanade A

VRB

#### **Private Events: Data on Thoughts and Feelings (*Data based presentation*)**

Chair: Abigail B. Calkin (Calkin Learning Center)

Discussant: Henry S. Pennypacker (University of Florida)

- **Count, Chart, Change Thoughts and Feelings: Theory and Data.** ABIGAIL B. CALKIN (Calkin Learning Center)
- **The "Heart of Radical Behaviorism": Measuring and Intervening on Inner Behavior.** RICHARD M. KUBINA (Pennsylvania State University)
- **Aggressive Thoughts and Feelings and How I Managed Them.** DOUGLAS KOSTEWICZ (University of South Florida)

### # 351 Symposium

5/29/2001

9:00 AM - 10:20 AM

Loyola A

DDA

#### **Recent Research on the Assessment of Basic Learning Abilities Test (*Data based presentation*)**

Chair: Dickie C. T. Yu (St. Amant Centre)

Discussant: David Wacker (University of Iowa)

- **Predictive Validity of Auditory Discriminations in Persons With Developmental Disabilities: Extending the ABLA Test.** Shayla Harapiak and DICKIE C. T. YU (St. Amante Centre), and Garry L. Martin (University of Manitoba)
- **Mands Among Persons With Developmental Disabilities.** TRICIA VAUSE and Garry L. Martin (University of Manitoba), and Shayla Harapiak, Dickie C. T. Yu, Gary Hotson (St. Amant Centre)
- **ABLA Test Results and Reinforcement Schedule Control in Persons With Severe Intellectual Disabilities: An Emerging Relationship.** Muriel D. Saunders, RICHARD R. SAUNDERS, Julie E. McEntee, and Lisa A. Chaney (Life Span Institute, University of Kansas)

### # 352 Paper Session

5/29/2001

10:00 AM - 10:50 AM

Prytania

EDC

#### Beginning Reading Instruction

Chair: Michael Wesolowski

- **The Effects of Error-Specific vs. Word-Supply Corrections on the Error Rates of Beginning Readers During Story Reading.** PAUL D. LUYBEN, Amy Prout, Kimberly Boova, Lisa Cantone, and Rachel Pierce (SUNY Cortland), and Clare Monahan (Nassau-Suffolk Services for Autism)
- **Project PRIDE: Prevention of Reading Problems Through an Instructional Model Based on Behavior Analytic Principles of Effective Instruction.** BILL BURSUCK, Dennis Munk, Mary Damer, and Jana Roynon (Northern Illinois University)

### # 353 International Paper Session

5/29/2001

10:00 AM - 10:50 AM

Regency F

EAB

#### EAB III

Chair: Matthew E. Andrzejewski (Temple University)

- **Rapid Timing and Dynamics of Temporal Discrimination in Infants Under Fixed Interval Schedules.** VINCA RIVIERE and Jean Claude Darcheville (Universite Lillé III)
- **Effects of Reinforcement Frequency and Extinction-Component Duration on Observing Responses in Rats.** ROGELIO ESCOBAR, Carlos A. Bruner, and Raul Avila (National Autonomous University of Mexico)

### # 354 Panel Discussion

5/29/2001

10:00 AM - 11:20 AM

Delgado

EDC

#### Global Education in Behavior Analysis Via the Internet

Chair: Beth Sulzer-Azaroff (University of Massachusetts)

- SIGRID S. GLENN (University of North Texas)
- RICHARD K. FLEMING (Abacus)
- DARREL E. BOSTOW (University of South Florida)
- VICCI TUCCI (Tucci Educational Services)

### # 355 Panel Discussion

5/29/2001

10:30 AM - 11:20 AM

Poydras B

OTH

#### **Professional Development Series: Preparing for Pre-Doctoral Internships**

Chair: Meeta R. Patel (The Marcus Institute)

- CATHLEEN C. PIAZZA (The Marcus Institute)
- KEITH D. ALLEN (Munroe-Meyer Institute)
- GARY L. CATES (The Marcus Institute)

This is a Student Committee sponsored event. This event is an attempt to assist students in the internship process. The discussion will focus on how to prepare for internships, interviewing tips, and suggestions from a student who is currently on internship.

### # 356 Panel Discussion

5/29/2001

10:30 AM - 11:20 AM

Esplanade C

CBM

#### **Silence as an Establishing Operation in Clinical Behavior Analysis: A Case Conference**

Chair: Anthony Procaccino (Private Practice)

- KURT SALZINGER (Hofstra University)
- RAINER FRANZ SONNTAG (Private Practice)
- DANIEL J. MORAN (Valparaiso University)

### # 357 Paper Session

5/29/2001

10:30 AM - 11:20 AM

St. Charles A

OBM

#### **Systems Design and Component Analysis in Behavior Based Safety Interventions**

Chair: Kristen Maglieri (University of Nevada, Reno)

- **A Comparison of the Effects of Two BBS Components: Feedback and Observation.** JOHN AUSTIN and Alicia M. Alvero (Western Michigan University)
- **The Role of System Fixes in BBS: Changing the System to Support Safe Behavior.** KATHY CULIG and John Austin (Western Michigan University)

### # 358 Symposium

5/29/2001

10:30 AM - 11:50 AM

Loyola B

DDA

#### **Communication Training: Its Effects on Appropriate and Aberrant Behavior (*Data based presentation*)**

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

- **On the Independence of Tact and Mand Acquisition.** MICHELE D. WALLACE (University of Nevada, Reno), and Brian A. Iwata and Greg Hanley (University of Florida)
- **Correspondence Between Functional Analysis and Reinforcer Assessment Outcomes.** STEVEN E. LINDAUER, Jennifer Zarcone, Kimberly Crosland, and Stephen Schroeder (University of Kansas)
- **A Method for Assessing Vocal Mands.** JASON BOURRET, Timothy R. Vollmer, and John T. Rapp (University of Florida)
- **Competitive and Convergent Effects of Positive and Negative Reinforcement During Treatment of Destructive Behavior via Functional Communication Training.** VALERIE VOLKERT and Kris Keeney (The Marcus Institute), Wayne W. Fisher (Johns Hopkins University School of Medicine), and John Adelinis (University of Florida)

### # 359 Symposium

5/29/2001

10:30 AM - 11:50 AM

Loyola A

DDA

#### **Current Research on Assessment Procedures for Individuals With Developmental Disabilities and Severe Behavior Disorders (*Data based presentation*)**

Chair: Louis P. Hagopian (Johns Hopkins University School of Medicine)

- **Evaluating the Concurrent and Predictive Validity of a Duration-Based Preference Assessment.** KARENA S. RUSH and Louis P. Hagopian (Johns Hopkins University School of Medicine), and Adam B. Lewin (Kennedy Krieger Institute)
- **Assessing Preference for Behavioral Treatment vs. Baseline Conditions.** CLAUDIA L. DOZIER, Timothy R. Vollmer, John C. Borrero, Jason Bourret, Anibal Guterrez, and John T. Rapp (University of Florida)
- **Analysis of Interrater Agreement on Anecdotal Functional Assessments: Effects of Rater Training in Behavior Analysis.** JASON SIMMONS and Richard G. Smith (University of North Texas)
- **Consistency of Behavioral Function Across Repeated Functional Analyses.** CAROLE M. VAN CAMP, Dorothea C. Lerman, Michael E. Kelley, Stephanie A. Contrucci and Christina M. Vorndran (Louisiana State University), Timothy R. Vollmer (University of Florida), Joel Ringdahl (University of Iowa) and Bethany Marcus (Central State Hospital)

### # 360 Symposium

5/29/2001

10:30 AM - 11:50 AM

Regency H

EAB

#### **Noncontingent Reinforcement: Basic Principles and Practical Application (*Data based presentation*)**

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

Discussant: Joseph Lalli (Hope Family College)

- **Further Laboratory Analyses of Fixed Time Schedules.** JOHN C. BORRERO, Timothy R. Vollmer, and Frans van Haaren (University of Florida)
- **A Comparison of Fixed and Variable Time Schedules for Behavioral Reduction.** JAMES E. CARR and Ivy Chong (Western Michigan University), and Kate Kellum (University of Nevada, Reno)
- **A Comparison of NCE and DNRO to Treat Problem Behaviors During Instruction.** TIFFANY KODAK (Badlands Human Service Center), and Raymond G. Miltenberger and Cathryn Romaniuk (North Dakota State University)

### # 361 Symposium

5/29/2001

10:30 AM - 11:50 AM

Gentilly

EDC

#### **Quality Control in Comprehensive Schools: Measurable Standards of Excellence in Education (*Data based presentation*)**

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

- **Measurably Superior Education: 20 Years of Comprehensive Application of Behavior Analysis to Schooling.** R. DOUGLAS GREER (Columbia University Teachers College)
- **Training and Certifying Teachers as Strategic Scientists.** DOLLEEN-DAY KEOHANE (Columbia University Teachers College)
- **Certifying CABAS® Model Schools: Standards and Procedures for Establishing and Maintaining Schools of Excellence.** JESSICA SINGER (Columbia University Teachers College)
- **CABAS® Goes International: An Overview of CABAS® Schools Around the World.** ARA BAHADOURIAN (City College of New York)

### # 362 International Symposium

5/29/2001

10:30 AM - 11:50 AM

Esplanade A

VRB

#### **Relational Frame Theory I (Basic Analysis): Constructing a Post-Skinnerian Approach to Language and Cognition (*Data based presentation*)**

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

- **Language and Cognition: Constructing a Post-Skinnerian Approach Within the Behavioral Tradition.** STEVEN C. HAYES and J. T. Blackledge (University of Nevada, Reno), and Dermot Barnes-Holmes and Bryan Roche (National University of Ireland, Maynooth)
- **Derived Relational Responding, Multiple Stimulus Relations and the Transformation of Stimulus Functions as Learned Behavior.** DERMOT BARNES-HOLMES and Denis O'Hara (National University of Ireland, Maynooth), Steven C. Hayes, Eric Fox, and Elizabeth Gifford (University of Nevada, Reno), Kelly Wilson (University of Mississippi), and Simon Dymond (Anglia University Polytechnic)
- **Metaphor, Thinking, and the Pragmatic Verbal Analysis of Events.** Steven C. Hayes, ELIZABETH GIFFORD, Robert C. Townsend, Jr., and (University of Nevada, Reno), Dermot Barnes-Holmes and Ian Stewart (National University of Ireland, Maynooth), and Regina Lipkens (Psychiatric Hospital Santa Maria), Sint Truiden (Belgium)
- **Understanding, Self, and Rule-Governance.** Dermot Barnes-Holmes, Denis O'Hara, and BRYAN ROCHE (National University of Ireland, Maynooth), Steven C. Hayes (University of Nevada, Reno) and Simon Dymond (Anglia University Polytechnic)

### # 363 Symposium

5/29/2001

10:30 AM - 11:50 AM

St. Charles C

TBA

#### **Stopping Procrastination With Performance Management**

Chair: Holly Harrison (Western Michigan University)

- **Self-Management as Used in the Behavior Analysis Training System.** ERIN VAN DE HEY, Holly Harrison, Rachel Skinner, and Richard Malott (Western Michigan University)
- **Achieving Personal Goals Through Performance Management.** HEATHER SLAGER, Anna Petersdottir, and Koji Takeshima (Western Michigan University)



- **Achieving Professional Goals Through Performance Management.** JEAN CLORE, Tracy Nitz, and Yukiko Washio (Western Michigan University)
- **The Behavioral Research Supervisory System: Completing a Thesis or Dissertation Before the Deadline.** AMY HUND, Ted Jay, Michelle Seymour, and Richard Malott (Western Michigan University)

#### # 364 Symposium

5/29/2001

11:00 AM - 12:20 PM

Prytania

EDC

**Providing Support to Public Schools to Increase Their Behavioral Capacity to Develop and Maintain Proactive School-Wide Discipline** (*Data based presentation*)

Chair: George Sugai (University of Oregon)

Discussant: Joseph Wehby (Vanderbilt University)

- **Systems to Sustain the use of Proactive School-Wide Discipline: EBS Coaches and Coordinators Model.** GEORGE SUGAI, Teri Lewis-Palmer, and Shanna Hagan-Burke (University of Oregon)
- **Using Office Referral Data for Decision-Making and Program Development: The School Wide Information System TM.** ANNE TODD (University of Oregon)
- **A Case Study Example of District-Wide Effective Behavior Support Implementation.** TERI LEWIS-PALMER and George Sugai (University of Oregon), and Celeste Dickey (Bethel Unified School District)

#### # 365 Symposium

5/29/2001

11:30 AM - 12:50 AM

Poydras B

OTH

**Academic Intervention and Assessment** (*Data based presentation*)

Chair: K. Mark Derby (Gonzaga University)

Discussant: T. F McLaughlin (Gonzaga University)

- **Using Racetracks to Teach Multiplication Facts.** SARAH MORTENSON, Jennifer Chase, Jennifer Aqui, and K. Mark Derby (Gonzaga University)
- **A Comparison of Two Methods to Teach Sight Words.** COLLEN CONLEY, Michelle Gwinn, and K. Mark Derby (Gonzaga University)
- **Oral vs. Written Word Prompts When Teaching Question Answering Skills.** AMY FINKEL and Randy Williams (Gonzaga University)

### # 366 Symposium

5/29/2001

11:30 AM - 12:50 AM

Esplanade C

CBM

#### **Treating Conduct Problems Displayed by Adolescents (*Data based presentation*)**

Chair: Kurt Freeman (Pacific University)

Discussant: Patrick Friman (University of Nevada, Reno)

- **Evaluating the Effectiveness of Self-Monitoring for Disruptive Classroom Behavior Exhibited by an Adolescent in Residential Care.** KURT FREEMAN, Elizabeth Dexter, and Juanita Waites (Pacific University)
- **The Differential Effectiveness of Schedule of Exchange in a Token Economy.** CLINT FIELD, Heather Nash, and Michael Handwerk (Father Flanagan's Boys Home)
- **Evaluation of Paradoxical Interventions With Conduct Disordered Adolescents Using a Multiple Baseline Methodology.** MARSHA MILLS and Robert Hawkins (West Virginia University)

### # 367 Paper Session

5/29/2001

11:30 AM - 12:20 PM

Delgado

EDC

#### **Identifying the Contingencies**

Chair: James Moore (University of Southern Mississippi)

- **The Case of the Wacky Contingency-Now Playing at a School Near You.** ENNIO CIPANI (California School of Professional Psychology)
- **Experimental Analysis of Social and Task Variables Associated With Escape-Maintained Problem Behaviors in the Classroom.** JAMES MOORE and Ron Edwards (University of Southern Mississippi)

### # 367a Panel Discussion

5/29/2001

11:30 AM - 12:20 PM

St. Charles A

OBM

#### **Response Generalization: Does It Exist in OBM, and If So, How Should We Define It?**

Chair: Ryan Olson (Western Michigan University)

- TIMOTHY D. LUDWIG (Appalachian State University)
- JOHN AUSTIN (Western Michigan University)
- JON S. BAILEY (BMC)
- E. SCOTT GELLER (Virginal Tech University)

### # 368 Symposium

5/29/2001

12:00 PM - 1:20 PM

Loyola A

DDA

#### **Extended Functional Analyses in the Treatment of Severe Challenging Behavior** *(Data based presentation)*

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

Discussant: SungWoo Kahng (Kennedy Krieger Institute)

- **Extended Functional Analysis and Treatment of SIB Maintained by Access to Self-Restraint.** TODD M. CASTINE, William H. Ahearn Larry Lockwood, Nancy Perhot, and John J. Healey (New England Center for Children)
- **The Relation Between Self-Injury and Self-Restraint: Assessment and Treatment.** JOHN J. HEALEY and William H. Ahearn (New England Center for Children)
- **An Extended Functional Analysis of Off-Task Behavior in Children Diagnosed With Attention Deficit-Hyperactivity Disorder.** WILLIAM A. FLOOD, David A. Wilder, Amy L. Flood, and Akihiko Masuda (University of the Pacific)

### # 369 International Symposium

5/29/2001

12:00 PM - 1:20 PM

Esplanade A

VRB

#### **Relational Frame Theory II (Applications and Extensions): Constructing a Post-Skinnerian Approach to Language and Cognition**

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

- **Psychological Development.** Yvonne Barnes-Holmes, DERMOT BARNES-HOLMES, and Bryan Roche (National University of Ireland, Maynooth), Olive Healy and Veronica Cullinan (National University of Ireland, Cork), and Fiona Lyddy (University of Wales)
- **Social Processes.** BRYAN ROCHE, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
- **Education.** YVONNE BARNES-HOLMES, Dermot Barnes-Holmes, and Veronica Cullinan (National University of Ireland, Cork)
- **Psychopathology, Psychotherapy, and Spirituality.** STEVEN C. HAYES and Jennifer Gregg (University of Nevada, Reno), Kelly G. Wilson (University of Mississippi), and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Tuesday, May 29

### # 370 International Symposium

5/29/2001

12:00 PM - 1:20 PM

Regency H

EAB

#### **The Respondent-Type Training Procedure: Some Applied Implications**

Chair: Geraldine Leader (University of Ulster at Jordanstown)

- **The Respondent-Type Training Procedure: Some Recent Developments.** GERALDINE LEADER and Marian Staunton (University of Ulster), and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Establishing Stimulus Classes Through Respondent-Type Training: Applications to Anorexia.** MARIA BURNS, Julian Leslie, and Geraldine Leader (University of Ulster)
- **Teaching Fraction-Decimal Relational Responding With the Instructional Equivalence and Respondent-Type Training Procedures.** SIMON DYMOND and Glenna Awbrey (Anglia Polytechnic University), and Geraldine Leader (University of Ulster)
- **Establishing Preference for Unreliable Reinforcement Among Adults With Dual Diagnoses.** RUTH ANNE REHFELDT (Southern Illinois University) and Lisette Randich (Trinity Services)

### # 371 Symposium

5/29/2001

12:00 PM - 1:20 PM

Loyola B

DDA

#### **Training, Motivating and Managing Supervisory and Staff Performance in Developmental Disabilities (*Data based presentation*)**

Chair: Dennis H. Reid (LSU Health Sciences Center)

Discussant: Dennis H. Reid (LSU Health Sciences Center)

- **The Best and Worst Staff Motivational Practices: A National Survey of Working Supervisors.** MARSHA B. PARSONS (Carolina Behavior Analysis and Support Center) and Dennis H. Reid (LSU Health Sciences Center)
- **Encouraging Supervisors to Supervise: Maintaining Use of Contingent Feedback With Direct Support Personnel.** Carolyn W. Green, JEANNIA ROLLYSON, and Susan Passante (Rosewood Resource Center), and Dennis H. Reid (LSU Health Sciences Center)
- **Training Support Staff to Embed Teaching Within Natural Routines of Young Children With Disabilities in an Inclusive Preschool.** MAUREEN M. SCHEPIS (Center for Early Communication and Learning), Dennis H. Reid (LSU Health Sciences Center), Jean Ownbey (Bringing It All Back Home), and Marsha B. Parsons (Carolina Behavior Analysis and Support Center)

### # 372 Symposium

5/29/2001

12:00 PM - 1:20 PM

Gentilly

EDC

#### **Understanding Interspersing Procedures and Their Utility in Academic Instruction** (Data based presentation)

Chair: Gary Cates (Mississippi State University)

Discussant: Katrina Rhymer (Central Michigan University)

- **Sequencing Instructional Tasks: A Comparison of Contingent and Non-Contingent Interspersal of Preferred Academic Tasks.** ERNEST WHITMARSH, George Noell, Amanda VanDerHeyden, Susan Gatti, and Natalie Slider (Louisiana State University)
- **Differential Effects of Task Variation Procedures on Spelling Skill Acquisition and Ratings of Academic Assignments Among Students With Spelling Skill Deficits.** GARY CATES, T. Stuart Watson, Tawnya Smith, Adam Weaver, and Bertha Jackson (Mississippi State University)
- **Improving On-Task Levels in Students With Behavior Disorder By Giving Them More Work: An Application of the Interspersal Procedure.** CHRISTOPHER SKINNER, Christine Hurst, Donna Teeple, and SaDonya Meadows (University of Tennessee)

### # 373 Paper Session

5/29/2001

12:30 PM - 1:20 PM

St. Charles A

OBM

#### **Organizational Change and the Getting Results Process**

Chair: Amy Christensen (University of Nevada, Reno)

- **The Getting Results Process: Achieving Key Business Results and Cultural Turnaround Objectives.** JULIANNE OLIVER (Continuous Learning Group)
- **The Getting Results Process: Delivering Results in the Changing Business World.** JUDITH HONEYWELL (Continuous Learning Group)

### # 374 Symposium

5/29/2001

12:30 PM - 1:50 PM

Prytania

EDC

#### **Tobinworld: Decades of Excellence (*Data based presentation*)**

Chair: Floyd O'Brien (Tobinworld II)

Discussant: Judy Weber (Tobinworld)

- **In the Beginning There Was Tobinworld.** CHRIS LOUGHEED (Tobinworld)
- **Tobinworld II: If You Build It, They Will Come.** RICHARD COUCH (Tobinworld II)
- **The Brill School of Autism: A School for the New Millennium.** SYLVIA LOUGHEED (The Brill School of Autism)

### # 375 Paper Session

5/29/2001

1:00 PM - 1:50 PM

Esplanade C

CBM

#### **Behavioral Techniques and Conceptual Issues in Clinical Behavior Analysis**

Chair: Rick Perkins (University of Louisiana at Lafayette)

- **Reducing Panic Symptoms and Performance Anxiety With a Rapid Hard Exhalation Breathing Strategy.** ROBERT M. STEIN (Center for Neurobehavioral Health, Ltd.)
- **What to Do With Speaking When Speaking is All We Can Do in Behavior Analytic Therapy.** ROBERTO ALVES BANACO (Catholic University of São Paulo)

### # 376 Paper Session

5/29/2001

1:00 PM - 1:50 PM

Poydras B

OTH

#### **Treatment of Children**

Chair: Tina Wheeler (Eastern Michigan University)

- **Sex Abuse Prevention Education: Teaching Recognition of Sexual Abuse to Young Children.** CYNTHIA L. BOYLE and John R. Lutzker (University of Judaism)
- **Parent-Training: Issues in Treatment Acceptability, Treatment Satisfaction, and Treatment Adherence.** JAMIE GAAL, Tina Wheeler, and Flora Hoodin (Eastern Michigan University)

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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 2000 membership year.

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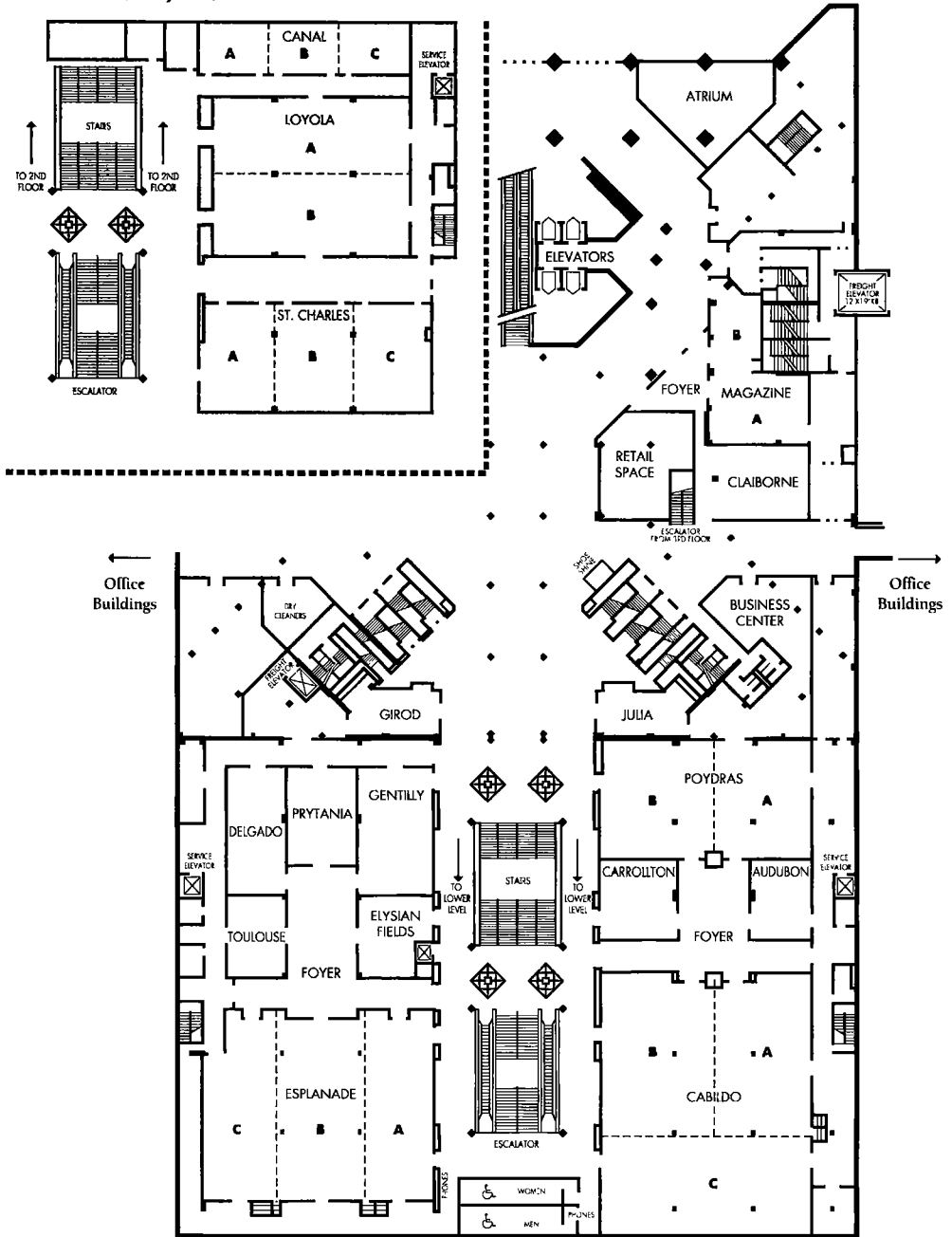
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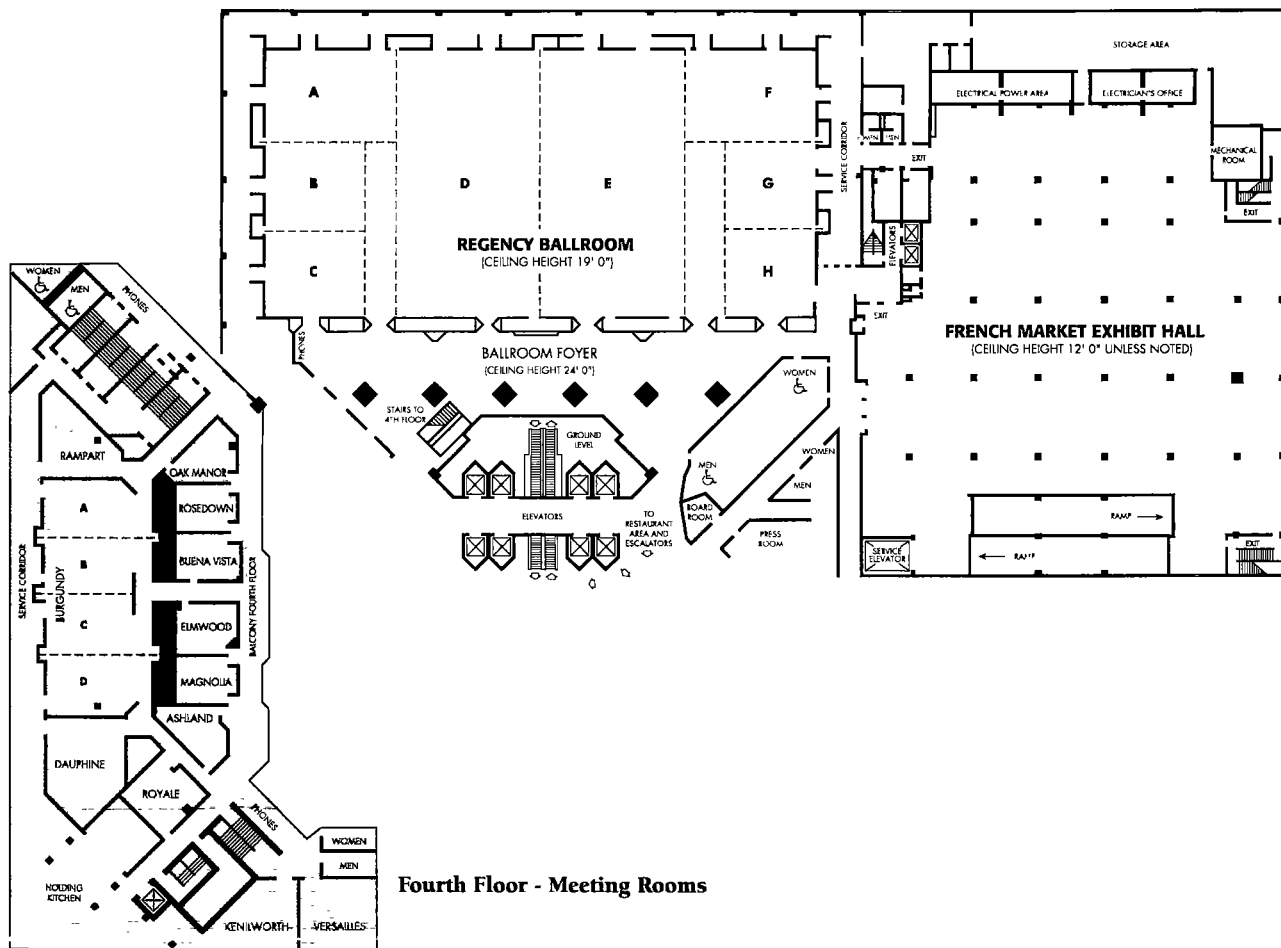
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## Second Floor Regency Conference Center

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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

## Funds to Support Behavior Analysis

### *Janet and Sidney Bijou Fund*

In 1996, Dr. Sidney W. and Janet R. Bijou donated a substantial amount of money to SABA 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.

### *Experimental Endowment Fund*

Starting in May 2002, SABA will provide an annual \$5,000 grant for doctoral students of the experimental analysis of behavior.

Applications for the SABA Experimental Fellowship will soon be available for 2002.

### *International Development Endowment Fund*

The International Development Endowment Fund has been established to provide financial assistance for individuals and organizations wishing to pursue research or organize workshops and meetings internationally. When the principal of this fund reaches \$100,000, SABA will

use the return on the principal to provide \$5,000 in annual grants to successful applicants who make proposals that fulfill the mission of the fund, "to support the dissemination of behavior analysis internationally."

### *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*

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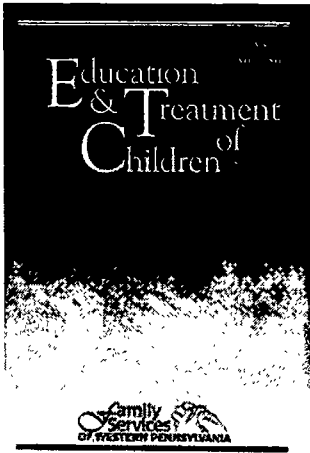
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The Society is deeply committed to the philosophy, science, and practice of behavior analysis and will support only those activities and programs consistent with this commitment. Behavior analysis activities and program supported by SABA must in turn 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.

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7:30 AM					
8:00 AM					
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Night					

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