

# **ABA Program**

**Friday, May 24 - Tuesday, May 28**

**2002**

## **Association for Behavior Analysis**

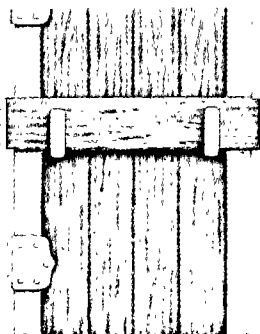
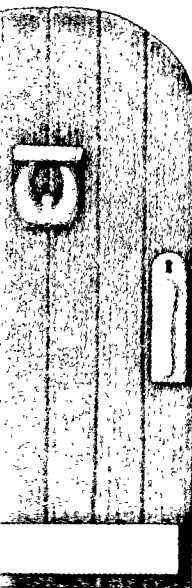
**an international organization**

**Sheraton Centre Toronto  
123 Queen Street West  
Toronto, Ontario M5H 2M9  
Canada**

**28th annual convention**

**Toronto**

**ABA Convention Program 2002**



***We open doors  
to bring out  
human potential and  
create productive lives.***

The New England Center For Children

turns disability into *ability*...

uneducated into *educated*...

incapable into *capable*...

disorder into *order*...

misbehavior into *behavior*...

dysfunctional into *functional*...

disconnected into *connected*...

uncommunicative into *communicative*.

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



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

# **Association for Behavior Analysis**

**an international organization**

**Friday, May 24 - Tuesday, May 28**

**2002**

**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

Michael Perone, Ph.D. (West Virginia University)

## Program Committee Co-Chairs

Ramona Houmanfar, Ph.D. (University of Nevada, Reno) (*Area I: AUT, CBM, CSE, DDA, DEV, OBM*)

Frances K. McSweeney, Ph.D. (Washington State University) (*Area II: BPH, EAB, EDC, OTH, TBA, TPC, VRB*)

## Program & Convention Management

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

## CE Coordination

Richard Malott, Ph.D. (Western Michigan University)

## Area Coordinators

**Autism:** Jack Scott, Ph.D. (Florida Atlantic University)

**Behavioral Pharmacology:** Christine Hughes, Ph.D. (University of North Carolina, Wilmington)

**Clinical; Family; Behavioral Medicine:** David E. Greenway, Ph.D. (University of Louisiana at Lafayette)

**Community Interventions; Social & Ethical Issues:** Mark A. Mattaini, Ph.D. (Jane Addams College of Social Work, UIC) and Richard Rakos, Ph.D. (Cleveland State University)

**Developmental Disabilities; Autism:** Kent R. Johnson, Ph.D. (Morningside Academy)

**Human Development; Gerontology:** Jacob L. Gewirtz, Ph.D. and Martha Pelaez, Ph.D. (Florida International University)

**Experimental Analysis of Behavior:** William L. Palya, Ph.D. (Jacksonville State University)

**Education:** Laura D. Fredrick, Ph.D. (Georgia State University)

**Organizational Behavior Management** Ramona Houmanfar, Ph.D. (University of Nevada, Reno)

**Teaching Behavior Analysis:** Thomas Brigham, Ph.D. (Washington State University)

**Theoretical, Philosophical, and Conceptual Issues:** Derek Blackman, Ph.D. (Cardiff University)

**Verbal Behavior:** Genae Hall, Ph.D. (Behavioral Consultant)

**SQAB-Society for the Quantitative Analyses of Behavior:** Armando Machado Ph.D. Indiana University

## Scheduling & Technical Support

Meg Brake and Majda Seuss (Association for Behavior Analysis) and Zoheb Sait (Western Michigan University)

## Graphic Design & Layout

Tricia Hennessy and Joseph Wingard, Art Direction; Paul Sizer, Production Manager; Ben Fetterley, Mike Henderson, and Troy Johnson, Design (Design Center, Western Michigan University)

## Convention Assistance

Meg Brake, Timothy R. Castañón, Carol Hiemstra, Majda Seuss, and Amanda Wright (Association for Behavior Analysis), and Lori H. Miller and Kent Smallwood (Western Michigan University)

## ABA Convention Presenters

This program contains the contributions of 2,217 participants from 21 countries. Thanks to their work, ABA can offer a program with 40 workshops, 38 business meetings, 62 paper sessions (including 150 papers), 145 symposia, 36 panel discussions, 631 posters, 56 Expo posters, 10 reunions/receptions, 24 invited presentations, and 28 special events. We appreciate the support of ABA's 21 special interest groups. They have made significant contributions to the quality and richness of the 2002 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 21 special interest groups, maintains a mutually beneficial relationship with 39 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. Himeline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, Jack Michael, Edward K. Morris, Henry S. Pennypacker, Carol Pilgrim, Ellen P. Reese, Masaya Sato, Beth Sulzer-Azaroff, and Julie S. Vargas.

## Membership

ABA currently has more than 3,500 members, including a significant international representation. Membership applications are provided on pages 275-282.

## Executive Council

### *President (2000-2003)*

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

### *President-Elect (2001-2004)*

Michael Perone, Ph.D. (West Virginia University)

### *Past President (1999-2002)*

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

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

John Cooper Ph.D. (Ohio State University)

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

Michael Davison, Ph.D. (University of Auckland)

### *At-Large Representative (2001-2004)*

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

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

Frances McSweeney, Ph.D. (Washington State University)

### *Experimental Representative (2001-2002)*

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

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

Meeta Patel, Ph.D. (The Marcus Institute)

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

Erin Rasmussen, Ph.D. (College of Charleston)

### *Student Representative-Elect (2001-2004)*

Matthew Tincani, M.Ed. (Ohio State University)

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

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

# Program Information

## Presentation Formats

**Business Meetings** are held during the convention by ABA committees, chapters, special interest groups, and other groups. Anyone may attend published meetings.

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 the area coordinators to present information that is new, innovative, or otherwise important to the specialty area. Invited speakers are usually members of the Association. All may attend invited events.

**Invited Tutorials** are presented by distinguished scholars who will teach on a specific topic. The 2002 convention will include five tutorials, invited by the Program Committee Senior Co-Chair with input from Area Coordinators. All may attend invited tutorials.

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

**Paper Sessions** include papers of theoretical, philosophical, or methodological issues arranged into sessions by area coordinators.

**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. This year for the first time, presenters had the opportunity to indicate a secondary specialty area. The second area is listed directly after the first area in symposia, invited events, and panel discussions, and after the title of the presentation, in posters and paper sessions.

**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.

## 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 and Convention Services

## Schedule

### Friday, May 24

8 AM - 5:00 PM	SQAB
10:00 AM - 5:00 PM	Workshops
6:00 PM - 9:00 PM	Workshops

### Saturday, May 25

8:00 AM - 11:00 AM	Workshops
8:00 AM - 11:00 AM	SQAB
11:30 AM - 1:00 PM	Opening Event
1:00 PM - 5:20 PM	Sessions
5:30 PM - 7:00 PM	Poster Sessions *
7:00 PM - 7:50 PM	Business Mtgs.
8:00 PM - 9:50 PM	Reunions
10:00 PM - 12:00 AM	ABA Expo

### Sunday, May 26

8:00 AM - 8:50 AM	Business Mtgs
9:00 AM - 11:50 PM	Sessions
12:00 PM - 1:30 PM	Poster Sessions *
1:30 PM - 4:20 PM	Sessions
4:30 PM - 5:30 PM	Pres. Scholar
5:30 PM - 7:00 PM	Poster Sessions *
7:00 PM - 7:50 PM	Business Meetings
8:00 PM - 9:50 PM	Reunions
10:00 PM - 12:00 AM	Behavioral Follies

### Monday, May 27

8:00 AM - 8:50 AM	Business Mtgs.
9:00 AM - 11:50 PM	Sessions
12:00 PM - 1:30 PM	Poster Sessions *
1:30 PM - 4:20 PM	Sessions
4:30 PM - 5:30 PM	Presidential Ad.
5:30 PM - 7:00 PM	Poster Sessions *
9:00 PM - 1:00 AM	ABA Social

### Tuesday, May 28

8:00 AM - 8:50 AM	Business Mtgs.
9:00 AM - 1:50 PM	Sessions

\*Presenters should set up their posters at 9:00 AM for the noon sessions and 2:30 PM for the evening sessions. Posters may be viewed for the three hours prior to scheduled sessions.

## General Information

### The On-Site and Pre-registration

**Counters** are located on the hotel concourse level. On-site registration for the convention and workshops, as well as payment for continuing education credits, the START program, and family badges should be made at the **On-Site Registration Counter**. Hours are:

Friday, May 24	7 AM - 7 PM
Saturday, May 25	7 AM - 5 PM
Sunday, May 26	8 AM - 5 PM
Monday, May 27	8 AM - 5 PM
Tuesday, May 28	8 AM - 12 PM

### 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. You may also register on-line at <http://www.aba.wmich.edu/conv2002/>.

### Convention Registration

All convention fees and registration forms must reach the ABA office by May 6, 2002. On-line registration will be closed at 8:00 AM Eastern Standard Time on May 6<sup>th</sup>. ***ABA will not process registration documents received in the office after this date.***

Presenters are responsible for all costs associated with attending the convention. Badges are required for entrance to all convention events. ***All Presenters must register for the convention.***

Attendees who registered before May 6, 2002 may pick up their convention packets at the **Pre-registration Counter** on the hotel concourse level.

## **Cancellations and Refunds**

You may cancel convention registration, workshops, or other events prior to May 6, 2002, unless otherwise noted. A \$20.00 handling fee will be deducted from all refunds or exchanges. Handling fees will not be deducted for events cancelled by ABA. After May 1<sup>st</sup> you will only receive refunds for events cancelled by ABA.

## **Registration for Relatives**

Family attending only your convention presentation may register on your form to receive a family badge. Include family member's name(s) and \$5.00/each with your convention registration. Name badges will be prepared and placed in your advance registration packet, or may be purchased at the **On-site Registration Counter**.

## **Pre-Convention Workshops**

Admission to workshops is by ticket only. You **must** present your ticket to attend the workshop. Workshops may be cancelled due to low enrollment, so advanced registration is advised. You may register for workshops by mail, using the forms included in the program book, or on-line at <http://www.aba.wmich.edu/conv2002/>.

Early registrants will receive workshop ticket(s) in their registration packets. Workshop tickets may be purchased at the **On-site Registration Counter**.

## **Continuing Education**

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

## **ABA CE Credit for Behavior Analysts**

ABA is approved by the Behavior Analyst Certification Board (BACB) to offer continuing education (CE) for Board Certified Behavior Analysts and Board Certified Associate Behavior Analysts.

### ***Workshops***

CE will be available for all pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops. There is a \$10 per credit hour fee for CE for workshops.

### ***Convention Sessions***

ABA will offer CE for approved events during the convention. There is a \$30 flat fee for CE for convention sessions. Information packets will be available on-site at the Continuing Education Desk. These packets will include:

- A list of sessions offered for CE
- Instructions for signing in and out of events
- Evaluation forms

## **ABA CE Credit for Psychologists**

ABA is approved by the American Psychological Association to offer continuing education for psychologists. ABA maintains responsibility for this program. Continuing education for psychologists will be available for all pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops. There is a \$10 per credit hour fee for CE for workshops. **ABA does not offer CE credits for psychologists for regular convention sessions.**

ABA will provide documentation of conference and workshop attendance at no charge on request. Requests should be made at the **Continuing Education Desk** on the concourse level.

## **Ethics**

ABA adheres to the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*.

## Exhibitors

Be sure to visit the exhibits at the ABA convention! The ABA exhibit will be located in the Ballroom Foyer outside of the Grand Ballroom on the Lower Concourse of the Sheraton Centre, Toronto.

### Exhibit Hours:

Saturday, May 25 ..... 9:00 AM – 1:30 PM ..... 2:30 PM – 7:00 PM

Sunday, May 26 ..... 9:00 AM – 1:30 PM ..... 2:30 PM – 7:00 PM

Monday, May 27 ..... 9:00 AM – 1:30 PM ..... 2:30 PM – 7:00 PM

Tuesday, May 28 ..... 9:00 AM – 12:00 PM

Following are descriptions of the 2002 exhibitors. If you are interested in exhibiting, please contact ABA at (616) 387-8345.

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#### (AI)<sup>2</sup>, Inc.

1400 Bonnie Burn Circle  
Winter Park, FL 32789  
(407) 645-3234  
rdray@rollins.edu

(AI)<sup>2</sup>, Inc produces artificially intelligent and adaptive instructional software. Our products include CyberRat, the new standard in interactive video for operant laboratory simulation, and our electronic textbook for Introductory Psychology which offers artificially intelligent adaptive tutoring and certification testing. Our products incorporate internet-based course administration and student progress tracking, making them especially suited for automated PSI course management and on-line student certifications.

---

#### Behavior Analysis Certification Board

519 East Park Avenue  
Tallahassee, FL 32301  
(850) 668-8757  
Shook@bacb.com

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)

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#### Behavior Development Solutions

80 Paper Mill Road  
Woodbury, CT 06798  
(203) 263-0892  
seversol@aol.com

Behavior Development Solutions sells the CBA Learning Module Series - a computer program that assists individuals in preparing for the behavior analysis certification exam.

---

**BIOBSERVE GmbH**

Reuterstr 187  
Bonn 53113  
Germany  
49 0 228 2427813  
gutzen@biobserve.com

BIOBSERVE provides powerful and innovative tools for a wide range of behavioral research. We offer video based solutions for behavioral data acquisition and data analysis and systems running on a handheld computer for mobile behavioral data acquisition (the award winning "Spectator GO<sup>®</sup>"). We have also developed a mobile version of the Trial Making Test (TMT) that allows comfortable data acquisition and data analysis.

---

**Coulbourn Instruments**

7462 Penn Drive  
Allentown, PA 18106  
(610) 395-3771  
martha@coulbourn.com

Our Animal Behavior Testing instruments include the Habitest System of modular test arenas (cages) with a selection of modular response sensors and audio, visual and olfactory stimuli along with liquid and dry feeders, stimulators and shockers, the Tru Scan open-field, scanning photobeam activity monitoring system and a Startle Response system. Robust control, data acquisition and archiving software are hallmarks of all of Coulbourn's behavioral testing systems.

---

**Kinark Child & Family Services**

240 Duncan Mill Road Suite 402  
Don Mills, Ontario M3B 124  
Canada  
(416) 391-3884 x308  
margo.wilson@kinark.on.ca

"Ontario Initiative". Intensive Behavioral Intervention for Pre-Schools with Autism.

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**Leaps and Bounds  
Specialized Programming Service**

511 Greig Circle  
Newmarket Ontario L3Y 85G  
Canada  
(905) 953-0569  
deanna@leapsandboundsservices.com

Specialized Therapeutic Program for individuals with special needs. Programs include; A.B.A., therapeutic sessions, play therapy, art therapy, social skills training, respite, behavior management, tutoring, and life skills training.

---

**The Learning Incentive, Inc.**

ASD-Boatner Bldg  
139 North Main St  
West Hartford, CT 06107  
(860) 236-5807  
Fax: (860) 233-9945

The Learning Incentive Inc: Exhibit will consist of one or two computers for demonstration of the CyberSlate® computer program. CyberSlate is a behaviorally based program for remediation in typing, math and reading. We will also have data illustrating the effectiveness of the program, and brochures that explain the program.

---

**The May Institute**

1 Commerce Way  
Norwood, MA 02062  
(781) 440-0400 x201  
Fax: (781) 440-0414

The May Institute is an award-winning network of non-profit behavioral healthcare, education and rehabilitation programs. Founded in 1955, we specialize in providing services to adults and children with autism, brain injury and other developmental and behavioral disorders. We have 5 school programs and approximately 160 residential group homes, day habilitation programs, clubhouses and employment training sites.

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**McNeil Consumer & Specialty Pharmaceuticals**

7050 Camp Hill Road  
Fort Washington, PA 19034  
(215) 273-7028  
trabada@mccus.jnj.com

Concerta® (methylphenidate Hcl) extended-release tablets 18 mg, 36 mg, 54mg is the first extended-release formulation of methylphenidate that lasts through 12 hours, conveniently providing symptom control from morning through early evening with just one dose.

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**Melmark, Inc.**

2600 Wayland Road  
Berwyn, PA 19312  
(610) 353-1726 x636  
pjm@melmark.org

Melmark, Inc. is a provider of residential, educational, therapeutic and recreational services for children and adults with learning difficulties and/or challenging behaviors secondary to a diagnosis of autism, acquired brain injury or other neurological impairments and developmental disabilities. We work to develop and enhance the confidence and abilities of these children and adults through "best practices" in Applied Behavior Analysis, functional curriculums, vocational training, and collaborative services. The Melmark School is an approved private school offering an extended school year program. On-site undergraduate and graduate education is available to enhance the professional development of our staff.



---

## **The New England Center for Children, Inc.**

33 Turnpike Road  
Southboro, MA 01772  
(508) 481-1015 x3009  
jaustin@necc.org

The New England Center for Children (NECC) is a private non-profit day and residential school serving over 225 children with autism between the ages of 18 months and 22 years. Founded in 1975, NECC has remained true to its original mission of providing, state-of-the-art education and individualized treatment to children with autism based on the principles of Applied Behavior Analysis. NECC has developed a comprehensive educational curriculum with a broad scope and sequence designed to meet the individual needs of children at diverse developmental levels and cognitive abilities.

A recipient of the US Department of Education's National Award for Model Professional Development, NECC has developed a professional development model that combines active clinical supervision, extensive training opportunities, participation in advanced degree programs on-site, and attendance at professional conferences to insure the expertise of its staff. NECC has a robust applied research program dedicated to producing results that are readily translated into active treatment assuring our students receive best-practice educational services. 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.

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 Information Technology**

751 Miller Drive; Suite E-5  
Leesburg, VA 20175  
(703) 771-0440  
shannon@noldus.com

Noldus Information Technology offers computer software and integrated systems for recording and analyzing behavior. We will be showing the new Observer 4.0 which offers a superior user interface and many new features. The Observer is available for live observations, video analysis, or mobile coding. Contact Noldus for information regarding special conference prices.

---

## **Teach Your Children Well**

PO Box 908  
Belleville, Ontario K8N SB6  
Canada  
(613) 967-0220  
michael.maloney2@sympatico.ca

*Teach Your Children Well* - book; *Teach Your Children to Read Well* - Nine book series; *Math Tutor* - Eight piece series of software

## ABA Convention Bookstore

The ABA bookstore is pleased to offer over 1,000 titles relating to the field of behavior analysis at the 2002 annual convention. The ABA convention bookstore will be located in the Sheraton Hall. 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

### Bookstore Hours

Friday	May 25 9:00 a.m. - 7:00 p.m.
Saturday	May 26 9:00 a.m. - 7:00 p.m.
Sunday	May 27 9:00 a.m. - 7:00 p.m.
Monday	May 28 9:00 a.m. - 7:00 p.m.
Tuesday	May 29 9:00 a.m. - 12:00 p.m.

### 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, 2002. 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 2002 ABA convention bookstore, please contact:

Kent Smallwood  
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

Service  
To

Apply,

Recruit, &

Train

**Applicants:**

- Find jobs, internships, & graduate programs in behavior analysis

**Employers:**

- Find qualified behavior analysts for your organization

*Interviews will be arranged at the Convention*

**SIGN UP NOW!**



*www.abawmich.edu/start*

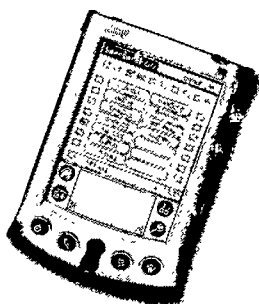


Visit us at the conference in Toronto!

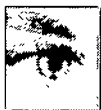
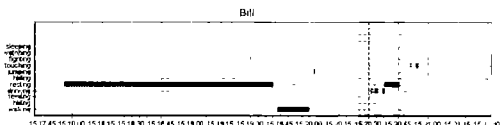


# Spectator GO!

Gather behavioral data wherever you want



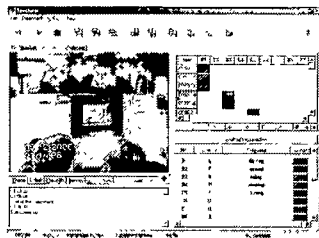
- Gather observational data with a handheld computer
- Distinguish between short and long lasting behaviors
- Interactive behaviors are logged with both participants
- Powerful data analysis
- All data can be exported in various file formats
- Generate ethograms within minutes
- Available for Palm™ OS and Pocket PC



# Spectator

Computer based data acquisition for behavioral experiments

- Analyse video based observational data
- Collect and analyse observational data with short cuts
- Distinguish between short and long lasting behaviors
- Interactive behaviors are logged with both participants
- Powerful data analysis
- Full MPEG support
- Slow motion during data acquisition



# **Association for Behavior Analysis**

**an international organization**

**Friday, May 24**

**2002**

**Day Schedule  
Workshops  
SQAB**

Friday, May 24th

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 Concourse	Sheraton Hall					ABA Cooperative Bookstore									
	Ballr'm Foyer			Exhibitor Set-Up											
	GBR East			#1 SQAB Events											
	GBR East Exp.														
Con-course	Registration	On-Site, Workshop and Pre-Registration													
Mezzanine	Windsor West							+	#W3 STROMER & Kinney						
	Essex Ballr'm							+	#W14 ELLIS, et al.						
	Conference B&C							+	#W7 ROBINSON, et al.						
	Conference D&E							+	#W2 WILSON, et al.						
	Conference G							+	#W13 FOVEL & Andresen						
Second Floor	Dominion Ballr'm South							+	#W10 JOHNSON, et al.						
	Dominion Ballr'm North							+	#W11 LETSO & Fitzsimons						
	City Hall							+	#W9 BERNFELD						
	Wentworth							+	#W4 ROSS						
	Kenora							+	#W6 KOHLENBERG						
	Huron							+	#W5 SONNTAG						
	Kent							+	#W1 PROGAR, et al.						
	Simcoe & Dufferin							+	#W8 MOORS, et al.						
	Civic Ballr'm South							+	#W12 FOX & Weinberg						

#W = Workshop Number  
GBR = Grand Ballroom  
~~ = Available for continuing education.  
ABA is an APA approved provider.  
‡ = Available for continuing education.  
ABA is a BACB approved provider.  
  
LEGEND

Friday, May 24th

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		
Sheraton Hall	ABA Cooperative Bookstore														Lower Concourse
Ballr'm Foyer															
GBR East	#1 SQAB Events														
GBR East Exp.															
Registration	On-Site, Workshop and Pre-Registration														Con- course
Windsor West	#W3 STROMER (cont.)								#W20 PYLES						Mezzanine
Essex Ballr'm	#W14 ELLIS, et al. (cont.)								#W26 GARDENIER & Geckeler						
Conference B&C	#W7 ROBINSON (cont.)								#W25 GOULD & St. Amand						
Conference D&E	#W2 WILSON, et al. (cont.)								#W23 FITZSIMONS & Palazzo						
Conference G	#W13 FOVEL (cont.)								#W18 MOLTENI & Burdick						Second Floor
Dominion Ballr'm South	#W10 JOHNSON (cont.)								#W15 BALTER, et al.						
Dominion Ballr'm North	#W11 LETSO (cont.)								#W22 IVANCIC						
City Hall	#W9 BERNFELD (cont.)								#W17 PFADT & Cicero						
Wentworth	#W4 ROSS (cont.)								#W19 CARTER, et al.						
Kenora	#W6 KOHLENBERG (cont.)								#W16 SHARPE, et al.						
Huron	#W5 SONNTAG (cont.)								#W24 WILLIAMS						
Kent	#W1 PROGAR, et al. (cont.)								#W27 LOWENKRON						
Simcoe & Dufferin	#W8 MOORS, et al. (cont.)								#W28 BONDY, et al.						
Civic Ballr'm South	#W12 FOX & Weinberg (cont.)								#W21 LARSSON, et al.						

## Workshop # 1

5/24/02

10:00 AM - 5:00 PM

Kent

### **A Transdisciplinary Approach to the Assessment and Treatment of Problem Behavior at Bancroft NeuroHealth**

PATRICK PROGAR, Ph.D., Mark Mintz, James Varrell, Stephen Bruce, and Ronald Savage (Bancroft NeuroHealth)

**Description:** The workshop is designed to provide participants with an overview of a neurobehavioral model for the assessment and treatment of problem behavior. The neurobehavioral model embodies a transdisciplinary approach to problem behavior in people with developmental disabilities and/or traumatic brain injury. In addition to behavioral problems, these individuals often present with neurological and/or psychiatric issues. The workshop will include contributions from board certified behavior analysts, a neuropsychologist, a neurologist, and a psychiatrist. Overviews of each discipline will be provided as well as some “hands on” activities including a sample of “grand rounds,” which allow for weekly input from the entire transdisciplinary team, and more focused neurorounds, which allow for a more in-depth analysis of an individual case. Additional topics to be covered will include data collection and analysis techniques, the dynamic interplay between behavioral data and medication management, and a clinical pathways model to guide the overall care of the persons we serve.

#### **Objectives:**

- Collect, graph, and interpret functional analysis data and incorporate into a PowerPoint presentation
- Design and implement the assessment and treatment phases in order to interpret the separate and combined effects of behavioral and/or pharmacological interventions for problem behavior
- Provide a rational framework in the utilization of adjunctive pharmacological therapy based upon the mechanism of aberrant behavior
- Utilize behavioral data in determining the need for adjunctive pharmacological therapy
- Introduce a clinical pathways model for the comprehensive assessment and treatment of children with developmental disabilities and/or traumatic brain injury who also exhibit problem behavior

**Activities:** The workshop will include didactic presentations, videotapes, and PowerPoint presentations. Hands-on activities will include a mock grand rounds presentation and an interactive session in which especially relevant case studies are presented. Additional activities will include data collection techniques as well as a brief tutorial on transforming the raw data into a presentation-ready PowerPoint display. Through the above activities, participants will be introduced to a comprehensive approach to dealing with neurological, psychiatric, behavioral, and neuropsychological issues.

**Audience:** This workshop is designed for professionals and students who work in multidisciplinary treatment settings for children and adults with disabilities that display severe problem behavior. This workshop is applicable to administrators, teachers, allied health professionals, psychologists, social workers, behavior analysts, psychiatrists, neuropsychologists, neurologists, and nurses. Members of the audience should have a basic knowledge of the functions of these disciplines.

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



## Workshop # 2

5/24/02

10:00 AM - 5:00 PM

Conference D&E

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

KELLY WILSON, Ph.D., Jennifer Groom, and Kara Bunting (University of Mississippi)

**Description:** Participants will learn core principles that direct both treatment of clients and supervision of therapists working within this model. The treatment utilizes 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:

- Recognize and let go of destructive suffering
- Contact and embrace healthy suffering
- Gain flexibility in their responses to troubling cognitive and emotional content
- Make contact with a sense of self that transcends cognitive and emotional content
- Clarify values
- Make and keep commitments

Participants will get an overview of the treatment process.

**Activities:** 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, as well as treatment development researchers and clinical supervisors.

**Members: \$155 Non-Members: \$170**

## Workshop # 3

5/24/02

10:00 AM - 5:00 PM

Windsor West

### **Computer-Mediated Activity Schedules for Teaching Children with Autism Spectrum Disorders**

ROBERT STROMER, Ph.D. (UMMS Shriver Center) and Elisabeth M. Kinney (BEACON Services)

**Description:** This workshop integrates multimedia computer supports with activity schedules to teach children with autism spectrum disorders play, social, communication, and academic skills. Schedules are programmed in PowerPoint and supplement other schedules that use photographs and text in notebooks or lists to cue a child's sequence of activities (McClannahan & Krantz, 1999). Computers can help to ensure a child's attention to crucial aspects of a schedule, and yield new learning outcomes via the videos, sounds, images, and words that serve as instructional cues. We show how to blend the multimedia and interactive capabilities of computers with state-of-the-science teaching protocols and how to prepare computer activity schedules in PowerPoint.

### **Objectives:**

- To give participants an appreciation of the potential of computer activity schedules for teaching
- To familiarize participants with the hardware, software, and accessories used to computerize activity schedules
- To give participants competence in the basics of software use with already-prepared materials: Inserting sounds, photographs, and video clips and running the program
- To give participants knowledge of other software operations (e.g., setting animations, timers, transitions, actions, and session parameters) and how to create and handle digital content for the purpose of making computer schedules

**Activities:** We describe advantages and disadvantages of integrating multimedia software with off-computer teaching. We give examples of computer schedules that are used to teach play, social skills, reading, spelling, and counting. With practice content, we guide hands-on exercises in preparing teaching slides. We demonstrate how to create multimedia content and give opportunities to practice taking pictures, making video clips, and recording sounds. Participants will receive copies of how-to materials including a CD with practice files. Laptop computers will be provided for small group activities. Participants may also bring a laptop, but it should be a Windows-based computer with floppy and zip or CD drives and PowerPoint 2000 installed. (If you plan to bring a laptop, please contact us in advance:

Robert.Stromer@umassmed.edu.)

**Audience:** This is an intermediate-level workshop for participants who have at least undergraduate training in behavior analysis, experience using the methods to teach language, communication, cognitive, or academic skills, and some experience using PowerPoint or a similar application. Ideally, participants will be familiar with McClannahan and Krantz's (1999) book, *Activity Schedules for Children with Autism Teaching Independent Behavior* and related research. **Enrollment is limited to 20.**

**Members: \$170 Non-Members: \$185**

#### Workshop # 4

5/24/02

10:00 AM - 5:00 PM

Wentworth

#### Designing Effective Online Courseware with Designer's Edge

LINDA ROSS, Ph.D. (Click2Learn, Inc.)

**Description:** Participants will learn how to use Designer's Edge to design and develop effective courseware. Following a brief introduction, the workshop presenter will engage in an interactive lecture/demonstration of each phase of instructional systems design using

Designer's Edge. Guided practice will follow each lecture/demonstration to ensure that participants are provided with hands-on practice with the software. By the end of this workshop, participants should be prepared to design and develop their own courses for online deployment.

**Objectives:** By the end of this workshop, participants should be able to:

- Determine whether there is a need to develop online courseware or training, based on needs assessment data
- Complete a thorough audience analysis of the end user of their courseware
- Conduct task analyses to determine what content should be included in the course
- Determine if existing extant data can be repurposed in the course
- Write measurable enabling and terminal objectives for the course
- Design effective flows of instruction
- Storyboard online presentations
- Evaluate the effectiveness of the course

**Activities:** *Introductions (15 minutes):* During introductions, participants will introduce themselves and describe why they are taking this workshop. The workshop presenter will use the introductions to gauge the expertise of the participants. *Software Set Up (15 minutes):* Participants will have 15 minutes to set up Designer's Edge, Net Synergy, and flowcharting software on their computers. *Brief Overview (10 minutes):* During the brief overview, the workshop presenter will describe the features of Designer's Edge, including the two front-end analysis approaches (needs assessment approach versus task analysis approach). *Interactive Lecture/Demonstration, Part 1: Front-End Analysis (60 minutes):* The workshop presenter will demonstrate how to conduct front-end analysis using Designer's Edge. Both approaches listed above will be demonstrated. Additionally, the workshop presenter will describe the pros, cons, and rationale for choosing to use each front-end

analysis approach. *Practical Application, Part 1: Front-End Analysis (45 minutes)*: Using a pre-designed tutorial, participants will complete the steps of front-end analysis using Designer's Edge. The workshop presenter will circulate during all practical applications, answering any questions that participants may have. *Interactive Lecture/Demonstration, Part 2: Design (30 minutes)*: The workshop presenter will demonstrate how to use Designer's Edge to write effective objectives and instructional flows. Additionally, the workshop presenter will describe how to modify instructional flows for direct instruction or discovery-based learning. *Practical Application, Part 2: Design (60 minutes)*: Continuing in the pre-designed tutorial, participants will complete the steps of design using Designer's Edge. *Interactive Lecture/Demonstration, Part 3: Develop (30 minutes)*: The workshop presenter will demonstrate how to storyboard instructional flows into courseware. For this workshop, the workshop presenter will be storyboarding using Net Synergy, a WYSIWYG software application designed specifically to interact with Designer's Edge for the development of online learning courseware. *Practical Application, Part 3: Develop (45 minutes)*: Continuing in the pre-designed tutorial, participants will complete the steps of development using Designer's Edge. *Interactive Lecture/Demonstration, Part 4: Evaluate (20 minutes)*: The workshop presenter will demonstrate how Designer's Edge can assist in evaluating the effectiveness of the course. Approaches for iterative design, alpha testing, beta testing, and piloting, as well as other formative and summative evaluation methodologies will be discussed. *Practical Application, Part 4: Evaluate (20 minutes)*: Finishing the pre-designed tutorial, participants will determine how to evaluate the effectiveness of the course they have designed. *Wrap-up (10 minutes)*: The workshop presenter will use this time to summarize what has been presented and answer any final questions that participants may have.

**Audience:** New or experienced instructional designers and others interested in designing effective courseware (delivered online, in CBT format, or in the face-to-face classroom).

**Members: \$160 Non-Members: \$175**

### Workshop # 5

5/24/02

10:00 AM - 5:00 PM

Huron

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

RAINER FRANZ SONNTAG, Ph.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.

- 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.
- Specific interventions are embedded in eight 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.
- 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:

- 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
- To present a conceptual framework that may be helpful in organising individual treatment processes in outpatient settings
- 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
- 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
- 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
- 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:** Clinical treatment is described as a thematic research program. Eight background principles are presented (Outcome orientation; Holism; Behavioral patterns; Language; Relationship; Self-confidence; Strengths; and Concentration). It is shown how they are derived from behavior analysis and how they contribute to treatment. 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. 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. Commonalities and points of contact with other treatment approaches are emphasized. 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. Role-plays on selected procedures and group discussions will be conducted.

**Audience:** Clinical and applied behavior analysts interested in a generic treatment model that incorporates a wide variety of interventions and nevertheless stands true to the philosophy of behavior analysis. 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: \$140 Non-Members: \$155**

## Workshop # 6

5/24/02

10:00 AM - 5:00 PM

Kenora

### FECT: A Behavioral Treatment for Depression

ROBERT J. KOHLENBERG, Ph.D.,  
Jonathan W. Kanter, Madelon Y. Bolling,  
Chauncey R. Parker, Reo Wexner, and  
Christeine M. Terry (University of  
Washington)

**Description:** This workshop introduces the theory and methods of FAP-Enhanced Cognitive Therapy (FECT) for depression. FAP, or Functional Analytic Psychotherapy (Kohlenberg & Tsai, 1991), is a psychotherapy approach that grew out of a functional analysis of the psychotherapy environment. It is ideal for behavior analysts who wish to work with adult outpatient populations and problems often conceptualized as non-behavioral while maintaining a consistent, thoroughgoing behavioral stance. Along these lines, FECT is based on the idea that an existing treatment—Beck, Rush, Shaw, and Emery's (1979) *Cognitive Therapy (CT) for Depression*—can be improved and enhanced with functional analytic tools and ideas.

As clinical behavior analysts, we maintain that CT is not appropriate for many clients and we account for the effects of CT with a different theoretical model; nonetheless, we recognize its functional utility and empirical success. In addition, those interested in working with depressed outpatients often work as part of a subculture of therapists and clients in which CT is seen as the gold standard. For these reasons the techniques and ideas of FECT may be useful.

**Objectives:** Participants will learn how to:

- Determine when CT is appropriate to employ with depressed clients
- Use techniques of CT that have been modified to be consistent with a functional analytic framework
- 

Increase the power of effective CT interventions by focusing on modifying client's operant behavior as it is occurring "in-vivo"

Emphasis is placed on this last feature of FECT. Therapists are taught to:

- Conceptualize depression in functional analytic terms that highlight opportunities for in-vivo work
- Identify in-vivo behaviors as they are occurring in the therapy relationship and during the therapy hour
- Evoke in-vivo behaviors that might otherwise not occur
- foster generalization of in-vivo gains made during the therapy hour to daily life

The objectives of this workshop are as follow:

- Introduce a behavior-analytic conceptualization of the psychotherapy environment that allows behavior analysts to work with problems traditionally defined as non-behavioral
- Introduce the functional-analytic enhancements to CT for depression: a concrete set of tools and strategies for performing CT while maintaining a behavioral stance
- Familiarize clinical behavior analysts with the notion of in-vivo work, and how the identification, evocation, and modification (i.e., natural reinforcement) of in-vivo behavior can improve one's clinical outcomes

**Activities:** This workshop is a combination of didactic presentation, videotaped clinical case material, and a variety of exercises and activities designed to provide opportunities to practice FECT techniques and learn the meaning and value of "in-vivo" through in-vivo work itself. Participants will work within small groups and apply skills to clinical vignettes presented in transcripts, video, and/or audiotapes. For example, participants will gain experience detecting clinically relevant in-vivo behaviors

(including cognitive behaviors), 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 CT or other psychotherapies, and is interested in an introduction to therapy techniques and a behavior analytic interpretation of the process. Another is the experienced therapist who has used CT and is interested in enhancing treatment with methods suggested by functional analysis. 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. Although the focus of the workshop will be on working with adult, depressed outpatients with generally intact cognitive functioning, we welcome discussion of how these methods may apply to other populations. Because clinical material is being presented, the workshop is open only to faculty, graduate students, or professionals.

**Members: \$155 Non-Members: \$170**

#### **Workshop # 7**

5/24/02

10:00 AM - 5:00 PM

Conference B&C

#### **Guidelines for Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services**

SARAH ROBINSON, Ph.D. (Florida Department of Children and Families), Pamela Osnes (University of South Florida), and Haydee Toro (Florida Department of Children and Families)

**Description:** This introductory workshop will provide a discussion of ethical principles and their application to the practice of behavior analysis services. It is designed to build understanding of ethical

requirements in everyday professional situations. The content will encompass background history and foundations for codes of ethics, differences between legal and ethical behavior, and interactive exercises. The workshop presenters will review a number of relevant documents, including the American Psychological Association's and National Association of Social Workers' Codes of Ethics, the National Association of School Psychologists' Principles for Professional Ethics, the International Standards for the Preparation and Licensure of Special Educators, the Guidelines of Conduct of the American Association on Mental Retardation, the Florida Association for Behavior Analysis' Code of Ethics, and the Task List for Behavior Analysis.

**Objectives:** Participants will be able to refer to professional codes and guidelines that have been designed to dictate their professional conduct and to establish the relationship between ethics and law. Participants will discuss the conduct standards guiding the resolution of ethical dilemmas encountered in mental health, educational, and developmental disabilities settings including:

- Confidentiality, privilege, privacy, and consent
- Record keeping
- Professional competence
- Fees and financial arrangements
- Multiple relationships
- Misuse of influence
- Supervision
- Consultation and referrals
- Duty to warn
- Honoring commitments
- Rights of consumers
- Publication credits
- Use of punishment procedures
- Due process
- Distribution of education resources

- Conflicts among parents and teachers
- Issues relevant to development and implementation of individual education plans

Participants will be able to recognize and pursue strategies to avoid and resolve legal and ethical issues.

**Activities:** Participants will participate in interactive exercises designed to enhance their analyses of ethical issues, dilemmas, and decision-making. The exercises are the product of experiences and dilemmas encountered and researched by the presenters through their years of practice in diverse settings, as well as both published and unpublished teaching cases in special education and other fields.

**Audience:** The target audience is practitioners, supervisors, and other professionals working in mental health, educational, developmental disabilities, and home and community settings, including behavior analysts, special education and regular education teachers, and psychologists.

**Members: \$165 Non-Members: \$180**

### Workshop # 8

5/24/02

10:00 AM - 5:00 PM

Simcoe & Dufferin

### How to Use Fluency-Based Instruction Techniques to Enhance Existing Educational Programs

ALISON MOORS, M.A., Sara Pahl, Amy King, and Michael Fabrizio  
(Fabrizio/Moors Consulting)

**Description:** This workshop is specifically designed to target service providers and parents working with kids with autism. An overview of Fluency-Based Instruction, including its history and implications for children with autism, will be covered. In addition, participants will learn data collection techniques as well as how to analyze student data to ensure progress. Emphasis will be placed on component skills training for the learning/student skills

necessary in order for a student and his/her teacher to be successful within a Fluency-Based Instruction teaching paradigm. Video examples and hands-on activities will be used throughout. The audience will be encouraged to provide examples of students and pinpoints used within their own teaching programs.

**Objectives:** At the end of this workshop, participants will be able to:

- Describe Fluency-Based Instruction and how it compares and contrasts from other behavior analytic approaches to teaching
- Read and track student performance using the Standard Celeration Chart
- View sample Standard Celeration Charts and make appropriate instructional decisions based on student data
- List the component learning/teaching skills necessary in order for both the student and the teacher to be successful within a Fluency-Based Instruction teaching paradigm
- State at least five component skills easily transferable from one behavior analytic teaching paradigm to a Fluency-Based Instruction procedure

**Activities:** While some lecture will be used, emphasis will be placed on audience participation through discussion as well as participants performing the objectives or component skills of this workshop.

**Audience:** This workshop is designed for parents, educators, and consultants currently implementing educational programs using behaviorally based teaching technologies. In addition, those persons responsible for designing treatment packages for children with autism are encouraged to attend. Applied knowledge of behavior analytic teaching techniques and subsequent terminology is required.

**Members: \$235 Non-Members: \$250**

## Workshop #9

5/24/02

10:00 AM - 5:00 PM

City Hall

### **Implementing Effective Parent Training for Delinquents and Their Families: Application of the Teaching-Family Model**

GARY A. BERNFELD, Ph.D. (St. Lawrence College)

**Description:** This workshop first briefly overviews the Teaching-Family Model (TFM)'s extensive empirical base and its 30-year history of replication (Fixsen, et al. 2001) across various populations and settings. Its hallmark is the purposeful integration of all the clinical, administrative, evaluation and supervision systems that ensure quality assurance and treatment integrity. Next, the home-based use of this Model by Community Support Services of the St. Lawrence Youth Association is discussed, in terms of its generic service delivery hallmarks and its treatment technology and program support systems derived from the TFM. This multisystemic program has been independently identified as one of the top 10 programs for young offenders in Ontario. It has reliably reduced youth behaviour problems and recidivism and improved social skills and family functioning (Bernfeld et al., 1995; Bernfeld, 2001)

(<http://gary.bernfeld.com/chapter.htm>).

The majority of the workshop will expose participants to techniques designed to enhance their parent training skills in general, and their first-hand observation and teaching skills in particular. The workshop will finish with a review of a list of integrative clinical strategies for working with the families of delinquent youths.

**Objectives:** During the workshop, participants will:

- Learn about the TFM's integrated service delivery systems and its ecobehavioural and contextual orientation

- Be shown how the TFM has been implemented in a home-based service for high-risk young offenders and their families
- Watch video vignettes and practice identifying client skill deficits
- Complete behavioural rehearsals utilizing the full Teaching Interaction technique

At the conclusion of the workshop, participants will be able to:

Describe the specific components of the Teaching Interaction, which involves skill identification, modeling, instructions, behavioural rehearsal, feedback, and praise (Blasé & Fixsen, 1987)

Begin a process of integrating the Teaching Interaction into their own clinical work with families

**Activities:** Didactic lectures, group discussion, large group rehearsals with videotaped scenes, and small group behavioural rehearsals of case vignettes will be utilized. Handouts will include supporting articles, and an extensive bibliography will be provided.

**Audience:** Clinicians, therapists, behaviour analysts and students. Experience with home-based services an asset but not required. **To facilitate small group behavioral rehearsals, enrollment is limited to 24.**

**Members: \$160 Non-Members: \$175**

## Workshop # 10

5/24/02

10:00 AM - 5:00 PM

Dominion Ballroom South

### **Learning and Teaching Reading with the Morningside Model of Generative Instruction**

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

**Description:** In the last 15 years we have seen the rise of functional assessment in the clinical thinking and procedures of



educators, both within and outside of behavior analysis. This increasing focus upon the complex context in which we analyze and teach behavior requires many of us to become more knowledgeable about school curriculum. Much of the disruptive behavior in schools that we are asked to change occurs as a function of poor curriculum and instruction. Many behavior analysts are including academic components in treatment plans for non-school clients, as well. In our experience working with schools and agencies, we have much more credibility, value, and influence when we propose to work not only on conduct, classroom management, disruptive behavior, and discipline, but also with specific academic curriculum, instructional methods, and intellectual behavior.

A good place to start this work is the curricula of foundation skills, because deficits in areas such as reading, writing, and math are very much in the media and in public discussion. Foundation skills are also easily amenable to behavior analysis and modification. It is important that we are thorough in our analysis and treatment of foundation skills, not just superficially acquainted with reading or math. Nor should we uncritically accept materials and methods that are being used in the school settings in which we work. Even in clinical settings we may introduce a reading program as a powerful component of our treatment plan. This workshop will provide a thorough introduction to the area of reading. Mastery of the content and references contained in this workshop will put you well on the road to becoming a reading expert.

### **Objectives:**

- Learn and practice the Morningside method for learning and teaching foundation skills, with special emphasis upon reading skills and strategies
- Learn 10 components of effective reading instruction, and how to evaluate commercially available reading programs
- Experience our methods of feedback and coaching foundation skill instruction as you practice
- Incorporate intellectual skill development in your behavioral treatment plans

**Activities:** You will learn about 10 components of a total reading curriculum, including language and vocabulary, phonemic analysis, decoding, basic comprehension tool skills, background knowledge for reading, advanced comprehension strategies, techniques for self-monitoring during reading, rate adjustments as a function of reading purpose, reasoning and problem solving, the social and interpersonal skills of classroom learning, and the natural reinforcement of reading. We will show examples and nonexamples of each component within commercially available reading curricula. You will learn how to evaluate reading curricula. We will also demonstrate and you will practice the 13-step Morningside method for teaching reading sub-skills and making them fluent. You will also practice the Morningside method for teaching more strategic, meta-cognitive behaviors related to reasoning, thinking, and problem solving in a reading context. You will also learn about our method for providing in-classroom coaching with teachers or clinicians who are implementing reading programs, as we give you feedback and coaching during your practice. Finally, we will also share case studies of functional relations between disruptive and minimal-effort behavior and reading curriculum and instruction, and help you incorporate intellectual skills in your own treatment plans.

**Audience:** Any teachers, administrators, clinicians, tutors, college professors, organizational behavior managers, and instructional designers who want to learn how to incorporate reading performance in their intervention plans.

**Members: \$210 Non-Members: \$225**

## Workshop # 11

5/24/02

10:00 AM - 5:00 PM

Dominion Ballroom North

### **Organizational Design and Development of Autism Service Programs**

SUZANNE LETSO, M.A., and Patricia Fitzsimons (Connecticut Center for Child Development, Inc.)

**Description:** The demand for services based on empirically validated instructional strategies has dramatically increased. Behavior analysts, parents of children with autism, and other professionals are establishing new organizations designed to meet this ever-increasing need for additional service programs. This workshop will provide information regarding the development, management, and leadership of behaviorally based educational services for individuals with autism and related disorders. An overview of organizational design, structure, and the business planning process will be provided. Identification of an agency mission, establishment of organizational goals, determination of program designs, and the basic components of a business plan will be discussed. A description of for-profit versus not-for-profit organizations will be provided. The process of obtaining status as a tax-exempt organization and creating a budget and timeline will be outlined. Information about establishment of a board of directors, fiscal management, public relations, and fundraising will be provided. The creation of an organizational hierarchy, and development of key administrative and clinical leadership roles and responsibilities will be identified. The rationale for development of a Human Rights Committee, and peer review processes will be reviewed. Issues such as collaboration with existing schools or services versus the creation of an independent organization will be discussed. Considerations influencing

program location, space requirements, and site selection will also be discussed.

### **Objectives:**

- To provide basic information about the organizational development, design, and leadership of autism service organizations
- To provide participants with an outline of the business start-up process and an opportunity to delineate an organizational purpose
- To provide guidelines regarding the financial and physical requirements of an educational facility
- To identify additional resources participants can access to assist them in the establishment of a service organization

**Activities:** Didactic lectures, group discussion, and guided notes will be utilized. Participants will write a mission, vision, objectives, and goal statements. Handouts will include a bibliography, articles, and identification of additional resources. Participants will be encouraged to discuss their challenges and identify solutions with the group.

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

**Members: \$165 Non-Members: \$180**

**Workshop # 12**

5/24/02

10:00 AM - 5:00 PM

Civic Ballroom South

**Teaching Reading and Writing to Young Children with Autism**

SUSAN D. FOX, B.A., BCABA (University of South Florida) and Michael Weinberg, Ph.D., BCBA (Devereux Florida Treatment Network)

**Description:** This workshop is designed to give direct feedback and interactive discussion, as each stage of developing a written program is examined. Different needs and developmental differences will be discussed and examples will be shown of programs used to design interventions specific to the needs of each individual child. Videos of cases at different levels will be reviewed to demonstrate the variety of differences seen in Autism Spectrum Disorder and discussion will explore the differences in the interventions needed for each child.

**Objectives:**

Upon completion of the workshop, participants will:

- Understand the use of reading and writing programs for children with visual preferences and have a grasp of the state-of-the-art technology in the acquisition and generalization of reading and writing skills for children with autism
- Know how to design a customized written language intervention that may facilitate verbal communication and develop a written language-training packet (including incidental teaching, natural environments, and generalization)
- Understand the use of discrete trial training for tacts and mands in written word and incorporating the auditory components to develop and build intraverbal skills when possible

- Understand the importance and use of discrimination training
- Have an introduction of keyboarding skills for children that may have fine motor difficulties or visual preferences with written expressive word
- Understand the use of SAFMEDS to build fluency when appropriate
- Understand selection-based communication systems to build concept formations in non-verbal children or children with emerging speech

**Activities:** Participants will:

- View real video and actively discuss the interventions presented
- Discuss and generate alternative or varieties of interventions for each stage of developing a reading and writing program, utilizing presented samples

**Audience:** CBAs, CABAs, teachers, parents, psychologists, and others interested in teaching reading and writing to young children with autism.

**Members: \$185 Non-Members: \$200**

**Workshop # 13**

5/24/02

10:00 AM - 5:00 PM

Conference G

**Tools for Organizing Quality ABA Programs for Children with Autism**

J. TYLER FOVEL, M.A., and Erica Andresen (Learn ABA)

**Description:** This workshop addresses the urgent need to provide new teams establishing ABA programs for children with autism with organizational tools that will help them to effectively and comprehensively manage the process of curriculum development, implementation, and review, helping to achieve higher quality results with their students.

The workshop begins by presenting a system for planning and organizing a student's individualized curriculum, from initial evaluation through organizing a

program book and schedule. Important issues related to program development are also discussed such as generalization and inclusion.

Part 2 of the workshop presents the methodology of teaching in discrete trials, natural environment teaching (incidental teaching), and guidelines for establishing a comprehensive language program.

Part 3 presents three program evaluation tools: a detailed set of training specifications for paraprofessionals called Required Competencies, an observation-feedback checklist for teaching personnel, and a seven-page Program Audit that evaluates necessary elements in six major areas of program development.

Participants will be provided with a printed 125-page manual containing detailed descriptions of the procedures presented and an accompanying CD-ROM containing electronic versions of forms, interactive tutorials, and diagrams for training.

**Objectives:** The general goal of the workshop is to support the creation of quality educational programs for students with autism by developing skills in new practitioners in the areas of curriculum development and organization, effective and innovative teaching technologies, and program evaluation methodologies.

The participant will be able to:

- Name research studies that establish the effectiveness of ABA programs for children with autism and list common features of effective ABA programs, according to the research presented
- Discuss the process of planning a student's curriculum using the system presented including establishing a baseline of skills across a comprehensive set of skill domains, establishing an individualized student curriculum, setting up a program book and student schedule, inclusion, and
- planning for generalization
- List and describe major teaching

methodologies used in ABA programs including teaching using discrete-trials, stimulus lists, data collection, graphing, using and fading prompts, and error correction

- List and describe the major components of a comprehensive language program and related program issues including spontaneous versus prompted language, modeling, and teaching in the natural environment
- List the minimum required competencies for paraprofessionals and teachers
- Evaluate ABA programs using the Teaching Evaluation Checklist and the Program Audit

**Activities:** Workshop participants will go through the curriculum design process by using materials provided to complete and design an individualized curriculum for a student, specify a comprehensive language program, organize a program book, complete a student schedule, and plan for student generalization. In the process of accomplishing these tasks, the underlying concepts and issues will be presented and discussed. Next, participants will organize the training of their simulated team personnel using the Required Competencies training specifications provided and evaluate their overall program using the Program Audit forms provided.

**Audience:** This workshop is specifically designed for educational teams, especially program coordinators, lead therapists, special education teachers, and new consultants who are working to organize and implement ABA programs for children with autism. Parents, administrators, and paraprofessionals may also find the material helpful.

**Members: \$165 Non-Members: \$180**

## Workshop # 14

5/24/02

10:00 AM - 5:00 PM

Essex Ballroom

### **Training Teachers and Paraprofessionals to Implement Behavioral Technology in Schools**

JANET ELLIS, Ph.D. (University of North Texas), Amy Crye (Spectrum Center), Bobby Buckner, Carrie Hartman, Nadia Jamai, and Bobbie Edwards (University of North Texas)

**Description:** Workshop instructors who have worked in various public and private school settings (from pre-school through high school in special education and regular education classrooms) will familiarize workshop participants with methods shown to be effective in motivating the classroom staff to apply behavioral technology to both classroom teaching and classroom behavior management.

**Objectives:** Workshop participants will learn to train teachers and paraprofessionals to understand and apply basic behavioral principles and technology for achieving both individualized education plan and behavior management plan goals for students with disabilities and/or problem behavior.

**Activities:** Lecture, handouts, video demonstrations, interactive discussion, role-playing, and guided practice exercises will be included to ensure the participants have both a clear understanding of the information presented as well as the skill to apply these behavioral techniques in their behavior analytic training repertoires.

**Audience:** Audience should include Board Certified Behavior Analysts (BCBAs), Board Certified Applied Behavior Analysts (BCABAs), and those persons interested in/working in school settings and considering applying for certification, as well as teachers who want to train their staff to apply effective behavioral technology in their classrooms. This workshop will also benefit behavioral consultants and other

professionals currently working in schools or engaged in parent training.

**Members: \$155 Non-Members: \$170**

## Workshop # 15

5/24/02

6:00 PM - 9:00 PM

Dominion Ballroom South

### **Behavioral Interventions: From Functional Assessment to Implementation**

AMOY HUGH BALTER, Ed.M., Lina Gilic, and Nicole Luke (Columbia University Teachers College)

**Description:** We will describe how to perform initial functional behavior assessments, data collection procedures and data analysis in order to select appropriate tactics for intervention. We will address the writing of behavior intervention plans that include operational definitions of target behaviors. We will discuss how and when to implement behavior change procedures and tactics that might be appropriate for particular cases.

**Objectives:** Attendees will be

- Able to identify target behaviors
- Able to write operational definitions of selected target behaviors
- Able to select appropriate forms of data collection procedures
- Exposed to analysis of data and tactics for intervention

**Activities:** Attendees will:

- Participate in choral responding
- Participate in group activities
- Have the opportunity to respond textually to instructional material
- Have the opportunity to ask questions and receive immediate feedback
- Participate in a pre- and post-test activity

**Audience:** We are targeting our workshop to those with limited experience in functional behavioral assessment. This includes parents, professionals, and students.

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

<b>Workshop # 16</b>
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5/24/02

6:00 PM - 9:00 PM

Kenora

**Data Collection and Analysis Strategies Using Computer Technology: Hands-On Application of the BEST System Including Hand-Held Computer and Remote Data Collection Applications**  
TOM SHARPE, Ed.D., and Hosung So (University of Nevada, Las Vegas), and John Koperwas (Educational Consulting)

**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 recommended procedures when collecting time-based data in the live setting and from videotape records and 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 and a copy of a compatible research methods text in .PDF format as a function of workshop participation.

While some computer hardware will be provided, 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:

- Construct and apply systemic observation systems
- Generate a time-based behavioral record using an inclusive, overlapping category system
- Perform traditional and sequential analyses and interpret Z score transformations
- Create and edit graphic data representations
- Conduct reliability and treatment fidelity analyses
- Apply a variety of data record edit and merge functions

**Activities:** Activities include:

- Review of traditional behavior analysis recording methods
- Introduction to, and hands on application of, a computer-based package designed to enhance behavior analyses of complex interactive settings
- Detailed hands-on demonstration of data collection features, discrete and sequential analysis capabilities, within and across data-file graphic representations, and a variety of reliability, treatment fidelity, and data manipulation and editing functions

**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: \$210 Non-Members: \$225**

## Workshop # 17

5/24/02

6:00 PM - 9:00 PM

City Hall

### **Effective Toilet Training for Children and Adults with Developmental Disabilities: A Reinforcement-Based Approach**

AL PFADT, Ph.D. (NYS Institute for Basic Research), and Frank Cicero (Eden II Programs)

**Description:** Independent use of the bathroom is a skill that, once mastered, allows an individual to achieve a sense of personal dignity, decreases strain on parents and care providers, and significantly increases an individual's participation in community activities. Attempting to toilet train an individual with developmental disabilities is often challenging. In the early 1970s, Foxx and Azrin developed a toilet training package that proved to be highly successful in promoting self-initiated toileting with people who are developmentally disabled. Although the packages were highly successful, practical, ethical and political issues have led to a significant decrease in their use.

Unfortunately, this seems to have led to a general decrease in the implementation of active toilet training plans by agencies that serve the developmentally disabled. The focus of this workshop is to introduce the audience to effective toilet training procedures (for both children and adults) that are based largely on the Foxx and Azrin Model. The presenters will discuss and illustrate some of the basic principles of the model and will introduce modifications that allow the interventions to be successfully implemented in community-based settings (e.g., classrooms, day programs, and the home). Issues of spontaneous requesting, self-initiation, bowel training, schedule training, data collection, and nighttime training will be discussed.

**Objectives:** The objective of the present workshop is to make audience members

aware of and skilled in the application of toilet training procedures that effectively promote self-initiation skills. Intervention strategies will be introduced that have led to successful self-initiated toileting with both children and adults with varying degrees and forms of developmental disabilities. The audience will be made aware of how to practically implement a toilet training intervention in either a center-based or home environment. In addition, the audience will be provided with a historical perspective of toilet training interventions used with individuals with developmental disabilities.

**Activities:** Concepts and strategies of the present workshop will be introduced and taught through lecture, contrived demonstration, video footage, printed handouts and data presentation.

Throughout the workshop, participants will be given the opportunity to model and practice procedures. Audience questions that lead to interactive discussion will be encouraged. In addition, the audience will receive user-friendly intervention instructions, guidelines, research references, journal abstracts, and data collection sheets for later use.

**Audience:** The present workshop will provide useful information for any individual who is interested in implementing toilet training programs for children and adults with developmental disabilities. Both parents and professionals are encouraged to attend. Because of the diversity of the prospective audience, information will be presented in a comprehensive, yet practical manner and interactive discussion will be encouraged.

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

**Workshop # 18**

5/24/02

6:00 PM - 9:00 PM

Conference G

**Ethical Issues in Applied Settings**

JOHN MOLTENI, Ph.D., BCBA and  
Paulette Burdick, M.S., BCBA (New  
England Center for Children)

**Description:** Ethical guidelines in the area of special needs are always subject to change and interpretation based upon a variety of factors. Current guidelines reflect individuals' rights to be protected from intrusion while balancing their rights to an education and as independent a life as possible. This workshop will review and discuss ethical issues concerning informed consent, the right to treatment, and considerations pertaining to punishment (in the behavior analytic sense as opposed to common usage) and the use of restraint. The emphasis will be on how these issues impact those who work in applied settings.

**Objectives:** At the conclusion of this workshop, trainees will be able to:

- Describe the components of informed consent
- Recognize and produce criteria for choosing behaviors for treatment
- Become familiar with common arguments for and against the use of punishment and restraint
- Evaluate the risks inherent in the use of punishment and restraint as well as the risks involved in using ineffective treatments
- Learn and produce common safeguards for the use of punishment and restraint

**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.

**Members: \$97 Non-Members: \$112**

**Workshop # 19**

5/24/02

6:00 PM - 9:00 PM

Wentworth

**Improve Your Oral Presentations**

NED CARTER, Ph.D. (University  
Hospital, Sweden), Thomas E. Boyce  
(University of Nevada, Reno), and Kenneth  
Nilsson (Behavior Analytic Group, Sweden)

**Description:** Oral presentations play an essential role in individual success in both the public and private sectors. Workshop content is based on detailed practical analyses of speaker and audience behavior. Truly effective speakers conduct a dialogue with their audience, preparing themselves to control and controlled by their audience. This workshop will assist participants in identifying variables, initiating and maintaining audience attention, interest, and participation. Emphasis is placed on using the principles of behavior analysis, particularly the analysis of verbal behavior, to improve speaker behavior.

**Objectives:** Participants will learn to identify high probability audience mands prior to appearing. Participants will also learn techniques to initiate and promote audience mands 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 who are either novices or experienced public speakers. Participants are encouraged to bring real-life examples for use in role-playing exercises.

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



## Workshop # 20

5/24/02

6:00 PM - 9:00 PM

Windsor West

### **Integrating Behavior Analytic and Psychopharmacological Interventions for People with Developmental Disabilities**

DAVID A. PYLES, Ph.D. (Howe Center)

**Description:** This workshop provides a framework for making decisions regarding the appropriateness of behavioral intervention, psychotropic medication, and combinations of the two for people with developmental disabilities.

**Objectives:** Participants will:

- Learn about the kinds of assessments that assist in making treatment decisions
- Be able to describe the kinds of data used to assess interventions and make decisions
- Be able to describe a rational approach to staging interventions to result in effective and ethical interventions

**Activities:** The instructor will use didactic instruction and handouts, with relevant examples to assist workshop participants in applying the concepts to problems faced in their settings.

**Audience:** Behavior analysts, psychologists, case managers, parents, and QMRPs.

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

## Workshop # 21

5/24/02

6:00 PM - 9:00 PM

Civic Ballroom South

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

ERIC V. LARSSON, Ph.D. (FEAT of Minnesota), and Kara Riedesel, Angela Keene, and Julie 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: \$97 Non-Members: \$112**

<b>Workshop # 22</b>
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5/24/02

6:00 PM - 9:00 PM

Dominion Ballroom North

**Life Quality 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 technology to ensure their daily life quality. Behavior technologies have demonstrated identification of reinforcers, preferences, and happiness indices for people with severe disabilities, but these procedures have typically only been used as a 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 in these procedures as an end in and of itself. This programming divides the day into nine intervals. Care providers are taught to generate predefined "approval" responses (i.e., approach, happiness index). Higher percent intervals 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 disliked 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. The workshop will provide instruction and materials for conducting and reporting progress of a range of life quality goals including tracking, shopping, wellness, and readiness.

**Objectives:**

- Determine the habilitative programming level with the highest potential for progress by reviewing the parameters of habilitation found in current skill acquisition programming, reinforcer assessment, preference assessment, happiness indices, and "golden rule" therapy
- Identify which individuals may benefit from life quality goals
- Identify which behavioral technique is most appropriate for providing life quality (single, paired, or multiple stimulus choice; contingent versus noncontingent experiences; increasing happiness indices; decreasing unhappiness indices; or discomfort)
- State the "clinical conundrum" which forbids ever eliminating training opportunities, but maximizes immediate life quality regardless of skill acquisition potential
- Write Life Quality Tracking and Shopping Programs designed to provide immediate life quality across the day, everyday, to people with profound, multiple handicaps.
- Review data provided by 22 individuals currently receiving Life Quality Programming

- Become proficient with materials and management techniques for conducting Life Quality Programming including goals, programs, data sheets, and databases necessary to conduct this alternative type of habilitation utilizing the Self-Direction (SD) domain of traditional skill acquisition programming

#### **Activities:**

- Participate in a discussion of the rationale for Life Quality Programming
- Critique suggested definitions for life quality reports for their conventional validity (e.g., a smile) and make suggestions of supporting evidence for definitions considered less conventional (e.g., opened eyes)
- Based on the interest of the participants, review the various databases and calculations necessary for producing life quality reports
- Based on participant interest, share positive staff management techniques for training and maintaining documentation of participant satisfaction reports across the day
- Each person will receive a complete packet of materials used to conduct Life Quality Programming including sample programs, data sheets, and databases; the sheets will be reviewed in enough detail so that participants can make their own individual adaptations

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

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

#### **Workshop # 23**

5/24/02

6:00 PM - 9:00 PM

Conference D&E

#### **Overcoming the Challenges of Staffing a Center-Based ABA Program for Young Children with Autism**

PATRICIA A. FITZSIMONS, M.S., and Judith L. Palazzo (Connecticut Center for Child Development, Inc.)

**Description:** When facing the challenges of establishing a center-based ABA program for young children with autism or when already involved in an existing program, issues central to staffing the program are often of the highest priority. Questions commonly asked about the staffing needs for a center-based ABA program include: 1) What are the minimum qualifications for instructors/therapists and where do we find them?; 2) What are the minimum qualifications for supervisors and/or clinical directors and where do we find them?; 3) What training methods should be employed for initial as well as on-going training for all levels of staff?; 4) Can we achieve a low rate of staff turnover?; and 5) How many staff do we need to hire? This workshop addresses these common questions and other less common questions by discussing systems for staff recruitment, hiring, initial training, on-going training, professional development, and supervision.

**Objectives:** Workshop participants will learn:

- What educational, experiential, and personal qualities to look for when recruiting all levels of clinical staff
- Initial and ongoing staff training strategies that are based on the principles of behavior analysis
- Strategies to help reduce the rate of staff turnover
- Supervision techniques that promote careful and accurate implementation of teaching programs and high levels of professionalism

**Activities:** Attendees at this workshop will participate in didactic presentations, group discussions, and problem-solving sessions. They will observe and evaluate videotaped staff interviews and will complete written exercises.

**Audience:** Behavior analysts, program administrators, parents, and other educational service providers interested in improving staff recruitment, training, reinforcement, and supervision techniques in center-based programs for children with autism.

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

#### **Workshop # 24**

5/24/02

6:00 PM - 9:00 PM

Huron

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

JOHN L. (JACK) WILLIAMS, Ph.D.  
(University of Waterloo)

**Description:** This workshop has been continually revised to reflect the emergence of methods that are consistent with a goal-directed, competency-oriented approach to counseling/ psychotherapy. Elements of a radical behavioral viewpoint will be related to practices, strategies, and concepts involved in helping others. The aim is to help provide attendees who are interested and/or familiar with radical behaviorism with the ability to begin using this perspective when working with clients. It will also be of interest to those with a counseling background who wish to explore how counseling approaches are related to a radical behavioral perspective. The workshop will consist of three components: a review of pertinent features of a radical behavioral viewpoint, the relationship of these features to counseling/ psychotherapeutic practices and strategies, and exercises to facilitate acquisition of this perspective (with take-home material to facilitate continued practice).

#### **Objectives:**

- To show the relationships between behavior analysis and current counseling approaches
- To show how practices may be integrated, modified, and supplemented by a radical behavioral analysis
- To provide beginning practical experience in using some of these perspectives and methods

**Activities:** Activities will include presentation, client examples, discussion, exercises, and review of handouts

**Audience:** Practitioners, prospective practitioners, and others who see the world from a radical behavioral perspective and wish to develop counselling practices that fit with this perspective.

**Members: \$87 Non-Members: \$102**

#### **Workshop # 25**

5/24/02

6:00 PM - 9:00 PM

Conference B&C

#### **Review of Behavioral Assessment in Applied Settings**

D. DANIEL GOULD, Ph.D. and  
Carrienne St. Amand (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. The emphasis will be on behavioral assessment in applied settings.

**Objectives:** At the conclusion of this workshop, trainees will be able to:

- Describe the differences between indirect assessment, descriptive assessment, and systematic manipulation

- Identify the advantages and disadvantages of indirect assessment, descriptive assessment, and systematic manipulation
- 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.

**Members: \$97 Non-Members: \$112**

#### Workshop # 26

5/24/02

6:00 PM - 9:00 PM

Essex Ballroom

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

NICOLE C. GARDENIER, M.S., and Amy Geckeler (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:

- Evaluate operational definitions using four specific criteria
- Identify appropriate measurement methods based on videotaped samples of behavior
- Discuss advantages and disadvantages of various measurement methods for a variety of target responses
- 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 (a) use a variety of measurement methods to record behaviors of varying frequency, duration, and temporal distribution; and (b) evaluate accuracy and interobserver agreement using sampling methods with varying parameters to measure the same target response.

**Audience:** This workshop is 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: \$97 Non-Members: \$112**

## Workshop # 27

5/24/02

6:00 PM - 9:00 PM

Kent

### **The Role of Joint Control in Complex Verbal Behavior**

BARRY LOWENKRON, Ph.D. (California State University, Los Angeles)

**Description:** The workshop encompasses an explication and review of the concept of joint control, its role in verbal behavior, and in mediating other complex behavior. The workshop focus will be on illustrating the crucial role joint control seems to play in allowing for the replacement of non-behavioral accounts of complex behavior with relatively simple behavioral accounts.

**Objectives:** The first objective in this workshop is to provide familiarity with the concept of joint control, and show how it relates to the other forms of multiple causation in verbal behavior that Skinner wrote about. The second objective is to review published data illustrating the nature and role of joint control. The third and principle objective of the workshop is to illustrate how the concept of joint control may be applied to provide a behavioral interpretation of the many forms of complex behavior that currently have no accepted behavioral explanation, and that are thus left to cognitive interpretation.

**Activities:** To reach the first training objective, participants will review and analyze the various forms of multiple control first described by Skinner (1957) and compare them to the notion of joint control. To reach the second objective, participants will study various published data illustrating the effect of joint control training on the generalization of complex behavior. The third objective will be attained by a thorough review of the article published in JEAB (1998, 69, 327-354) (reprints of which will be supplied to participants) describing the role of joint control in complex behavior. This review will be accompanied by a discussion of

some recent extensions of the concept of joint control to some types of behavior not described in the article.

**Audience:** Anyone already familiar with Skinner's verbal operants and interested in developing a means of extending the behavioral account of language to phenomena currently left to mentalistic/cognitive interpretation.

**Members: \$89 Non-Members: \$104**

## Workshop # 28

5/24/02

6:00 PM - 9:00 PM

Simcoe & Dufferin

### **Using Functional Activities to Promote Critical Communication Skills for Children with Autism**

ANDY BONDY, Ph.D., Anthony Castrogiovanni, and Scott Helsinger (Pyramid Educational Consultants)

**Description:** This workshop will focus on the integration of functional activities and materials into classroom and home programs to enhance several critical and functional communication skills for children with autism. The model centers on applying the Pyramid Approach to Education (Bondy and Sulzer-Azaroff), which emphasizes a broad-spectrum view of applied behavior analysis, especially with regard to a "reinforcer-first" paradigm. The model also calls for planning and incorporating generalization strategies into even initial lessons. Critical expressive skills include requesting, asking for help or a break while critical listener skills include responding to directions (auditory and visual), learning to wait, as well as handling transitions. We will describe how to use practical and age-appropriate activities and materials to design highly structured and rapidly generalized lessons. Currently, many teachers design activities to fit a specific teaching objective—they create a 'color' lesson in order to teach 'red.' Our goal will be to help professionals find creative ways to incorporate functional communication goals into interesting activities for children

associated with specific teaching strategies. We will describe several strategies that stress the use of visual supports for communicators in their roles as 'speakers' and 'listeners'—regardless of modality.

**Objectives:** Participants will learn to:

- Design activities that stress functional activities and functional materials within school and home settings
- Incorporate critical, functional communication goals into each activity
- Design both highly structured as well as more natural and relaxed activities
- Specify teaching strategies and data collection goals appropriate to each lesson
- Incorporate visual strategies to promote expressive skills
- Incorporate visual strategies to promote listener skills

**Activities:** Orals descriptions of the overall model, its application in school settings, as well as in home settings, will be made. Videotapes will be used to present realistic examples of incorporating functional activities into school and home routines. Participants will use handout material to plan part of their own teaching day stressing the use of functional activities and materials. Participants will use handout material to identify potential functional objectives

within age-appropriate activities.

Opportunities to discuss application issues in participant settings will be available as well. Participants will receive a copy of the *Pyramid Approach to Education in Autism* (Bondy & Sulzer-Azaroff, 2001).

**Audience:** This workshop is designed for professionals and parents who work with children with autism and pervasive developmental disorders in school and home settings. Interested participants will include teachers, parents, SLPs, psychologists, behavior analysts, and others working with this population. Participants should have a basic understanding of the key features of behaviorally oriented programming, including use of reinforcers and basic prompting strategies.

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

**# 1 SQAB**

5/24/02

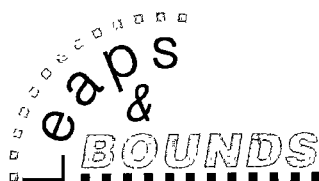
8:00 AM - 5:00 PM

Grand Ballroom East/East Exp.

**Society for the Quantitative Analyses of Behavior**

Chair: Armando Machado (Indiana University)

The full SQAB schedule is located on pages 42-43.



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**∫QAB** Society for the Quantitative Analyses of Behavior  
**25<sup>th</sup> Annual Meeting, May 24-25, 2002**  
*Sheraton Centre Toronto, Toronto, Canada*

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**Thursday Evening, May 23**  
*Cash Bar and Registration*

*East Large Ballroom*

**Friday, May 24**

*East Ballroom*

**Randy Gallistel** - The information-processing approach to conditioning.  
**Burns & Domjan** - Stepping outside the box in considering the C/T ratio.  
**Ben Williams** - Important distinctions between different roles of time in learning.

**Kacelnik & Shapiro** - How amount and delay determine reinforcement value, with special reference to the effect of variability.

**Machado & Keen** - The acquisition of a temporal discrimination.

**Staddon & Cerutti** - Timing and choice: Preference may be more about waiting than choosing.

**Brandon, Vogel, & Wagner** - Stimulus representation in SOP: I. Theoretical rationalization and some implications.

**Vogel, Brandon, & Wagner** - Stimulus representation in SOP: II. An application to inhibition of delay

**Young & Wasserman** - A computational model of variability discrimination: finding differences.

**Robert Cook** - New developments in understanding concept learning by pigeons.

**Sara Shettleworth** - Associations, maps, and modules in spatial learning: new experiments with rats.

**Friday Evening, May 24**  
*Poster Session/Cash Bar*

*East Large Ballroom*



**$\int$ QAB Society for the Quantitative Analyses of Behavior**  
**25<sup>th</sup> Annual Meeting, May 24-25, 2002**  
*Sheraton Centre Toronto, Toronto, Canada*

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**Saturday Morning, May 25**

*Large Ballroom*

**Peter Killeen** - Mathematical principles of reinforcement (MPR).

**Mark Reilly** - Revving up the RPMs of MPR: A data-driven evaluation of a theoretical model.

**Tony Nevin** - Mathematical principles of reinforcement: implications for behavioral momentum and vice versa.

**W. Timberlake** - Marian Breland Bailey: many lives.

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

**Saturday Afternoon, May 25**

**Allen Neuringer** - Variability of the Operant

*Chair:* Armando Machado

**Randolph Grace** - Quantification

*Chair:* John Nevin

**K. Geoffrey White** - Memory as Discrimination

*Chair:* John Wixted

**Geoffrey R. Loftus** - Hypothesis Testing: Curse or Abomination?

*Chair:* Alliston Reid

For further information, visit the  **$\int$ QAB** web page at  
<http://sqab.psychology.org> or contact

Armando Machado,  **$\int$ QAB** Program Chair, at [armandom@iep.uminho.pt](mailto:armandom@iep.uminho.pt)

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Attending the conference:

- ◆ Peter J. Troy, M.B.A., Vice President of Operations/COO
- ◆ Stephen C. Luce, Ph.D., Vice President for Clinical Programs, Training and Research
- ◆ George P. Linke, Jr., Psy.D., Senior Executive Director of Program Operations
- ◆ Peter McGuinness, M.A., M.S.S., Director of Admissions
- ◆ Rita M. Gardner, M.P.H., Executive Director of Programs and Administration - Melmark New England
- ◆ Frank L. Bird, C.B.A., Director of Clinical Services - Melmark New England

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# **Association for Behavior Analysis**

an international organization

**Saturday May 25**

**2002**

**Day Schedule  
Workshops  
Opening Event/SABA Awards  
Convention Sessions  
Business Meetings  
Reunions/Receptions  
ABA Expo**

Saturday, May 25

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 Concourse	Sheraton Hall					ABA Cooperative Bookstore									
	Ballr'm Foyer					Exhibitors									
	GBR East			#3 SQAB Events											#20 EAB Ch: Aparicio*
	GBR East Exp.														
	GBR Center										#6 Opening Event SABA Awards				
	GBR West											#13 SQA NEURINGER			
Con-course	Registration	On-Site, Workshop and Pre-Registration													
Mezzanine	Windsor West			+	#W29 PUMROY, et al.									#17 DDA Ch: Patel*	
	Windsor East														
	Essex Ballr'm			+	#W32 BONDY & Sulzer-Azaroff									#23 DDA Ch: Parsons*	
	Conference B			+	#W36 LARSSON, et al.									#24 OTH Ch: Adams*	
	Conference C														#9 EDC Ch: Hewaud
	Conference D&E			+	#W35 COLE & Honeywell						<b>#W = Workshop Number</b> == = Available for continuing education. ABA is an APA approved provider. ‡ = Available for continuing education. ABA is a BACB approved provider. GBR = Grand Ballroom ■ = Special and Invited Events Ch = Chair * = This event or a presentation within it is databased. <b>LEGEND</b>				#22 VRB Ch: Williams*
	Conference F														
	Conference G			+	#W34 ROMANCZYK, et al.										#12 OBM BIGLAN*
	York													#18 TBA Ch: Kopp	
Second Floor	Dominion Ballr'm South								#5 Newcomers Session					#14 AUT Ch: Shook	
	Dominion Ballr'm North			+	#W39 ROLIDER									#19 AUT Ch: Gerenser	
	City Hall			+	#W38 ST. AMAND, et al.									#21 AUT Ch: Freca*	
	Elgin														
	Wentworth			+	#W31 CALKIN & Kubina										
	Kenora			+	#W37 FABRIZIO, et al.									#16 TPC Ch: Merbitz	
	Huron			+	#W33 FERKO									#7 CBM Ch: Kair	
	Kent			+	#W30 RAY										
	Simcoe & Dufferin			+	#W40 PARTINGTON									#15 EDC Ch: Wacker*	
	Civic Ballr'm South					#4 Affiliated Chapters Mtg								#11 EDC Ch: Fredrick*	
	Civic Ballr'm North			#2 Int'l Development Breakfast										#10 EDC Ch: Lazarus*	

Saturday, May 25

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-10 PM
Sheraton Hall	ABA Cooperative Bookstore				POSTER SESSION*		EXPO 10 PM -12 AM
Ballr'm Foyer	Exhibitors						
GBR East	#20 Cont'd	#37 EAB Ch: Cheney*					
GBR East Exp.	#28 EAB Ch: Ghezzi*	#49 EAB Ch: Clayton*	#68 EAB Ch: Clayton*				
GBR Center							
GBR West	#23 SQA GRACE*	#44 SQA WHITE*	#55 SQA BOFUS*				
Registration	On-Site, Workshop, and Pre-Registration						
Windsor West	#17 Cont'd		#50 DDA Ch: Ahearn*				
Windsor East						#86 Member R&R Com.	
Essex Ballr'm	#23 Cont'd	#32 DDA TWYMAN	#53 DDA Ch: Wallace*				
Conference B	#24 Cont'd	#38 OTH Ch: Adams*	#56 OTH Ch: Johnston				
Conference C			#48 DDA Ch: Pyles*	#69 DDA Ch: Sigafos*			
Conference D&E	#22 Cont'd	#39 VRB Ch: Holland	#59 VRB Ch: Wirth			#87 Parents & Prof. SIG	
Conference F			#45a CBM Ch: Washio	#61 CBM Ch: Kerwin*		#89 TBA SIG	
Conference G	#30 OBM Ch: Osnes		#54 OBM Ch: Houmanfar		#73 OBM Ch: Malott	#83 Instructional Design SIG	
York	#18 Cont'd	#34 TBA Ch: Luyben*	#51 TBA Ch: Austin*				
Dominion Ballr'm South	#14 Cont'd	#43 AUT Ch: Bloomer*	#64 AUT Ch: McDonald				#94 UNT Reunion
Dominion Ballr'm North	#19 Cont'd	#35 AUT Ch: Elliott*	#65 AUT Ch: Zane*				#95 WMU Reunion
City Hall	#21 Cont'd	#41 AUT Ch: Bondy*	#60 AUT Ch: Sawyer				#92 FIU Reunion
Elgin	#29 CSE Ch: Wyatt		#62 CSE Ch: Tincani				
Wentworth	#26 DEV RUBES-ENGST*	#45 DEV Ch: Vintere*	#57 DEV BAUM			#88 Rehab & Ind Living SIG	
Kenora	#16 Cont'd	#40 TPC Ch: Schneider	#58 TPC DONAHOE*	#72 TPC Ch: Blackman		#81 Crime and Delinquency SIG	
Huron	#27 CBM Ch: Forsyth*		#47 CBM Ch: Kanter*	#66 CBM Ch: Fuqua	#71 CBM Ch: Bonem*	#84 JEAB	
Kent		#42 BPH Ch: Rasmussen*	#67 BPH SIEGEL*			#82 EAHB SIG	
Simcoe & Dufferin	#15 Cont'd	#36 EDC Ch: Meyer*	#63 EDC Ch: Fredrick*			#90 Conv Hi Hauzen	
Civic Ballr'm South	#31 EDC Ch: Lee*		#52 EDC Ch: Skinner*	#70a EDC Ch: Sharpe*			#91 EMU Reunion
Civic Ballr'm North		#33 EDC Ch: Spence*	#46 EDC Ch: Kubina, Jr.*	#70 EDC Ch: Scheeler*		#85 LesbiGay Gathering	#93 UWisc, Eau Claire

Lower Concourse

Con-  
course

Mezzanine

Second Floor

### Workshop # 29

5/25/02

8:00 AM - 11:00 AM

Windsor West

#### **Behavior Analysis for the Undergraduate Student**

DONALD PUMROY, Ph.D. (University of Maryland), Judy Boumenthal (Associates for Behavior Change), and Roger McIntire (University of Maryland)

**Description:** One of the goals of ABA is to teach behavior analysis, as well as the application of behavioral principles to everyday life, to the citizens of our country. The purpose of the workshop is to explore the various ways in which this knowledge can be disseminated and the advantages of each beginning with a review of programs covered in the instructors' telephone and email surveys. One powerful way to carry out this educative function is to teach behavior analysis to undergraduate students. There are many teachers currently so involved. The workshop will present data on the extent of this teaching as well as where the teaching is taking place and information about the courses. As the workshop presenters have had considerable experience in teaching at this level, their ideas, strategies, and demonstrations will be shared with the participants. Others attending the workshop who have taught behavior analysis to undergraduates will be given an opportunity to share their experience in such teaching and to demonstrate teaching techniques, class demonstrations, and assignments.

**Objectives:** The workshop will present the importance of helping the general public to become more familiar with behavior analysis. The examples of such teaching will emphasize the importance of teaching undergraduate students. The different ways such teaching might take place will be presented with an emphasis on the importance of teaching undergraduate students. Data on such teaching will be presented. Participants will learn about

teaching a course in behavior analysis to undergraduates. Ideas, strategies, and demonstrations will be presented. Participants who have taught a course in behavior analysis will share their experiences and ideas they have found to be useful.

**Activities:** The presentation will be informal with maximum opportunities for questions and contributions of the participants. They will be asked about their learning of behavior analysis. They will take part in role-playing either teachers or students in demonstrations that serve as a way of teaching the material. Those who have taught behavior analysis will be encouraged to share any of their materials and ideas they have generated.

**Audience:** The workshop is designed for anyone teaching or planning to teach behavior analysis to a group. It is primarily focused on undergraduate teaching, but many of the technique discussed will carry over to the teaching of any group. Individuals currently teaching behavior analysis will learn ideas, demonstrations and strategies that have proved to be of value. Individuals who might be teaching a course in behavior analysis in the future will also benefit from the workshop.

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

### Workshop # 30

5/25/02

8:00 AM - 11:00 AM

Kent

#### **Behavioral Foundations for Increasing Effectiveness of Text and Video as Teaching Supplements**

ROGER D. RAY, Ph.D. (Rollins College)

**Description:** Outside-of-class textbooks and in-class presentations of films/videos have become ubiquitous teaching supplements in higher education. So much so in fact that teaching a course without text-based assignments would likely be viewed as a stark anomaly in today's college or university. But how well do students

learn from such stimuli? Are their reading and/or audio-visual comprehension skills adequate for fulfilling our teaching assumptions? How can we best accommodate the wide variations in skills our students bring to our reading/viewing assignments based on their varied comprehension-skill development histories? This workshop is for teachers of Introductory Psychology interested in learning how behavioral analytic principles have been integrated into adaptive digital and internet technologies to assess and address student needs in this area. Using audience participation, multimedia, and "guided viewing" of digital video techniques for presentation of its initial content, the workshop will illustrate by example what it intends to teach participants regarding both behavioral and electronic technologies relevant to effective instruction of both content and comprehension skills.

**Objectives:** Attendees in this workshop will learn why, how, and when they should supplement or replace Introductory Psychology classes and/or assignments 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 when and how to assess students' developing concept networks 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 pedagogical values. At the core of the workshop is an artificially intelligent, adaptive instructional system capable of internet/distant delivery of individually-

sensitive tutoring, adaptive assessment, and on-line certification based on accuracy, fluency, or both. It is equally suited to certifying preparation and "readiness to learn" of every individual student prior to scheduled class meetings. Course record keeping is fully automated as well.

**Activities:** The workshop will begin with a multimedia presentation, 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 or Behavioral Analysis with any amount of experience in teaching and with some interest in computer and internet technologies as they apply to education. Those interested in potentially developing PSI courses are especially encouraged to attend, but the workshop is certainly not limited to those applications.

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

**Workshop # 31**

5/25/02

8:00 AM - 11:00 AM

Wentworth

**Changing Thoughts, Feelings, and Urges**

ABIGAIL CALKIN, Ph.D. (Calkin Learning Center) and Richard Kubina (Pennsylvania State University)

**Description:** This workshop views inner behavior thoughts, feelings, and urges as observable, countable, and changeable. It 1) reviews the history of private events and inner behavior; and 2) teaches how to use Precision Teaching and changes. Researchers have employed and documented success with this approach, first used by Ogden Lindsley over 35 years ago, to monitor and change the frequency of these unique yet ordinary behaviors.

**Objectives:** Review the background and research for viewing private events, such as countable inner behaviors. Define and identify thoughts, feelings, and urges. Practice writing them at 30-35 per minute and saying them at 50-75 per minute. Count and record some identified, specific inner behaviors. Discuss and develop a view of how to change inner behaviors.

**Activities:** With some lecture about the technique, its success, and literature, the primary emphasis is the practice of identification, listing, counting, recording, and changing inner behaviors.

**Audience:** This workshop is designed for psychologists, clinical behavior analysts, parents, and teachers or regular, learning disabled, and behavior problem students. Its content is appropriate for all academic levels of conference attendees.

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

**Workshop # 32**

5/25/02

8:00 AM - 11:00 AM

Essex Ballroom

**Deploying the Pyramid Approach to Education in Autism Model in Classrooms**

ANDY BONDY, Ph.D., and Beth Sulzer-Azaroff (Pyramid Educational Consultants)

**Description:** This workshop describes how to deploy the Pyramid Approach to Education in Autism (Bondy & Sulzer-Azaroff, 2001) into classrooms. This model is aimed at designing effective educational environments for children and adults with autism and other special needs. It combines a broad-spectrum view of applied behavior analysis with an emphasis upon functional activities and critical functional communication skills within a reinforcer-first paradigm. The approach emphasizes a variety of visually mediated functional communication strategies, including Picture Exchange Communication System (PECS). The foundation of the model, the principles of learning, underpins what to teach and why children should learn our designated lessons before addressing how to teach. The model emphasizes incorporating generalization strategies from the start of each lesson, minimizing errors while also planning specific error-corrections strategies to match teaching formats. Critical communication skills associated with both speaker— and listener— roles are stressed within all lessons. The core of the workshop will address how to teach this model to school staff and well as how to assure its quality implementation within a classroom setting.

**Objectives:** Participants will learn to:

- Describe the key elements of the Pyramid Approach
- Describe how to incorporate functional communication objectives into functional activities associated with functional materials



- Present the model to program staff
- Assess knowledge changes following didactic training
- Use quality assurance strategies to assess the fidelity of the model's implementation within a classroom
- Identify the key elements of Pyramid Certified Classrooms

Participants will receive a copy of the Pyramid Approach to Education in Autism (Bondy & Sulzer-Azaroff, 2001) as well as material related to assessing its implementation.

**Activities:** Lecture, demonstration of key elements (including videotapes), examples of the successful development of Pyramid Certified Classrooms, review of key forms to address issues associated with quality assurance, use of demonstration materials designed to promote the effective implementation of key Pyramid elements (including materials for learners and staff), and discussion of how critical elements relate to participant's current work settings.

**Audience:** Participants should have a core understanding of fundamental behavioral principles (such as familiarity with Sulzer-Azaroff and Mayer's *Behavior Analysis for Lasting Change*, 1991) and a desire to learn how to combine elements of applied behavior analysis with functional activities and functional communication strategies into classrooms with a high degree of quality assurance. Appropriate participants would include behavior analysts, teachers, SLPs, psychologists, parents, and others working within a classroom setting.

**Members: \$130 Non-Members: \$145**

### Workshop # 33

5/25/02

8:00 AM - 11:00 AM

Huron

#### **Developing a Course in Positive Behavior Support: What You Know, What You Need to Know**

DOREEN FERKO, Ph.D. (California State University, Fullerton)

**Description:** Positive Behavior Support (PBS) has appeared in the literature for the past 20 years in a variety of contexts. As a result, professionals from the field of applied behavior analysis have undertaken the task of staff development activities ranging from teacher preparation to on-site, in-service training. This workshop is designed to train professionals to develop their own coursework to be used for various purposes. The basis of the workshop is an existing PBS course model that has been implemented at California State University, Fullerton, since 1992. Delivered through the Department of Special Education, this course is provided as a pre-service teacher preparation requirement. Workshop participants will create a course that combines their own knowledge and skills with newly presented material. This course is intended to assist participants in reaching a range of levels from novice to expert (i.e., new teachers to a trainer-of-trainers model). The workshop will provide a step-by-step process, within small and large group contexts of learning, resulting in the creation of a new course. The workshop will begin with a baseline data collection of current knowledge and skill levels of participants. Based on these data, the remainder of the workshop will be streamlined to suite the needs of the participants.

**Objectives:** Participants will:

- Know what concepts are necessary for developing a course in Positive Behavior Support
- Know how to organize information required to create a course in Positive Behavior Support
- Develop an outline for a course in Positive Behavior Support

**Activities:** Workshop activities will include small and large group discussions. The final activity will require participants to develop a detailed outline for a course in Positive Behavior Support (i.e., content to be covered, timeline of course, assignments, and/or activities).

**Audience:** The target audience for this workshop is teacher training professionals, consultants, or anyone who would like to create a course in Positive Behavior Support.

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

#### **Workshop # 34**

5/25/02

8:00 AM - 11:00 AM

Conference G

#### **Effective Supervision and Data Collection: Easy and Efficient Use of the Palm® PDA**

RAYMOND ROMANCZYK, Ph.D.,  
Jennifer Gillis, and Stephanie Lockshin  
(SUNY at Binghamton)

**Description:** Effective supervision in teaching and service-delivery environments requires frequent and specific feedback. This can be a time-intensive process and requires cumbersome paperwork and schedule management. This workshop provides step-by-step utilization of “off-the-shelf” computer hardware (Macintosh) and software to employ 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 positively received by supervisees and supervisors.

**Objectives:** Participants will learn to:

- Construct a supervision/data collection observation form
- Create a computer database based on this form
- Translate and transfer the database to a palm pilot
- Learn how to use palm pilot for data collection
- Automatically transfer data from the palm pilot to the database
- Prepare reports from the database
- 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: \$150 Non-Members: \$165**

## Workshop # 35

5/25/02

8:00 AM - 11:00 AM

Conference D&E

### Facilitation from a Behavioral Perspective

BRIAN L. COLE, Ph.D. and Judy Honeywell, Ph.D. (Continuous Learning Group)

**Description:** Facilitation is a skill that is essential for all behavior analysts, especially consultants. Therefore, this highly interactive workshop is designed to build the facilitation skills of graduate students and/or recent graduates who will be facilitating training and client meetings as part of their chosen profession.

**Objectives:** The purpose of this workshop is for participants to 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 the following activities:

- Facilitated discussions on facilitation, facilitator behaviors, and handling difficult situations
- Practice completing the "Facilitation Planning Model"
- Cafe dialogue on training, planning, and problem solving

**Audience:** The target audience is graduate students and/or recent graduates who plan to use their Behavior Analytic skills in an applied setting.

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

## Workshop # 36

5/25/02

8:00 AM - 11:00 AM

Conference B&C

### Intensive Early Intervention for Autism: Social Skill Development to Reach Typical Functioning in the First Grade

ERIC V. LARSSON, Kala Dable, Dawn Winge, Kristy Bartlett, and William Schwandt (FEAT of Minnesota)

**Description:** Advanced procedures for the development of typical social functioning in early intervention with autism will be presented. Skills alone do not complete the program; rather, effective programming in the natural environment must result in natural rates of typical social behavior. Methods for developing observational learning, social comprehension, cooperative play, conversational skills, group functioning, creative and spontaneous behavior, and effective social engagement will be addressed. Methods will include carefully sequenced task analysis, responsive peer tutoring, differential reinforcement, advanced contingencies for cooperation and competition, and peer programming. Curriculum programs and staff and parent training will be discussed.

**Objectives:** Participants will be presented with the detailed information necessary to develop and individualize programs; state the rationale for specific skill-program methods; implement program procedures; assess whether skill-program procedures are having the desired effect; implement programs in the natural environment; and attain levels of typical functioning.

**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: \$97 Non-Members: \$112**

<b>Workshop # 37</b>
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5/25/02

8:00 AM - 11:00 AM

Kenora

**Performance Management in Service Delivery for Children with Autism: Measuring and Attaining Exemplary Staff Performance**

MICHAEL FABRIZIO, M.A., Sara Pahl, Alison Moors, Amy King, and Kelly Ferris (Fabrizio/Moors Consulting)

**Description:** This workshop will provide participants multiple opportunities to learn how to evaluate service delivery staff performance in three critical areas: verbal behavior about the service being delivered, contingency-shaped behavior involved in delivering the service, and verbally-mediated behavior involved in problem solving related to the service being delivered. Sample forms and feedback systems will be shown, and participants will practice evaluating staff performance via *in situ* contrived practice arrangements and videotape review. Each participant will receive a CD-ROM containing all of the materials, sample forms, and videotape examples used in the workshop as well as an annotated bibliography containing relevant references from the literature.

**Objectives:** By the end of the workshop, participants will be able to:

- Describe three important repertoires to be developed in service delivery personnel
- Evaluate service personnel performance related to verbal behavior about service
- Evaluate service personnel performance related to contingency-shaped service behavior
- Evaluate verbally-mediated performance in service delivery personnel
- Develop and implement pervasive data collection and feedback systems for service delivery personnel

**Activities:** Throughout the workshop, participants will:

- Participate in discussion about topics being addressed
- Complete evaluations measuring service delivery personnel verbal behavior
- Complete evaluations measuring service delivery personnel contingency-shaped behavior through the review of multiple videotaped examples
- Complete evaluations measuring service delivery personnel verbally-mediated behavior using real-life sample performance data
- Develop or begin to develop instruments to measure each of the above in the work each participant supervises or performs in their professional life

**Audience:** This workshop is intended for anyone responsible for supervising the performance of staff members delivering services to persons with disabilities. The workshop will be particularly helpful for individuals supervising and designing instructional or skill-building programs. To ensure high rates of practice and feedback from the presenters, **enrollment is limited to 20.**

**Members: \$185 Non-Members: \$200**

**Workshop # 38**

5/25/02

8:00 AM - 11:00 AM

City Hall

**Review of Systematic Manipulations in Applied Settings**

CARRIEANNE ST. AMAND, M.S., Meca Andrade, and Daniel Gould (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:

- Identify the underlying assumptions of behavior analysis
- Identify the three components of baseline logic
- Identify the four basic single-subject research designs
- 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.

**Members: \$97 Non-Members: \$112**

**Workshop # 39**

5/25/02

8:00 AM - 11:00 AM

Dominion Ballroom North

**School-Wide Behavioral Intervention for Tackling Bullying**

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

**Description:** Over the last decade bullying in schools has become a topic of mounting international significance. Bullying is a form of antisocial behavior among students, which is usually hurtful and deliberate. It is often persistent, sometimes continuing for weeks, months, or even years and it is difficult for those being bullied to defend themselves. The operational definition of bullying usually includes three topographical forms: Physical— hitting, kicking, shoving or damaging others' belongings; Verbal— name calling, insulting, repeated teasing, and racist remarks; and Indirect— spreading nasty rumors and excluding someone from group social activities.

**Objectives:** The main purpose of this workshop is to provide participants with a practical package based on applied behavior analysis, which upon implementation can significantly reduce bullying in all school settings. By the end of the workshop the participants will:

- Receive relevant background information about the nature of bullying behavior
- Be able to operationally define the term, identify bullying and distinguish it from other forms of antisocial behaviors
- Know how to use observational instruments for data collection on bullying in all school settings and analyze the triggers and the functions of bullying
- Know how to establish a school-wide, anti-bullying policy

- Know how to change the ecological structure of the various school environments in preparation for implementing anti-bullying intervention
- Know how to design and implement an effective school-wide behavioral intervention aimed at reducing bullying behavior among students.
- Know how to evaluate the effectiveness of the intervention

**Activities:** The first introductory part of the workshop will focus on the approaches now being employed to counter bullying in schools. We will examine together the different rationales underlying the varied approaches, the procedures and techniques that are employed to implement anti-bullying practices, and seek to evaluate their appropriateness and effectiveness. In the second main part of the workshop, the presenter will describe a step-by-step comprehensive school-wide behavioral anti-bullying program, which has been used successfully in several schools in Israel.

**Audience:** The workshop is designed for behavior analysts, school psychologists, behavioral consultants, leading teachers, and school principals who are concerned with students' antisocial behaviors.

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

#### **Workshop # 40**

5/25/02

8:00 AM - 11:00 AM

Simcoe & Dufferin

**Using Skinner's Analysis of Verbal Behavior to Teach Language Skills during Daily Activities to Children with Autism or Other Developmental Delays**  
JAMES W. PARTINGTON, Ph.D.  
(Behavior Analysts, Inc.)

**Description:** This workshop is designed to provide the attendees information as to how language skills (based on B. F. Skinner's analysis of verbal behavior) can be taught to children in the context of ongoing, daily activities. Participants will

review videotapes of such training and practice identifying specific verbal operants and other basic learner skills that could be taught during typical daily activities in the home environment.

**Objectives:** Participants will be able to

- Identify how basic language skills can be taught to young children with autism in the context of on-going daily activities
- Identify examples of B. F. Skinner's verbal operants that are included in the teaching procedures
- Describe several examples as to how parents can maintain the motivation of young children during the language instruction
- Identify how teaching a child to mand for reinforcers results in the development of several other important learner skills
- Identify how to sequence daily events such that the child's participation in targeted language activities results in reinforcers that are typically delivered non-contingently

**Activities:** A brief review of Skinner's analysis of verbal behavior will be provided. Participants will review videotapes of language training procedures conducted in children's homes and practice identifying specific verbal operants (mands, tacts, echoics, and intraverbals) and other basic learner skills that could be taught during typical daily activities in the home environment.

**Audience:** Parents and professionals who consult with families who have a child with autism or other developmental delays.

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

## # 2 International Special Event

5/25/02

7:30 AM - 9:00 AM

Civic Ballroom North

### **International Development Breakfast**

Chair: Michael Davison (University of Auckland)

The international breakfast is scheduled for the first day of the convention to welcome international members and review the international development of behavior analysis.

## # 3 Special Event

5/25/02

8:00 AM - 11:30 AM

Grand Ballroom East/East Exp.

### **Society for the Quantitative Analyses of Behavior**

Chair: Armando Machado (Indiana University)

See full SQAB schedule on pages 42-43.

## # 4 Business Meeting

5/25/02

9:00 AM - 10:00 AM

Civic Ballroom South

### **Affiliated Chapters**

Chair: Gerald R. Bernicky (Toronto Preschool Autism Service)

Meeting for representatives of national and international affiliated chapters.

## # 5 Special Event

5/25/02

10:00 AM - 10:50 AM

Dominion Ballroom South

### **Newcomers' Session**

Co-Chairs: Jack Michael (Western Michigan University) and W. Scott Woods (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.

5/25/02

11:30 AM- 1:00 PM

Grand Ballroom West and Center

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

Chair: Carol Pilgrim (University of North Carolina, Wilmington)

**2001 International Grant Awardees**

Nour al-Qassab (Bharan, Saudi Arabia)

Michael Clayton, Ph.D. (Jacksonville State University)

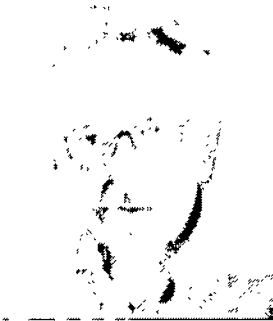
Rita Honan, Ph.D. and Ian Grey, Ph.D. (Trinity College, Dublin)

Japanese ABA

Robert Mellon, Ph.D. (Hellenic Republic University of Crete)

**2002 SABA Awards**

**Award for Distinguished Service to Behavior Analysis: Jack Michael, Ph.D. (Western Michigan University)**



**Dr. Jack Michael** was born in 1926 in Los Angeles and 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 Kansas University, 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.

Dr. Michael will give a presentation titled *Flight Reconsidered*.

**Abstract:** I titled my 1980 ABA presidential address "Flight from Behavior Analysis" after Skinner's (1958) "The Flight from the Laboratory." Although I acknowledged much progress, the address was mostly a criticism of trends that I saw as delaying further progress, or actually weakening the field. Among these were an increasing rift between the applied and the basic areas, increasingly common superficial behavior analysis, and creeping mentalism. The occasion of this award gives me an opportunity to reconsider my complaints from the perspective of another twenty years of progress. Should I still be concerned? Are there some new things for me to complain about?



**Award for International Dissemination of Behavior Analysis: Paolo Moderato, Ph.D. (Università di Parma)**



**Dr. Paolo Moderato** was born in Venice in 1950. He is a Professor of Psychology, now at the University of Parma, previously in Palermo. He has been Chair of the Psychology Department at the University of Parma since 1997, is Past President of the European Association for Behavior and Cognitive Therapies, and President of the Italian Association of Behavior Analysis. His new book will be available in the spring, edited by Moderato, Presti and Chase: *Pensieri, Parole e Comportamento* (*Thoughts, Words and Behavior*). Dr. Moderato plays keyboard in a rock band called zeronovant@ (090).

Dr. Moderato will give a talk titled, *The Pepper and the Cod: The True Story of Psychology*.

**Abstract:** The roots of modern psychology can be traced to the Middle Ages. After the fall of the Roman Empire, the discovery of new lands and countries was motivated by the need for spices, especially pepper, because of its power and economic value. But the long trips across the ocean were made possible by the availability of a food lasting for a long time, the salty or dried cod.

**Award for Public Service in Behavior Analysis: Richard Malott, Ph.D. (Western Michigan University)**



**Dr. Richard Malott** received his B.A. in Psychology at Indiana University in 1958 where he was privileged to study with James Dinsmoor. He received his Ph.D. at Columbia University in 1963 where he had the additional privilege of studying with William Cumming, William N. Schoenfeld, and Fred S. Keller. And, like many before and after him, he frittered away a few years of his life doing research on schedules of reinforcement. He taught with the Kantorian at Denison University from 1963 to 1966. In 1966, he helped start the behavior-analysis program at Western Michigan University (WMU), where he continues to teach. At WMU, he also helped start an intro psych course that taught behavior analysis to 1,000 students per semester, with the aid

of 500 lab rats and 100 Skinner boxes (1,000 lever-pressing rats per year). Now, his students only condition 230 rats per year, but they also do 130 self-management projects and provide 13,500 hours of training to autistic children each year.

Malott and his students have packaged their teaching/learning efforts in educational systems known as the Student-Centered Education Project (aka The First Fly-by-Night Underground College of Kalamazoo), the Behavioral Social Action Program, and the Behavior Analysis Training System. Currently, every summer he teaches the Behavioral Boot Camp, an intense 18-hour-per-week, 7.5-week, graduate-level, behavior-analysis seminar. He has been actively involved in teaching African-American students and international students behavior analysis and behavior systems analysis at the graduate level. He and his students developed and run the Behavioral Research Supervisory System, a performance-management system to help 30 B.A., M.A., and Ph.D. students per year complete their projects, theses, and dissertations with high quality and in a timely manner. In addition, he and his students developed and run the Behavioral Academic and Career Counseling service, a behavioral-systems approach to

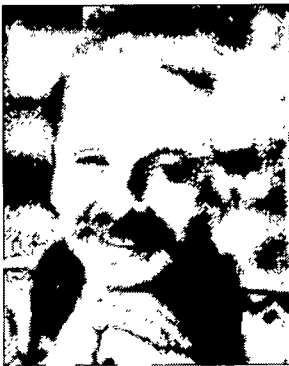
helping 100 students per year get into behavior-analytic graduate programs and get behavior-analytic jobs.

Malott helped start Behaviordelia (a publisher of behavioral comic books, etc.), the Association for Behavior Analysis (ABA), ABA's Teaching Behavior Analysis Special Interest Group, ABA's Education Board, ABA's Behavioral Follies (previously known as the Behavioral Performing Arts), the ABA Social (previously known as the Behavioral Boogie), the Behavioral Bulletin Board on CompuServe, and the Notes from a Radical Behaviorist bulletin board in the Cambridge Center's Behavioral Virtual Community (<http://www.behavior.org>). He wrote the newsletter and column *Notes from a Radical Behaviorist* and coauthored *Principles of Behavior* (the book previously known as *Elementary Principles of Behavior*.) He is now (and has been for many years) working on *I'll Stop Procrastinating When I Get around to It* and *Applied Behavioral Cognitive Analysis*. He has presented in 13 countries and has received two Fulbright Senior Scholar Awards. Over the years, he has also worked extensively with multi-media presentations, from seven-projector slide shows to contemporary PowerPoint presentations, but always with jazz and rock and roll lurking in the background and art and behavior analysis sharing the foreground.

Dr. Malott will give a multi-media presentation titled *Everything You Know Is Wrong*.

**Abstract:** With the help of mind-blowing multi-media, bone-shaking rock and roll, careful, synapse-popping analytical reasoning, and absolutely no data, I will overwhelmingly convince you that delayed reinforcers have nothing to do with poor self-management, that intermittent reinforcement is a disaster, that your Skinner-box extrapolations are simplistic, and that aversive control is the best friend you ever had.

**Award for Effective Presentation of Behavior Analysis in the Mass Media: Jon Palfreman, Ph.D. (Palfreman Film Group)**



Jon Palfreman graduated from University College, London with First Class Honors in Physics, and went on to do an M.Sc. at Sussex University in History and Philosophy of Science. He worked as a lecturer for four years before joining BBC Television, where he produced dozens of programs about science, technology and medicine. In the late 1980s, Palfreman came to Boston to work at WGBH, where he produced the NOVA miniseries *The Pioneers of Surgery* (about the history of surgery) and the Peabody Award winning series *The Machine That Changed the World* (about the history of computers).

More recently, Palfreman's programs for FRONTLINE and NOVA have explored the intersection of science, policy and

law. Palfreman has made more than one hundred television programs, including over 30 PBS documentaries such as the Emmy Award winning NOVA *Siamese Twins*. He is a three-time winner of the AAAS/Westinghouse Science Journalism Award, a three-time winner of the National Association of Science Writers "Science-in-Society Journalism Award", and a winner of the Writers Guild Award. Palfreman is also the recipient of the 2001 Victor Cohn Prize for Excellence in Medical Science Reporting, an award which recognizes a body of work over a five-year period. He is also a Trustee and member of the Board of Directors of the Cambridge Center for Behavioral Studies.

Most recently, Palfreman's latest NOVA/FRONTLINE special, *Harvest of Fear*, won the Alfred I. duPont-Columbia University Silver Baton for Outstanding Television News. He is

the author of two books and is an adjunct professor at Tufts University, where he teaches a course on risk communication.

In September, 1996, Palfreman left WGBH to set up his own production company, the Palfreman Film Group. In addition to broadcast work, the company undertakes certain nonbroadcast projects involving the communication of complex ideas, especially where health, technology, education and environmental issues are involved.

Mr. Palfreman will make a presentation titled *Selling Applied Behavior Analysis*.

**Abstract:** For two decades, the behaviorist paradigm has been in retreat. Despite widespread use of behavioral techniques in many areas of life (from parenting to education) it is no longer the preferred way to speak about human behavior. Today we conceptualize everything from learning disabilities to depression to violent behavior in terms of "altered brain states" or "chemical imbalances." Despite the technical jargon, this approach is little more scientific than the psychotherapeutic paradigm and has led to some alarming anomalies. I will speak about two examples: on the case of Facilitated Communication when I first encountered members of ABA and also about the fields of education and mental health. How can the ABA paradigm be better communicated? As a communicator, I will suggest a few possible ways forward.

**Award for Enduring Programmatic Contributions in Behavior Analysis: University of Florida**

Dr. Henry Pennypacker will accept the award on behalf of the University of Florida and will give a presentation titled *Behavior Analysis at the University of Florida: Thirty-five Years Old and Still Growing*.

**Abstract:** In 1965, Wilse B. (Bernie) Webb, then Chairman of Psychology, agreed with me (then Head of the Division of Experimental Psychology within the Department) that the changing times made it a good idea to broaden our scope by hiring an operant conditioner. After a few false starts, we attracted Ed Malagodi in 1968 and the new era had begun.

Ed taught seminars in basic issues such as schedules of reinforcement and the writings of B.F. Skinner. I taught seminars in more applied topics, including behavior modification and precision teaching. We meet for a joint seminar weekly. These activities laid the foundation for two distinguishing features of the program: adherence to a coherent philosophy (radical behaviorism) and a deliberate blurring of any distinction between the basic and applied fields. We also integrated the efforts of behavioral people in other disciplines: Cal Adams in Ophthalmology, Mark Goldstein in Clinical Psychology, and Bill Wolking in Special Education. This created a student load that justified additional staff. The new area formally broke away from Experimental Psychology in 1972 with Ed as the first head. He recruited Marc Branch in 1973 and we have since added Brian Iwata, Tim Hackenberg, Tim Vollmer, Jesse Dallery, and Clive Wynn. A statistical description of the program and its accomplishments will be presented.

## # 7 Panel Discussion

5/25/02

1:00 PM - 1:50 PM

Huron

CBM

### **Current Challenges in Serving People with Dual Diagnosis: What Is a Behaviorist to Do?**

Chair: Hakam M. Kair (Parsons State Hospital and Training Center)

- STEPHEN E. WONG (Florida International University)
- HAKAM M. KAIR (Parsons State Hospital and Training Center)
- KEVIN SCHOCK (University of the Pacific)

## # 8 Paper Session

5/25/02

1:00 PM - 1:30 PM

Grand Ballroom East Expansion

EAB

**EAB# 2**

Chair: Michael C. Clayton (Jackson State University)

- **History of Slot Machines: How to Get People to Play More by Reducing Response Effort.** MONICA GARLOCK and Ramona Houmanfar (University of Nevada, Reno)

## # 9 Special Event

5/25/02

1:00 PM - 1:50 PM

Conference C

EDC

### **Hope for Quality Education in Public Schools**

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

- KENT JOHNSON (Morningside Academy)
- R. DOUGLAS GREER (Columbia University Teachers College)
- CHARLES GREENWOOD (University of Kansas)

The anxiety generated by the debate over the future of public education is regrettable. The growing ferment seems to be taking place in a vacuum of information as though effective teaching methods, meaningful testing and assessment techniques, and procedures conducive to creative learning environments were unknown. This discussion will present behavioral science's documented reasons to hope that public schools can provide quality education. This presentation will be open to the public and is intended to address the concerns of parents, educators and public decision makers. Panel participants will explore three model learning environments where best educational practices, developed through a generation of behavioral research, are being employed with dramatic success.

**Dr. 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 20 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. Greer** is Professor of Education and Psychology in the Graduate School and Teachers College of Columbia University where he is the coordinator of the M.A. and Ph.D. degree programs in applied behavior analysis and education. He received his Ph.D. at the University of Michigan in 1969.

He has been on the editorial boards of *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, *Behaviorology*, *The Behavior Analyst*, *Insegnare Alla Handicapo*, *Council for Research in Music Education*, and has published over 75 research and commentary articles in the above journals and in the *Journal of the Experimental Analysis of Behavior*, *Psychology of Music*, *Journal of Music Therapy*, *Journal of Music Education*, *Behavioral Residential Treatment*, *Analysis and Intervention in Developmental Disabilities*, *The Educational Researcher*, and the *Journal of Research in Music Education*. He is the author or co-author/editor of five books devoted to education as behavior analysis including a forthcoming book *Designing Teaching Strategies: A Behavioral System*. He has sponsored over 100 doctoral dissertations, taught over 2,000 teachers and professors to apply the science of behavior to teaching, and originated the CABAS™ model of schooling (Comprehensive Application of Behavior Analysis to Schooling) that is used in several school programs in this country, Italy, Ireland, and England including the Fred S. Keller School, of which he was one of the founders. He has lectured at the Universities of Oviedo, Cadiz, and Salamanca in Spain. In 2000, Greer was awarded the Fred S. Keller award for Outstanding Contributions to Education by the American Psychological Association.

**Dr. Greenwood** is director of the Juniper Gardens Children's Project (JGCP) at the University of Kansas. He is also Senior Scientist in the Schiefelbusch Institute for Life Span Studies and Courtesy Professor in the Department of Human Development and Family Life and the Department of Special Education at Kansas. A former special education teacher and school psychologist, he is most known for his application of applied behavior analysis to problems of classroom instruction and behavior management in public schools. With his colleague Joseph Delquadri, he is the developer of Class Wide Peer Tutoring, a class-wide

instructional approach for teaching basic academic skills. In a series of experimental studies in the 1980's - 90's, this approach was shown to produce measurably superior learning outcomes in students in elementary school, including reducing future use of special education services in middle school, and reducing the rate of high school dropout 12 years later. He is also known for his development of practical measures of classroom behavior and learning outcomes. He developed an ecobehavioral approach to functional analyzes of student's classroom behavior. He is currently developing continuous progress monitoring procedures for infants and toddlers. He and Delquadri received the Fred S. Keller Award from APA Division 25 in 2000 for contributions to education. Under his leadership, the JGCP received the Research Award of the Council for Exceptional Children in 1996 for contributions to the education and treatment of children with disabilities.

#### # 10 Paper Session

5/25/02

1:00 PM - 1:50 PM

Civic Ballroom North

EDC

#### **Learning Goes Online: Making It Effective**

Chair: Belinda Lazarus (University of Michigan, Dearborn)

- **Effects of Self Selection of Learning Mode on Performance in an Online Course: Updated Report.** LINDA ROSS (University of Washington)
- **Teaching Courses Online: Lessons Learned (TBA).** BELINDA LAZARUS and Kim Killu (University of Michigan, Dearborn)
- **Adaptive Courseware: The Key to Individualizing Instruction.** LINDA ROSS (Click2Learn, Inc.)

#### # 11 Paper Session

5/25/02

1:00 PM - 1:50 PM

Civic Ballroom South

EDC

#### **Reading in the Elementary School**

Chair: Laura Fredrick (Georgia State University)

- **Effects of a Story Fact Recall Game on Students' Off-Task Behavior during Sustained Silent Reading (SSR) and Retention of Story Facts (OTH).** PRISCILLA BRAME (University of North Carolina, Charlotte), and William L. Heward and Sara C. Ernsbarger (The Ohio State University)
- **Teaching Reading in an Inner-City School.** LAURA FREDRICK, Marie Keel, Daphne Greenberg, and Candace Steventon (Georgia State University)

## # 12 Invited Event

5/25/02

1:00 PM - 1:50 PM

Conference G

OBM

### The Selection of Organizational Practices

Chair: Ramona Houmanfar (University of Nevada, Reno)

ANTHONY BIGLAN (Oregon Research Institute)



This presentation will discuss the selection of the practices of organizations. It will focus on the practices of state and local organizations that have responsibility for affecting the development of children and adolescents. Examples of such organizations include child protection agencies, clinics, schools, and juvenile justice agencies. It will be argued that the practices of these organizations are shaped and maintained by the material consequences of those practices, especially the funds which flow to them. Efforts to influence these organizations to use more empirically-based practices or to evaluate the effects of what they do are likely to be more effective to the extent that empirical analyses of the factors selecting organization practices are understood. Examples of

polices which might foster the selection of more effective practices of organizations that affect children will be described and strategies for evaluating such policies will be discussed.

**Dr. Biglan** is a Senior Scientist at Oregon Research Institute. He does research on the prevention of child and adolescent problem behavior and the childrearing practices that affect child and adolescent development. He is the author of the 1995 book, "Changing Cultural Practices: A contextualist framework for intervention research," published by Context Press. Dr. Biglan's current work focuses on contextual analyses of childrearing practices in communities.

Dr. Biglan served on the Epidemiology & Prevention Review Committee for NIDA and on Review Committees for NIH. He is on the editorial boards of four national journals, and consults with the Office of National Drug Control Policy. He is a board member of the Society of Prevention Research and co-chairs its Prevention Science Advocacy Committee.

## # 13 International Special Event

5/25/02

1:00 PM - 2:00 PM

Grand Ballroom West

SQA

### 2002 SQAB Tutorial - Variability of the Operant

Chair: Armando Machado (Universidade do Minho)

ALLEN NEURINGER (Reed College)

This tutorial will discuss how reinforced variability can help us to distinguish between elicited responses (unconditioned reflexes, Pavlovian conditioned responses, and sensations), and emitted responses (operant behaviors). Evidence will be reviewed showing that behavioral variability is sensitive to reinforcers contingent upon variability and to discriminative stimuli. Schedule-of-reinforcement effects are similar for variable and repeated operants, including concurrent and second-order schedules. Reinforcement-

Saturday, May 25

controlled variability is functional, as when new operants are shaped, or when creating or problem-solving. And differences in sensitivity to reinforced variability may characterize some behavioral disorders, such as Attention Deficit Hyperactivity Disorder, autism, and depression. Emitted and voluntary attributes of operant behaviors will be discussed in terms of consequence-controlled variations in variability-- or sensitivity of variability to reinforcement.

Allen Neuringer became a psychology major at Columbia College in 1959 after taking the Introductory Psychology course from Fred Keller. He served as a research assistant for Bill Cummings and Bob Berryman, as a pilot subject in one of Ralph Hefferline's thumb-twitch experiments, and was taught how to program relays, analyze data, and teach and do science by Tony Nevin. At Harvard University he learned mainly from his fellow graduate students, including Howie Rachlin, Bruce Schneider, Bill Baum, Richard Schuster, Ed Fantino, Peter Killeen, Phil Hineline, Ben Williams, Laurel Furumoto, John Staddon, Shin-Ho Chung, Bob Boakes, Larry Marks and Wayne Slawson.

Neuringer is Professor of Psychology at Reed College in Portland, Oregon, teaching there since 1970. He has served on National Science Foundation and National Institutes of Health study sections and on numerous editorial boards, including JEAB. He lives with Martha Neuringer and two cats in the Coast Range mountains of Oregon, where he watches trees grow. His research has been on choice, superstition, percentage-reinforcement, responding for food when food is freely available, learning by following, self-control, music discrimination, self-experimentation, and since 1982, reinforced variability.

#### # 14 Symposium

5/25/02

1:00 PM - 2:20 PM

Dominion Ballroom South

AUT

#### **Applied Behavior Analysis and Children with Autism: One Size Does Not Fit All**

Chair: Stacey Shook (Northwest Behavioral Associates)

- **Extending the Tact: Embedding Skinner's Analysis of Verbal Behavior into the Everyday Life of a Child with Multiple Disabilities.** STACEY SHOOK and Manya Vaupel (Northwest Behavioral Associates), and Natalie Higashiyama (Parent, Northwest Behavioral Associates)
- **When "Discrete Trials" Aren't Enough: Embedding Fluency-Based Instruction into a School and Home Program.** ALLYSON MOORE (Northwest Behavioral Associates) and Michael A. Fabrizio (Fabrizio Moors Consulting)
- **ABA and PROMPT: When Speech Therapy Means Speech.** ALLISON LOWY (Northwest Behavioral Associates), Kellie Caruso (Communication Matters, Inc.), and Allyson Moore (Northwest Behavioral Associates)
- **When Massed Trials Still Do the Trick: A Progression toward Task Interspersal.** ERIN ROSENTHAL and Stacey Shook (Northwest Behavioral Associates), and Kellie Caruso (Communication Matters, Inc.)



## # 15 Symposium

5/25/02

1:00 PM - 2:20 PM

Simcoe & Dufferin

EDC

### **Behavioral Analysis and Treatment of Impulsivity and Self-Control in Children and Youth**

Chair: David P. Wacker (University of Iowa)

Discussant: John Northup (Louisiana State University)

- **Does Ritalin Enhance Self-Control in Students with ADHD?** Nancy A. Neef (The Ohio State University), DAVID F. BICARD (Florida International University), Sayaka Endo (The Hawthorne School, New York), Daniel Coury (Children's Hospital, Columbus, OH), and Michael Aman (The Nisonger Center)
- **A Brief Experimental Analysis of Reinforcer and Response Dimensions Related to Self-Control in an Outpatient Clinic.** LINDA J. COOPER-BROWN, David P. Wacker, Andrew Gardner, and Eric W. Boelter (University of Iowa)
- **Effective Modifications of a Token Economy in the Treatment of Impulsive Youth.** CLINTON FIELD, Heather Nash, and Michael Handwerk (Father Flanagan's Boys' Home)

## # 16 Symposium

5/25/02

1:00 PM - 2:20 PM

Kenora

TPC

### **Exploring Selectionism for Behavior Analysis**

Chair: Charles T. Merbitz (Illinois Institute of Technology)

Discussant: Henry S. Pennypacker (University of Florida)

- **Rate as an Important Determinant in Selection: Some Specific Parallels between Operant Behavior and Species Evolution.** PAUL THOMAS ANDRONIS (Northern Michigan University)
- **Response Constraints and Behavior Variation.** JESUS ROSALES-RUIZ (University of North Texas)
- **Celeration as a Logical Metric for Selectionism.** CHARLES T. MERBITZ (Illinois Institute of Technology)

## # 17 Symposium

5/25/02

1:00 PM - 2:20 PM

Windsor East & West

DDA

### **How Skills Are Acquired in Children with Autism and Developmental Disabilities: an Examination of Training Procedures**

Chair: Meeta R. Patel (The Marcus Institute)

Discussant: Timothy R. Vollmer (University of Florida)

- **Using a Training Procedure to Increase Drinking Skills in Children with Feeding Problems.** VALERIE M. VOLKERT, Cathleen C. Piazza, Meeta R. Patel, Cheryl Martinez, Madhur Sancheti, and Christine M. Santana (The Marcus Institute)
- **Prompt Fading and Prompt Elimination in the Production of Vocal Mands.** JASON BOURRET, Timothy R. Vollmer, and John T. Rapp (University of Florida)
- **A Systematic Procedure for Teaching Generalization of Discrimination Skills.** SUSAN LANGER, Tracey Ide, Gina Green, Cammarie Johnson, Rebecca MacDonald, and Dwayne White (New England Center for Children)

## # 18 International Panel Discussion

5/25/02

1:00 PM - 2:20 PM

York

TBA/EDC

### **Machine Comparison of Textual Responses in Short Answer Essay Format: A Prospectus**

Chair: James Kopp (University of Texas at Arlington)

- LARRY MORSE (University of Wisconsin, Eau Claire)
- JOSEPH J. PEAR (University of Manitoba)
- KENNETH STEPHENS (Operant Websites)

## # 19 Symposium

5/25/02

1:00 PM - 2:20 PM

Dominion Ballroom North

AUT

### **Organizational Efficacy: The Role and Contribution of Key Leadership Positions in Autism Education**

Chair: Joanne Gerenser (The Eden II Programs)

- **The Role and Responsibilities of a Board of Director.** TOM SCARANGELLO (The Eden II Programs)
- **The Role and Responsibilities of an Executive Director.** SUZANNE LETSO (Connecticut Center for Child Development, Inc.)

- **The Role and Responsibilities of a Clinical Director.** STEPHEN R. ANDERSON (Summit Educational Resources, Inc.)
- **The Role and Responsibilities of Parents and Consumers.** KATHY MANNION (Association for Science in Autism Treatment)

#### # 20 International Paper Session

5/25/02

1:00 PM- 2:20 PM

Grand Ballroom East

EAB

#### **Reinforcer Effects**

Chair: Carlos F. Aparicio (University of Guadalajara-CEIC)

- **Testing for Respondent Influences on Induction Produced by Upcoming Food-Pellet Reinforcement.** JEFFREY N. WEATHERLY (University of North Dakota)
- **Licking versus Pressing; Consummatory versus Operant; Contrast or Induction?** JEFFREY N. WEATHERLY and Brent M. King (University of North Dakota)
- **Dynamic and Steady-State Effects of Response Requirement and Reinforcer Magnitude on Post-Reinforcement Pausing.** CARLOS F. APARICIO and Gilberto Flores (University of Guadalajara-CEIC)
- **Behavioral Economics: Crop Capacity, Prefeeding, and Inferior Goods.** ERIC MESSICK, T. Mary Foster, and William Temple (University of Waikato)

#### # 21 Symposium

5/25/02

1:00 PM - 2:20 PM

City Hall

AUT/CBM

#### **Strategies to Educate and Support Individuals with Autism across a Variety of Contexts**

Chair: William D. Frea (California State University, Los Angeles)

- **The Effect of Sibling Training on Quality of Social Interactions between Children with Autism and Their Siblings.** CHRISTINA WHALEN-DALLAIRE (Autism Spectrum Therapies), William D. Frea (California State University, Los Angeles), and Ronit Molko (Autism Spectrum Therapies)
- **Accommodating for Parent Psychopathology When Implementing an Intervention for Autism.** RONIT MOLKO (Autism Spectrum Therapies) and William D. Frea (California State University, Los Angeles)
- **Embedding Behavioral Support within Everyday Routines for Children with Autism and Their Families: A Rationale and Strategies for Accessing Family Context.** DOUGLAS MOES (Devereux California) and William D. Frea (California State University, Los Angeles)
- **Use of Priming Procedures to Facilitate Transition to an Inclusive Educational Environment.** ROBIN SHIPLEY-BENAMOU (Palos Verdes Peninsula Unified School District)

## # 22 International Symposium

5/25/02

1:00 PM - 2:20 PM

Conference D&E

VRB

### **The Acquisition of Basic and Complex Verbal Operants**

Chair: Gladys Williams (Applied Behavioral Consultant Services, NY)

- **Teaching an Echoic Repertoire Using an “Extended Echoic” Procedure.** Gladys Williams (Applied Behavioral Consultant Services, NY), Maria Belén Gomez-Verdugo (Fundación Unicornio, Mazatlán, Mexico), JANET SOLORSANO (David Gregory School, N.J.), and Jennie Keller (Applied Behavioral Consultant Services, NY)
- **The Use of a Specific Establishing Operation to Teach Children to Ask Questions.** Gladys Williams (Applied Behavioral Consultant Services, NY), Maria Belén Gomez-Verdugo (Fundación Unicornio), and MANDY LEONARD (David Gregory School)
- **An Analysis of Collateral Verbal Operants during the Acquisition of Basic Verbal Operants.** GLADYS WILLIAMS (Applied Behavioral Consultant Services, NY) and María Belén Gómez-Verdugo (Fundación Unicornio)
- **Predicted Behavior Controlled by Combinations of Novel Stimuli.** LUIS ANTONIO PÉREZ-GONZÁLEZ (University of Oviedo) and Héctor Martínez-Sánchez (University of Guadalajara)

## # 23 Symposium

5/25/02

1:00 PM - 2:20 PM

Essex Ballroom

DDA/OBM

### **Training, Managing, and Motivating Support Staff in Developmental Disabilities**

Chair: Marsha B. Parsons (Western Carolina Center)

Discussant: Dennis H. Reid (Carolina Behavior Analysis Support Center)

- **Training Job Coaches to Embed Choices within Supported Work Routines for Supported Workers with Severe Disabilities.** CAROLYN W. GREEN (Western Carolina Center), Dennis H. Reid (Carolina Behavior Analysis and Support Center), and Marsha B. Parsons and Leah Browning (Western Carolina Center)
- **A Supervisory Program for Increasing Desired Staff and Consumer Outcomes in Day Treatment Settings.** MARSHA B. PARSONS and Jeannia Rollyson (Western Carolina Center), and Dennis H. Reid (Carolina Behavior Analysis Support Center)
- **The Best and Worst Motivational Practices in Early Intervention Agencies: A National Survey of Supervisors.** CYNTHIA F. DICARLO (LSUHSC Human Development Center), Dennis H. Reid (Western Carolina Center), and Marsha B. Parsons (Carolina Behavior Analysis Support Center)

## # 24 Symposium

5/25/02

1:00 PM - 2:20 PM

Conference B

OTH

### Specific Use of ABA Techniques in Sports and Fitness

Chair: Amanda N. Adams (Elite Performance)

Discussant: Richard Fleming (The ABACUS Group)

- **Effects of an Intervention Package on *in vivo* Practice Performance in Inline Roller Speed Skaters.** MICHAEL KIRKPATRICK and Gayla Anderson (Wesley College)
- **Short-Term Reduction in Heart Rate Following “Dog Breathing” Strategy for Improving Sports Performance.** ROBERT STEIN (Center for Neurobehavioral Health, Ltd.)
- **Precision Teaching for Developing Athletic Ability.** RICHARD M. KUBINA, JR. (Pennsylvania State University)

## # 25 International Special Event

5/25/02

2:00 PM - 2:50 PM

Grand Ballroom West

SQA

### 2002 SQAB Tutorial - Quantification

Chair: John A. Nevin (University of New Hampshire)

RANDOLPH GRACE (University of Canterbury)

Quantitative data analysis may be an intimidating topic for many people, but actually a good basic understanding of many powerful methods can be obtained easily by regarding data analysis as model specification and comparison. This tutorial will review the model comparison approach to inferential statistics, and also describe some techniques from exploratory data analysis that are useful for model specification and testing, such as residual analysis and data transformation. Alternative measures of goodness-of-fit, such as the Akaike Information Criterion, are also considered. Practical examples will be provided throughout so that the utility of these techniques for solving problems of interest to behavior analysts will be clear.

**Randolph C. Grace** completed his undergraduate work in electrical engineering (MIT, 1983) and spent several years designing computers and related paraphernalia. However, he later developed an interest in the mysteries of behavior and received his Ph.D. in Psychology from the University of New Hampshire in 1995, where his mentors in quantitative behavior analysis were Tony Nevin and William Baum. He is currently Senior Lecturer in Psychology at the University of Canterbury (UC). Among other courses, he teaches undergraduate and postgraduate statistics, for which the UC Students' Association has twice voted him *ēbest lecturerī*. He spends some of his time away from school playing tennis, exploring the South Island of New Zealand, and trying to understand rugby and cricket.

Saturday, May 25

5/25/02

2:00 PM - 2:50 PM

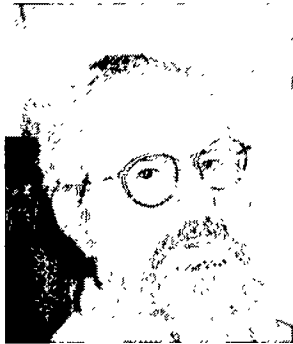
Wentworth

DEV

### **The Experimental Analysis of Social Interactions: Conceptual and Methodological Remarks and Preliminary Results**

Chair: Peter Harzem (Auburn University)

EMILIO RIBES-IÑESTA (University of Guadalajara)



To define social behavior as an episode in which two individuals share consequences, or in which the other individual serves as stimulus, fails to grasp the institutional character of human social behavior. Some reflections are developed regarding the distinction between human social behavior and animal social or group behavior. Three dimensions identify human social behavior: power (contingency, prescription, and administration), exchange (production, distribution, and appropriation of consequences), and sanction (contingencies regarding the correspondence of performance to prescribed exchanges). A methodological preparation is described that allows one to manipulate and measure independently behaviors that fulfill social

contingencies and behaviors that are controlled by individual contingencies. Some preliminary results are shown regarding the use of this preparation to study dyadic social interactions in children and adults related to cooperation, competition, and altruism.

**Dr. Ribes-Iñesta** obtained his Psychology degree in 1966 from the National University of Mexico, his M.A. in Experimental Psychology from the University of Toronto under D.E. Berlyne in 1969, and his doctoral degree in Philosophy from the National University of Mexico in 1995. He has taught at the University of Veracruz at Xalapa (1964-1971), at the National University of Mexico (1971-1991), and since 1991 chairs the Center for the Study and Research of Behavior at the University of Guadalajara, where he teaches in the doctoral program and conducts research projects on temporal parameters and spatial organization of animal behavior, social interactions, complex human learning and language, and conceptual problems of psychology, among others. His bibliography includes almost 200 journal articles and chapters and 17 original and edited books. He was the founder Editor of the *Mexican Journal of Behavior Analysis* and of *Acta Comportamentalia*.

## # 27 Symposium

5/25/02

2:00 PM - 3:20 PM

Huron

CBM

### **A Behavior Analytic Experimental Psychopathology of Cognition: Unearthing Nebulous "Cognitive" Phenomena in Anxiety**

Chair: John P. Forsyth (University at Albany, SUNY)

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

- **Perceived Control versus Uncontrollability in Relation to Fear Conditioning and Attentional Bias for Threat.** MARIA KAREKLA and John P. Forsyth (University at Albany, SUNY)
- **Using Observational Fear Conditioning to Establish the So-Called Attentional Bias for Threat: An Experimental Evaluation.** MEGAN M. KELLY and John P. Forsyth (University at Albany, SUNY)
- **Testing the Effects of Derived Relational Responding on Tacting Word Colors on an Emotional Stroop Task.** CARLOS G. FINLAY and John P. Forsyth (University at Albany, SUNY)

## # 28 Symposium

5/25/02

2:00 PM - 3:20 PM

Grand Ballroom East Expansion

EAB

### **Behavior Analysis and Casino Games**

Chair: Patrick M. Ghezzi (University of Nevada, Reno)

Discussant: Charles A. Lyons (Eastern Oregon University)

- **The Development of the Near Miss Effect in Slot Machine Play.** GINGER R. WILSON, Patrick M. Ghezzi, James C. K. Porter and Elizabeth Athens (University of Nevada, Reno)
- **Protocol Analysis of the Gambler.** Mark R. Dixon and DANIEL FIENUP (Southern Illinois University)
- **Reinforcer Magnitude and the Near Miss Effect in Slot Machine Play.** JAMES C. K. PORTER, Patrick M. Ghezzi, Ginger R. Wilson, and Elizabeth Athens (University of Nevada, Reno)

## # 29 Paper Session

5/25/02

2:00 PM - 3:20 PM

Elgin

CSE

### **Behavior Analysts Address Child Abuse Issues**

Chair: Joseph Wyatt (Marshall University)

- **A Preliminary Report on the Florida Family Safety Behavior Analysis Services Project (CBM).** MICHAEL STOUTIMORE (Department of Children and Families)
- **Deep under California's McMartin Pre-School: An Analysis of the Tunnels Find (CBM).** JOSEPH WYATT (Marshall University)

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### # 30 International Symposium

5/25/02

2:00 PM - 3:20 PM

Conference G

OBM/EDC

#### **Behavior Systems Analysis Applied to Higher Education**

Chair: Pamela G. Osnes (University of South Florida)

Discussant: Alexandra W. Logue (New York Institute of Technology)

- **Bringing OBM to Higher Education.** Marco Wilfredo Salas Martinez (Pedagogic University of Veracruz), MARIA E. MALOTT (Malott & Associates), Daniel A. Gomez Fuentes (Open University Program, University of Veracruz)
- **Escape from the Ivory Tower.** LINDA J. HAYES and Michael R. Johnston (University of Nevada, Reno)
- **Contingencies and Metacontingencies: An Academic Case Study.** SIGRID S. GLENN (University of North Texas)

### # 31 Symposium

5/25/02

2:00 PM - 3:20 PM

Civic Ballroom South

EDC

#### **Increasing Academic Workload Using Behavioral Momentum and Task Interspersal Procedures: Implications for Classroom Teachers**

Chair: David L. Lee (Pennsylvania State University)

Discussant: Brian Martens (Syracuse University)

- **Behavioral Momentum and Academic Achievement for Students with Behavior Disorders: Theory, Application, and Practice.** PHILLIP BELFIORE (Mercyhurst College), and David L. Lee, Mary Catherine Scheeler and Danielle Klein (Pennsylvania State University)
- **The Effects of Behavioral Momentum and Quality of Reinforcement on Latency to Initiate Non-Preferred Mathematics Problems.** DAVID L. LEE (Pennsylvania State University), Phillip Belfiore (Mercyhurst College), and Mary Catherine Scheeler and Rachel Smith (Pennsylvania State University)
- **Getting Students to Prefer to Do More Work: Evidence of the Effectiveness of the Interspersal Procedure.** ERIC J. BILLINGTON, Christopher H. Skinner, and John Malone (The University of Tennessee)



5/25/02

2:30 PM - 3:20 PM

Essex Ballroom

DDA

### A Measure of Success

Chair: Michael A. Fabrizio (Fabrizio/Moors Consulting)

JANET S. TWYMAN (Headsprout)



Applications of behavior science have resulted in tremendous gains for children with special needs. A quality education program is derived from a thorough understanding of behavior analysis, stresses individualization of student curriculum, and is continually evaluated and redesigned based upon learner performance. This necessitates the direct measurement of learning and the effective training of teachers. Effective teaching practices are based on the controlling relations derived from behavior science, with teachers continually analyzing and evaluating progress toward the goal of successful educational outcomes. Effective teaching behavior is controlled by the progress of the student. Critical components include observing, recording, and examining

student behavior. A crucial tool is measurement. Although we consider behavior analysis a science-based discipline, many in our applied arena have drifted away from the direct measurement of behavior. Reporting from observation alone renders the information subject to errors due to perceptual or memory constructions, misjudgments, or fallacies from expectancy and belief. Immediate, ongoing, pervasive measurement reduces observational bias. It engenders objectivity, corroboration, public evidence, and public scrutiny. This presentation will discuss the importance of measurement, ways to resolve barriers to direct measurement, and the resulting impact on the success of the learner, our teaching practices, and our field.

**Dr. Twyman** is a Board Certified Behavior Analyst who earned her Ph.D. in Special Education/Behavior Analysis from Columbia University Teachers College. Dr. Twyman is the Vice President of Instructional Development at Headsprout, Inc., a Web-based education company striving to leverage the Internet to 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 CABAS 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 toward verbal behavior and education), the ABA Continuing Education Committee, the New York State ABA Executive Committee, and is the new chair of the 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

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behavioral perspectives. Dr. Twyman is on the editorial board of the AVB, 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.

### # 33 Paper Session

5/25/02

2:30 PM - 3:20 PM

Civic Ballroom North

EDC

#### **Approaches to Developing Reading Fluency**

Chair: Ian Spence (Headmaster, Ben Bronz Academy)

- **Using Functional Analysis to Determine Treatment for Reading Fluency and Recalls of Students with Disabilities.** RICHARD WELSCH (University of Toledo)
- **Motivating Students to Aim for Fluent Reading through One-Minute Timings (EDC).** IAN SPENCE and Wells Hively (Ben Bronz Academy)

### # 34 Paper Session

5/25/02

2:30 PM - 3:20 PM

York

TBA

#### **Behavior Analysis On-Line**

Chair: Paul Luyben (State University of New York College at Cortland)

- **Embedding Digital Video Clips in On-Line Quizzing/Testing Programs: A Demonstration (EDC).** PAUL LUYBEN (State University of New York College at Cortland)
- **Earn CEUs at [www.centerforpi.com/CEU](http://www.centerforpi.com/CEU) (TBA).** KALE KRITCH (Associated Marine Institutes, Inc.) and Darrel Bostow (University of South Florida)

### # 35 Symposium

5/25/02

2:30 PM - 3:50 PM

Dominion Ballroom North

AUT

#### **A Behavior Analytic Approach to Teaching Play Skills to Children with Autism: Part One**

Chair: Amy J. Elliott (Munroe-Meyer Institute)

Discussant: Linda A. LeBlanc (Western Michigan University)

- **Teaching Play and Communication Techniques to Siblings of Children with Autism.** SUSAN WILCZYNSKI, Keery Wolf, and Amy J. Elliott (Munroe-Meyer Institute)

- **Integrating Communication and Play Skills in the Treatment of Children with Autistic Spectrum Disorders.** CHERISH RICHARDS (Private Practice) and Holly Smith
- **Using Stimulus Preference Assessments to Enhance Play Skills for Children with Autistic Spectrum Disorders.** KRISTIE M. FRISSEN-THOMPSON, Tom Beatty, and Susan Wilczynski (Munroe-Meyer Institute)

### # 36 Symposium

5/25/02

2:30 PM - 3:50 PM

Simcoe & Dufferin

EDC

#### **Adult Literacy at Hawaii State Hospital: An Evaluation of Morningside Model of Generative Instruction**

Chair: Kim A. Meyer (University of Hawaii at Manoa)

Discussant: T.V. Joe Layng (Headsprout)

- **The Adult Literacy Program at the Hawaii State Hospital.** KIM A. MEYER (University of Hawaii at Manoa), Roshani K. Samarasinghe (Research Corporation of University of Hawaii), and Todd N. Schirmer and Peter G. Mezo (University of Hawaii at Manoa)
- **Adult Literacy at Hawaii State Hospital: Evaluation of Resident Progress.** TODD N. SCHIRMER and Peter G. Mezo (University of Hawaii at Manoa), Roshani K. Samarasinghe (Research Corporation of University of Hawaii), and Kim A. Meyer (University of Hawaii at Manoa)
- **Adult Literacy at Hawaii State Hospital: Staff and Consumer Satisfaction.** PETER G. MEZO and Todd N. Schirmer (University of Hawaii at Manoa), Roshani K. Samarasinghe (Research Corp. of University of Hawaii), and Kim A. Meyer (University of Hawaii at Manoa)

### # 37 International Paper Session

5/25/02

2:30 PM - 3:50 PM

Grand Ballroom East

EAB

EAB # 1

Chair: Carl Cheney (Utah State University)

- **The Role of Successive Discriminations in the Acquisition of a Cross-Modal Conditional Discrimination (OTH).** JOSEPH CERMAK and Manish Vaidya (University of North Texas)
- **Nonlinear Dynamical Analysis of FI-Responding under the Influence of Amphetamine (BPH).** JAY-SHAKE LI and Joseph P. Huston (University of Düsseldorf, Germany)
- **Internal and External Effects of Early Experience (TBA).** CARL CHENEY and Fred Provenza (Utah State University)
- **A Procedural Analysis of Necessary Conditions for an Unconditional Bradycardia Reflex in Dogs.** SUSAN KAPLA (Northern Michigan University)

## # 38 Symposium

5/25/02

2:30 PM - 3:50 PM

Conference B

OTH

### **Fluency Based Training Techniques in Sports and Fitness**

Chair: Amanda N. Adams (Elite Performance)

Discussant: Michael Kirkpatrick (Wesley College)

- **Fluency-Based Training in Basketball.** STEPHEN GRAF (Youngstown State University)
- **Deliberate Practice and the Serve in Tennis.** MARK ADAMS (Elite Performance)
- **Techniques for Fluent Training in Group Exercise Formats.** AMANDA N. ADAMS (Elite Performance) and Kim Lucker (Behavior Management Consultants)

## # 39 International Paper Session

5/25/02

2:30 PM - 3:50 PM

Conference D&E

VRB

### **Issues Relating to Skinner's *Analysis of Verbal Behavior***

Chair: James G. Holland (University of Pittsburgh)

- **Biopsychology's Support for Skinner's Verbal Behavior (EAB).** JAMES G. HOLLAND (University of Pittsburgh)
- **The Functional Analysis of Psychological Terms: Challenges and Directions (TPC).** SAM LEIGLAND (Gonzaga University)
- **The Tact Relation: Generalized Reinforcement and the Role of 'Joint Attention'.** PER HOLTH (Center for Early Intervention)

## # 40 Panel Discussion

5/25/02

2:30 PM - 3:50 PM

Kenora

TPC

### **Operant Principles in Experimental Psychology: Advances and Neglected Opportunities**

Chair: Susan M. Schneider (West Virginia University)

- JERRY RICHARDS (SUNY, Buffalo)
- LEWIS LIPSITT (Brown University)
- ALAN BARON (University of Wisconsin, Milwaukee)
- DAVID C. PALMER (Smith College)

## # 41 Symposium

5/25/02

2:30 PM - 3:50 PM

City Hall

AUT

### **PECS Acquisition and Its Relationship to Discrimination and Speech Development**

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

- **Augmentative Communication and Autism: A Comparison of Sign Language and the Picture Exchange System.** AIMEE ANDERSON and Laura Schreibman (University of California, San Diego)
- **Issues in Functional Speech Development in Young Children Using the Picture Exchange Communication System.** JOSEPH P. McCLEERY and Laura Schreibman (University of California, San Diego)
- **PECS Acquisition: Patterns of Skill Development across Four Young Children.** SUSAN PETERSON and Mindy Glassberg (Pyramid Educational Consultants, Inc.), Nancy A. Neef (The Ohio State University), and Andrew S. Bondy (Pyramid Educational Consultants, Inc.)
- **The Relationship of Match to Sample Skills to Visual Discrimination Skills Utilized within PECS.** SUSAN PETERSON, Andrew S. Bondy, and Mindy Glassberg (Pyramid Educational Consultants, Inc.), and Nancy Neef (The Ohio State University)

## # 42 Paper Session

5/25/02

2:30 PM - 3:50 PM

Kent

BPH

### **Recent Trends in Behavioral Pharmacology: A Drug Cocktail**

Chair: Erin B. Rasmussen (College of Charleston)

- **Quantifying Anti-Punishment Effects of Ethanol Using the Generalized Matching Relation (EAB).** ERIN B. RASMUSSEN (College of Charleston) and Christopher Newland (Auburn University)
- **Methylmercury Exposure during Development Retards Behavior Change in Adulthood (EAB).** PHYLLIS REILE, Jeffery Langston, and Elliott M. Paletz (Auburn University)
- **Effects of Cocaine upon Behavior Maintained by a Conjunctive FIFR Schedule of Food Reinforcement.** JIN YOON and Marc Branch (University of Florida)

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## # 43 Symposium

5/25/02

2:30 PM - 3:50 PM

Dominion Ballroom South

AUT

### **Replication of Fluency Effects with Children with Autism**

Chair: Helen Bloomer (Crossroads Center for Children)

- **An Experimental Analysis of the Effects of Sprints on Language Skills of Children with Autism.** LAURA LYNCH (Crossroads Center for Children)
- **Analyzing the Effects of Sprints on Gross-Motor Behavior of a Child with Autism.** DANIELLE FARINA (Crossroads Center for Children)
- **Assessing the Impact of Coaching during Fluency Training on Language Skills.** MEGAN DAIGLE (Crossroads Center for Children)
- **The Effects of Fluency Procedures on Social Skills of Children with Autism.** KELLY YOUNG and Amy Berthiaume (Crossroads Center for Children)

## # 44 Special Event

5/25/02

3:00 PM - 3:50 PM

Grand Ballroom West

SQA

### **2002 SQAB Tutorial - Memory as Discrimination**

Chair: John T. Wixted (University of California, San Diego)

K. GEOFFREY WHITE (University of Otago)

Memory is seldom viewed from a behavioral perspective because the temporal distance between an event and later remembering seems to require mediation by a stored representation. Treating remembering as discriminative behavior prompts several questions. How is the effect of temporal distance to be scaled? Is the discrimination specific to the time of remembering? How do reinforcers influence remembering?

Geoff White is a foundation member of the New Zealand bastion of EAB researchers. He was born and educated in New Zealand. Since his Ph.D. research (1973) on peak shift, he has maintained an interest in discrimination and generalization. His studies of stimulus and reinforcer control in multiple schedules (successive discriminations) address questions about the interaction of differential reinforcement and dimensional values of the discriminative stimuli, and how discriminations are made between temporally distant events. He has examined the question of action at a temporal distance in many studies of delayed matching to sample, where he emphasises the importance of quantifying the forgetting function. His paper with John Wixted (on "the psychophysics of remembering" (JEAB, 1999), won them the George A Miller Award from APA's Division 1 for the best integrative paper in general psychology. Geoff has served as Associate Editor of JEAB, and is on the editorial boards of AL&B and JEAB. He is active in New Zealand Psychology, having chaired his department for 10 years, edited the *New Zealand Journal of Psychology*, served on the NZ Registration Board, and as President of the New Zealand Psychological Society. He is a Fellow of the Royal Society of New Zealand. Geoff has held positions at the Victoria University of Wellington and since 1985 at the University of Otago where he is Professor of Psychology. He has also taught and researched for brief periods in the USA and owes an intellectual debt to his former and present colleagues at Colorado College, University of Colorado, University

of New Hampshire, Arizona State University, and in particular, University of California San Diego.

# 45 Paper Session

5/25/02  
3:00 PM - 3:50 PM  
Wentworth  
DEV

Paper Session 1

Chair: Parsla Vintere (The Graduate School and University Center)

- **Self-Instruction in Gross-Motor Skill Acquisition for Preschool Dance Class.** PARSLA VINTERE (The Graduate School and University Center), and Nancy S. Hemmes, Bruce L. Brown, and Claire L. Poulson (Queens College, CUNY)
- **Pediatricians' Preferences Regarding Psychostimulant Medication and Behavioral Techniques for Treatment of ADHD (EDC).** ASSEGEDETECH HAILEMARIAM (Eastern Illinois University), and Sharon Bradley-Johnson and Carl Merle Johnson (Central Michigan University)

# 45a Paper Address

5/25/02  
3:30 PM - 4:00 PM  
Conference F  
CBM

Training Children with Autism

Chair: Yukiko Washio (Western Michigan University)  
YUKIKO WASHIO (Western Michigan University)

# 46 Symposium

5/25/02  
3:30 PM - 4:20 PM  
Civic Ballroom North  
EDC

Behavioral Fluency Research in Reading and Spelling

Chair: Richard M. Kubina Jr. (Pennsylvania State University)  
Discussant: David F. Bicarid (Florida International University)

- **Spelling, Phonemic Awareness, and Fluency.** RICHARD M. KUBINA, JR. (Pennsylvania State University)
- **Examining Performance Standards in Reading.** SHANNON GORMLEY and Richard Kubina (Pennsylvania State University)

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#### # 47 Panel Discussion

5/25/02

3:30 PM - 4:20 PM

Huron

CBM

#### **Clinical Roundtable - University of Washington**

Chair: Jonathan W. Kanter (University of Washington)

- ROBERT J. KOHLENBERG (University of Washington)
- BETTY K. ARMSTRONG (Private Practice)
- KAREN GRIFFEE (Concord College)
- KELLY G. WILSON (University of Mississippi)

#### # 48 International Paper Session

5/25/02

3:30 PM - 4:20 PM

Conference C

DDA

#### **Developmental Disabilities**

Chair: David A. Pyles (Howe Center)

- **Toward a Standardized Functional Assessment of Challenging Behavior.** NEIL MARTIN (Tizard Centre) and John Clements (Independent Behavioral Consultant)
- **Decision Making in Complex Cases: A Rational Alternative to the Least Restrictive Treatment Approach (BPH).** DAVID A. PYLES (Howe Center)
- **Multicomponent Intervention for Problem Behavior during Medical and Dental Examinations.** JANE CARLSON (VCU Autism Center of Virginia), Edward Carr (State University of New York at Stony Brook)

#### # 49 International Paper Session

5/25/02

3:30 PM - 4:20 PM

Grand Ballroom East Expansion

EAB

#### **Human Operant**

Chair: Michael C. Clayton (Jacksonville State University)

- **Altruistic Responding on an Analogue Task.** TONYA BUTLER, Tawnya Smith, James Meadows, Kate Powers, and T. Steuart Watson (Mississippi State University)
- **How Does Reinforcement Work in the Shaping Process?** FRANCIS MECHNER and Laurilyn Jones (The Mechner Foundation)
- **An Experimental Analysis of Verbal Behavior: Making Sentences under Contingencies of Positive and Negative Reinforcement.** GERSON Y. TOMANARI (Universidade de São Paulo)



## # 50 Symposium

5/25/02

3:30 PM - 4:50 PM

Windsor East & West

DDA/EAB

### Basic and Applied Research on Response-Independent Schedules

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

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

- **Disrupting Stereotypy with VT Stimulus Delivery: A Test of Behavioral Momentum.** WILLIAM H. AHEARN, William V. Dube, William J. McIlvane, Kathy Clark, and Nicole Gardenier (New England Center for Children)
- **Rats Lever Pressing under a Fixed Time Schedule of Food before, during, and after Exposure to a Fixed-Interval Schedule.** STEPHEN C. HAWORTH, Timothy R. Vollmer, and F. van Haaren (University of Florida)
- **Assessment of Reinforcer Magnitude Effects during Noncontingent Reinforcement.** EILEEN M. ROSCOE (The Marcus Institute), Brian A. Iwata (University of Florida)

## # 51 Paper Session

5/25/02

3:30 PM - 4:50 PM

York

TBA

### Behavior Analysis and Education

Chair: Jennifer L. Austin (University of South Florida)

- **Using Behavior Analysis in Teacher Education: An Evaluation of Changes in Behaviors and Beliefs (EDC).** JENNIFER L. AUSTIN and Rebecca J. Diemunsch (University of South Florida), and Kevin Murdock (Hillsborough County Schools)
- **Failing to Learn: What Behavioral Psychology Can Give to Education Is Really as Easy as A-B-C (AUT).** REBECCA GODFREY and Dennis Moore (Research Centre for Interventions in Teaching and Learning)
- **Students' Preferences and Teaching Strategies: An Appraisal of Malott's Structured Seminar.** SEBASTIÁN FIGUEROA-RODRÍGUEZ, Cecilia Molina-López, Teresa de Jesus P. Luna-Domínguez, Elvia M. Cristina Peralta-Guerra, Minerva Pérez-Juárez, and Juan de Dios Reyes-Cárdenas (Universidad Veracruzana)

Saturday, May 25

## # 52 Symposium

5/25/02

3:30 PM - 4:50 PM

Civic Ballroom South

EDC/EAB

### **Extending the Research on Interspersal and Choice: The Role of Response Effort**

Chair: Christopher H. Skinner (University of Tennessee)

Discussant: John C. Malone, Jr. (University of Tennessee, Department of Psychology)

- **Varying Problem Effort and Choice: Using the Interspersal Technique to Influence Choice towards More Effortful Assignments.** ERIC J. BILLINGTON and Christopher H. Skinner (University of Tennessee)
- **The Mitigating Effects of Additional Item Effort during the Interspersal Procedure: More Than Problem Completion.** HOLLY HUTCHINS, Christopher H. Skinner, and Eric J. Billington (University of Tennessee)
- **Interspersing Additional Brief English Tasks: Enhancing the Educational Validity of the Interspersal Procedure.** SADONYA MEADOWS and Christopher H. Skinner (University of Tennessee)

## # 53 Symposium

5/25/02

3:30 PM - 4:50 PM

Essex Ballroom

DDA

### **Factors that Influence Reinforcement Effects**

Chair: Michele D. Wallace (University of Nevada, Reno)

- **Paradoxical Effects of External Rewards on “Intrinsically” Motivated Behavior.** HENRY S. ROANE, Wayne W. Fisher, Erin McDonough, and Katherine Gutshall (The Marcus Institute)
- **A Parametric Evaluation of Four Dimensions of Reinforcement and Their Influences on Stimulus Preference.** STEPHEN NORTH, Brian A. Iwata, and David Wilson (University of Florida)
- **Analysis of Methods to Condition Social Praise as a Reinforcer.** CLAUDIA L. DOZIER and Brian A. Iwata (University of Florida)
- **Evaluating Effects of Reinforcer Presentation on Responding: A Comparison of Constant versus Varied Reinforcement.** ADEL ROBLES and Michele Wallace (University of Nevada, Reno)

## # 54 Panel Discussion

5/25/02

3:30 PM - 4:50 PM

Conference G

OBM

### **Struggling for the Good Life: OBM Up Close and Personal**

Chair: Ramona Houmanfar (University of Nevada, Reno)

- AUBREY C. DANIELS (Aubrey Daniels and Associates, Inc.)
- MARIA E. MALOTT (Malott & Associates)
- WILLIAM B. ABERNATHY (Abernathy & Associates)
- RICHARD W. MALOTT (Western Michigan University)

## # 55a Special Event

5/25/02

4:00 PM - 4:50 PM

Grand Ballroom West

SQA

### **2002 SQAB Tutorial - Hypothesis Testing: Curse of Abomination?**

Chair: Alliston K. Reid (Wofferd College)

GEOFFERY LOFTUS (University of Washington)

The practice of significance testing almost universal in social science research. However, this practice is inimical to scientific insight, and has almost certainly impeded both empirical and theoretical progress. In this talk, I will justify these assertions and discuss possible alternatives to significance testing.

Geoffrey Loftus was a mathematics major at Brown University until he discovered that he could apply mathematics to human behavior, at which point he switched to Psychology, in which he received his Ph.D. from Stanford University. In addition to a good deal of work on mathematical models, he has maintained a 30-year interest in application of statistics to problems within the social sciences. He has written a textbook along with numerous articles and book chapters on statistics. For the past 10 years, has been part of a small but very noisy group of individuals who have been seriously questioning the standard ways in which statistics are used in the social sciences and other disciplines.

## # 56 Panel Discussion

5/25/02

4:00 PM - 4:50 PM

Conference B

OTH

### **Defining the Practice of Behavior Analysis: Developing Revised Content Standards for Certification**

Chair: James M. Johnston (Auburn University)

- GERALD L. SHOOK (Behavior Analyst Certification Board)
- FAE MELLICHAMP (Professional Testing, Inc.)
- MICHAEL J. HEMINGWAY (Florida Behavior Analyst Certification Program)

Saturday, May 25

5/25/02

4:00 PM - 4:50 PM

Wentworth

DEV

### **The Molar View of Behavior as a Paradigm for Behavior Analysis**

Chair: Jacob L. Gewirtz (Florida International University)

**WILLIAM M. BAUM** (University of California, Davis)



Despite its proponents' claims, a paradigm clash is occurring within behavior analysis. In the older paradigm, the molecular view, inherited from the connectionism of the 19th and early 20th centuries, behavior consists of momentary or discrete responses that constitute instances of classes. Variation in response rate reflects variation in the strength or probability of the response class. The new paradigm, the molar view, sees behavior as composed of activities that take up varying amounts of time. Whereas the molecular view takes response rate and choice to be "derived" measures and hence abstractions, the molar view takes momentary "responses" to be abstractions and response rate and choice to be concrete, temporally extended behavioral allocations. Research findings

that point to variation in tempo, asymmetry in concurrent performance, and paradoxical resistance to change are readily interpretable when seen in the light of reinforcement and stimulus control of extended behavioral allocations or activities. Seen in the light of the ontological distinction between classes and individuals, extended behavioral allocations, like species in evolutionary taxonomy, constitute individuals, entities that change without changing their identity. Seeing allocations as individuals implies that less extended activities constitute parts of a larger whole, rather than instances of a class. Not only is everyday behavior explained more plausibly in the light of concrete, extended activities and their nesting, but also laboratory research on concurrent performance becomes more understandable when seen this way. The molar view is superior on grounds of elegance, integrative power, and external validity.

**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*.

5/25/02

4:00 PM - 4:50 PM

Kenora

TPC

## Two Roads Diverged in a Cambridge Wood: Origins and Implications of the Molar-Molecular Debate

Chair: Derek Blackman (The Croft)

JOHN DONAHOE (University of Massachusetts)



For Skinner, the experimental analysis of behavior was the study of the effects of moment-to-moment relations among stimuli, responses, and reinforcers i.e., molecular contingencies. In the 1960s, a different view of conditioning emerged in associationist psychology and in behavior analysis: Instead of molecular contingencies, focus shifted to relations among variables defined over longer periods of time; i.e. molar relations. The molar approach was pursued with the respondent procedure by Rescorla (1967) and with the operant procedure by Herrnstein (1969, 1970). However, further experimental analysis almost immediately demonstrated that many molar relations were neither necessary nor sufficient to interpret behavior with either

conditioning procedure. Moreover, theoretical accounts were regularly devised that interpreted molar relations as cumulative effects of molecular contingencies (e.g., Shimp, 1969; Staddon, Hinson, & Kram, 1981). Given these developments, the study of respondent conditioning returned to a reliance on molecular contingencies (e.g., Rescorla & Wagner, 1972). However, the study of operant conditioning often continues at the scale of molar relations in spite of poignant appeals to the contrary by Skinner, as in "Farwell, my lovely!" (1976). The presentation considers possible reasons for the persistence of a molar approach and the problematic implications of the approach for experimental and applied behavior analysis and for the integration of behavior analysis with other biological sciences.

**Dr. Donahoe** is an Emeritus Professor in the Department of Psychology and in the Interdisciplinary Program in Neuroscience & Behavior at the University of Massachusetts. His undergraduate major was Chemistry at Rutgers University. His graduate work was in Experimental Psychology with a minor in Neurophysiology at the University of Kentucky. Before coming to the University of Massachusetts at Amherst, he was a member of the faculties of the Departments of Psychology and Computer Science at the University of Kentucky and a Special Postdoctoral Fellow at the Center for Brain Research at the University of Rochester. He is a behavior analyst whose primary experimental interests are stimulus control and conditioning, particularly as they bear on the reinforcement process. His primary theoretical interests are the development of a principle of reinforcement that is informed by both behavioral and neuroscientific research and the interpretation of complex behavior by means of artificial neural networks.

## # 59 International Paper Session

5/25/02

4:00 PM - 4:50 PM

Conference D&E

VRB

### **Verbal Behavior: Conceptual Extensions**

Chair: Kirsten M. Wirth (University of Manitoba)

- **A Behavioral Analysis of Bloom's Taxonomy and the Implications for Research (TPC).** DARLENE E. CRONE-TODD and Joseph J. Pear (University of Manitoba)
- **Teaching and Researching Verbal Behavior Skills in a Computer - Mediated Environment.** JOSEPH J. PEAR and Darlene E. Crone-Todd (University of Manitoba)

## # 60 Symposium

5/25/02

4:00 PM - 5:20 PM

City Hall

AUT

### **A Glimpse at Play Programs for Children with Autism in a Center-Based Preschool: Play with What? Who? Where? How?**

Chair: Rebecca Sawyer (DFW Center for Autism)

Discussant: Patricia Fitzsimons (Connecticut Center for Child Development)

- **Structuring the Play Environment and Developing Measures to Assess Play Behavior.** KRISTIN GUDMUNDSDOTTIR and Shahla S. Ala'i-Rosales (University of North Texas)
- **Integrating Empirically Based Interventions.** REBECCA SAWYER (DFW Center for Autism), and Shahla S. Ala'i-Rosales and Holly Almon (University of North Texas)
- **Increasing Appropriate Play-Related Behaviors and Training Successive Change Agents.** REBECCA SAWYER (DFW Center for Autism), Veronica Delgado, Christy Batson, and Karen Palinsky (University of North Texas), Camille Parsons Agster (DFW Center for Autism), and Brook Wheatley and Bobbie Edwards (University of North Texas)

## # 61 Paper Session

5/25/02

4:00 PM - 5:20 PM

Conference F

CBM

### **Behavioral Intervention with Children and Adolescents**

Chair: MaryLouise Kerwin (Rowan University)

- **Integrating Applied Behavior Analysis with the Psychiatric Treatment of Bipolar Disorder in Children.** RICHARD THOMSON (Innovative Behavioral Services)
- **A Model for Implementing Intensive Behavior Feeding Interventions in the School Setting (CSE).** MARYLOUISE KERWIN (Rowan University) and Dale Jasina (Children's Center of Monmouth County, Inc.)
- **Improving Staff to Youth Social Interactions to Increase Youth Treatment Environment.** KIMBERLY ZLOMKE (Southern Illinois University, Carbondale) and Lee Zlomke (Omni Behavioral Health)

## # 62 Panel Discussion

5/25/02

4:00 PM - 5:20 PM

Elgin

CSE/EDC

### **Dissemination of Behavior Analysis: Resistance, Success, and Future Directions**

Chair: Matthew Tincani (The Ohio State University)

- SAUL AXELROD (Temple University)
- ANDREW S. BONDY (Pyramid Educational Consultants)
- WILLIAM L. HEWARD (The Ohio State University)
- ILENE S. SCHWARTZ (University of Washington)

## # 63 Symposium

5/25/02

4:00 PM - 5:20 PM

Simcoe & Dufferin

EDC

### **Extending the Scope of DI Programs and Teaching Practices**

Chair: Laura Fredrick (Georgia State University)

Discussant: Roberta Weisberg (University of Alabama)

- **Expanding Preschoolers Use of Object Descriptors and Comparisons through DI Language Procedures.** PAUL WEISBERG (University of Alabama)
- **Increasing Reading Volume of Reluctant Readers.** David Forbush and TIMOTHY A. SLOCUM (Utah State University)
- **A Peer-Delivered Corrective Mathematics Program.** KATHLEEN WALDRON-SOLER, Julie Parsons, Nancy Marchand-Martella, and Ronald C. Martella (Eastern Washington University), and Benjamin Lignugaris/Kraft (Utah State University)

Saturday, May 25

#### # 64 Panel Discussion

5/25/02

4:00 PM - 5:20 PM

Dominion Ballroom S

AUT

#### **The Assessment and Treatment of Escape Motivated Behavior in Children with Autism Who Attend General Education Classes**

Chair: Mary E. McDonald (The Genesis School)

- RANDY HOROWITZ (The Eden II Program)
- RUTH DONLIN (The Eden II Program)
- HANNAH HOCH (The Eden II Program)
- JOY TRAMUTA (The Eden II Program)

#### # 65 Symposium

5/25/02

4:00 PM - 5:20 PM

Dominion Ballroom North

AUT

#### **The Effects of Fluency Procedures on Skill Generalization.**

Chair: Thomas Zane (Department of Education, The Sage Colleges)

Discussant: Helen Bloomer (Crossroads Center for Children)

- **Fluency versus Traditional Maintenance Procedures: Which Works Better?** JENNIFER JEANETTE (Crossroads Center for Children)
- **Fluency versus Maintenance Procedures When Assessing Generalization of Skills.** JON MORRIS (Crossroads Center for Children)
- **The Effects of Fluency Procedures on the Generalization of Learned Behaviors.** EVAN KANDEL (Crossroads Center for Children), Thomas Zane (Department of Education, The Sage Colleges), and Helen Bloomer (Crossroads Center for Children)

#### # 66 Paper Address

5/25/02

4:30 PM - 5:00 PM

Huron

CBM

#### **Terrorist Victimization: Behavioral and Emotional Consequences**

Chair: R. Wayne Fuqua (Western Michigan University)

C. RICHARD SPATES (Western Michigan University)



5/25/02

4:30 PM - 5:20 PM

Kent

BPH

### Control of Drug Effects by Interoceptive Drug Cues: The Inside Story of Addiction

Chair: Christine Hughes (University of North Carolina at Wilmington)

SHEPARD SIEGEL (McMaster University)



On the basis of a conditioning analysis of drug tolerance, drug-associated cues become associated with the drug effect. These cues elicit conditional responses that attenuate the effect of the drug (when the drug is administered following the usual predrug cues), and are expressed as "withdrawal symptoms" (when the usual predrug cues are not followed by the drug effect). The contribution of predrug cues to tolerance and withdrawal typically is evaluated with readily manipulated environmental cues; however, there is evidence that interoceptive cues, as well as exteroceptive cues, become associated with a drug effect. We have been studying two types of interoceptive cues: (1) pharmacological cues inherent within an administration (i.e., early drug-onset cues as signals for the later, larger drug effect), and (2) self-administration

cues, (i.e., the association that develops, in the organism that self-administers a drug, between response-initiating - or response-produced - cues and the drug effect. There is evidence that these interoceptive cues function as do exteroceptive cues in the control of tolerance and the expression of withdrawal symptoms. Moreover, these interoceptive cues are highly salient and may overshadow simultaneously present exteroceptive cues.

After receiving his Ph.D. from Yale University in 1966, Dr. Siegel was an Assistant Professor at the University of Missouri until 1968 when he moved to McMaster University. At McMaster University, Dr. Siegel recently has been awarded the title of University Professor. Throughout his career, Dr. Siegel's research interests have centered on interactions between respondent processes and drug effects, including tolerance development, perceptual behavior, and homeostatic regulation and have led to the publication of over 150 articles and book chapters. His research at McMaster University is currently funded by both the Natural Sciences and Engineering Council of Canada and the National Institute on Drug Abuse of the United States. Dr. Siegel has served on many scientific advisory committees and review panels, including those of the Addiction Research Foundation and the National Institutes of Health. In addition, he has served on several editorial boards of scientific journals including *Animal Learning and Behavior*, and *Psychobiology*. Dr. Siegel has been elected to Fellowship in the Royal Society of Canada, the Society of Experimental Psychologists, the Academy of Behavioral Medicine Research, the Canadian Psychological Association, and of Divisions 3, 6, and 28 of the American Psychological Association.

## # 68 International Paper Session

5/25/02

4:30 PM - 5:20 PM

Grand Ballroom East Expansion

EAB

### Delay of Reinforcement # 1

Chair: Michael C. Clayton (Jacksonville State University)

- **Probability of Responding in Accord with Equivalence as a Function of Different Delays (OTH).** ERIK ARNTZEN (Akershus University College)
- **Effects of the Delay of Reinforcement and the Strain of the Rat (Wistar Kyoto and Spontaneously Hypertensive Rats) on the Performance under a Multiple Schedule.** CORINA JIMÉNEZ (Universidad Católica Andrés Bello)

## # 69 Panel Discussion

5/25/02

4:30 PM - 5:20 PM

Conference C

DDA

### Training Parents and Teachers to Assess and Treat Problem Behavior

Chair: Jeff Sigafos (University of Texas at Austin)

- MELISSA L. OLIVE (University of Texas at Austin)
- BENJAMIN W. SMITH (University of Texas at Austin)
- ERIK DRASGOW (University of South Carolina)

## # 70 Symposium

5/25/02

4:30 PM - 5:20 PM

Civic Ballroom North

EDC

### Using Technology to Provide Feedback to Practitioners

Chair: Mary Catherine Scheeler (Pennsylvania State University)

Discussant: David L. Lee (Pennsylvania State University)

- **Increasing Completion of Three Term Contingency Trials by Preservice Teachers.** MARY CATHERINE SCHEELER (Pennsylvania State University)
- **Delivering Feedback to Preservice Teachers Using Web-Based Technology.** DOREEN FERKO (California State University at Fullerton)

## # 70a Paper Address

5/25/02

5:00 PM - 5:30 PM

Civic Ballroom South

EDC

### Long-Term Generalization Effects of Behavior Systems Interventions in Teacher Education and Educational Practice: Data-Supported Methodological Implications

Chair: Tom Sharpe (University of Nevada, Las Vegas)

TOM SHARPE and Hosung So (University of Nevada, Las Vegas)

### # 71 Paper Address

5/25/02

5:00 PM - 5:30 PM

Huron

CBM

#### **Comparing the Effects of Functional and Arbitrary NCR: Preference or Functionality?**

Chair: Marilyn Bonem (Eastern Michigan University)

AMY CORDARO and Marilyn Bonem (Eastern Michigan University)

### # 72 International Paper Address

5/25/02

5:00 PM - 5:30 PM

Kenora

TPC

#### **Establishing Operations, Setting Conditions and Motivation**

Chair: Derek Blackman (Cardiff University)

LINDA J. HAYES and Cristin D. Harrison (University of Nevada, Reno)

### # 73 Paper Address

5/25/02

5:00 PM - 5:30 PM

Conference G

OBM

#### **Leading Change While Creating Value and Recognizing Values**

Chair: Richard W. Malott (Western Michigan University)

PETER DEAN (University of Pennsylvania)

### # 74 International Poster Session

5/25/02

5:30 PM - 7:00 PM

Sheraton Hall

AUT

1. **Applying a Comprehensive Behavior Teaching-Program to Japanese Children with Autism (CSE).** JUNICHI YAMAMOTO (Keio University), Ritsu Tsuchiya (University of Tsukuba), Hiroshi Sugawara (Keio University), and Hidemi Kubota (University of Tsukuba)
2. **Autism Training Modules: A Systematic Approach to Staff Training in the Olathe Public Schools (EDC).** KRISTI ORTIZ-RAMOS, Ame Brewer, and Sara Barth (Olathe Public Schools)
3. **Computer-Mediated Activity Schedules for Children with Autism Spectrum Disorders: Teaching Money and Number Skills.** JOSEPH VEDORA, Abby Varisco, and Elisabeth M. Kinney (BEACON Services), and Robert Stromer (University of Massachusetts Medical School)

4. **Computer-Mediated Activity Schedules for Children with Autism Spectrum Disorders: Teaching Schedule-Following in the Classroom.** JONATHAN W. KIMBALL (Bancroft NeuroHealth), Laura Fitzgerald and Colleen Foley-Ingersoll (Cumberland Country Child Development Services), and Robert Stromer (University of Massachusetts Medical School)
5. **Computer-Mediated Activity Schedules: Promoting Play and Social Interaction in a Preschooler with Autism (DDA).** MICHELLE M. KALAIGIAN (Alpine Learning Group), Lisa Kinney (Northeastern University), Bridget A. Taylor (Alpine Learning Group), Robert Stromer (UMMS Shriver Center), and Danielle Spinnato (Alpine Learning Group)
6. **Construction of I/You Pronouns in Children with Autism: A Suggested Sequence of Implementation (DDA).** STEIN K. LUND, Bobbi Kaeppler, and Kristy Hallam (Bancroft NeuroHealth)
7. **Decreasing Delayed Echolalia in Classroom Settings.** JANICE DONEY, Patrick M. Ghezzi, and Brian Feeney (University of Nevada, Reno)
9. **Embedding Positive Behavioral Support into Educational Routines to Improve Instructional Outcomes for Students with Autism (EDC).** EMILY DEWOLF and Doug Moes (Devereux, Santa Barbara), and Vincent Winterling (Devereux Institute of Clinical Training and Research)
10. **Enhancing Peer Interaction through Discrete Trial Teaching of Social Communication Skills (DDA).** STACI CARR, Kerri Pakurar, and Jane Carlson (VCU Autism Center of Virginia)
11. **Examination of Pre-Requisite Skills for Successful Interactions between Children with Autism and Their Peers.** STACY ADAMS, Lori Bechner, and Breta M. Combs (Pathways Strategic Teaching Center)
12. **Generalization of Prerequisite Skills in Children with Autism: From a Self-Contained to a Typical Art Class.** PATRICIA OLIVER, Charles Dukes, Douglas Carothers, and Jack Scott (FAU Center for Autism and Related Disabilities), Jean Hays-Bachrach (Reaching Potentials), and Maria Santamarina (Milagro Center)
13. **Improving Handwriting through Stimulus Fading (EDC).** MICHAEL M. MUELLER, Heather E. Sterling-Turner, and James W. Moore (University of Southern Mississippi)
14. **Increasing Play Skills Using Video Modeling Techniques (EDC).** MICHELLE CLARK, Elizabeth Garrigan, Rebecca P. F. MacDonald, and June M. Sanchez (New England Center for Children)
15. **Increasing Social Interaction Initiations by a Child with Autism Using a Tactile Prompt and Scripts (DDA).** MAUREEN C. HURLEY (Marlboro Public Schools) and William L. Holcomb (New England Center for Children)
16. **Teaching Children with Autism to Ask Questions: Comparing Two Different Prompting Methods (DDA).** MANYA VAUPEL and Amy Barnhill (Northwest Behavioral Associates)
17. **Teaching Pointing to the Numbers to Children with Autism Using Simultaneous Prompting (EAB).** NURGUL AKMANOGLU and Sema Batu (Anadolu University)
18. **The Effects of Interspersing High Probability Responses with Low Probability Responses to Increase Compliance in a Student with Autism.** XANTHI PAPPAS and Mary E. McDonald (The Genesis School)

19. **The Use of a Stimulus to Signal Time Out from Attention to Decrease Maladaptive Behavior in a Student with Autism.** MARY E. McDONALD, Randy Horowitz, and Joy Tramuta (The Genesis School)
20. **Using Mayer-Johnson Pictures to Enhance Attending and Decrease Disruptive Behaviors during Story Time Activities (EDC).** BRIAN YOUNG, Kelly Kates McElrath, and Michael Shea (Bucks County Intermediate Unit # 22)
21. **Using Self-Photos to Increase Expressive Language Behaviors for Students with Autism (EAB).** JEONGIL KIM and Sang Bok Lee (Taegu University, Korea)
- 21a. **Stimulus Control of Stereotypic Behavior in a Girl with Autism.** LISA MOSSNER, Jody Steinhilber, and Cammarie Johnson (New England Center for Children)

#### # 75 Poster Session

5/25/02

5:30 PM - 7:00 PM

Sheraton Hall

CBM

22. **An Evaluation of Parental Acceptability of Behavioral Treatment for Pediatric Feeding Disorders (DDA).** JILL R. DUVAL, Jennifer E. Dawson, Charles S. Gulotta, Leigh A. Rosica, and Barbara J. Sierp (Kennedy Krieger Institute)
23. **Effects of a Structured Fading Procedure on Parental Treatment Integrity (DDA).** JAMES BOSCOE, Jennifer E. Dawson, Charles S. Gulotta, Leigh A. Rosica, and Barbara J. Sierp (Kennedy Krieger Institute)
24. **Effects of Choice in Treating Pediatric Feeding Disorders (DDA).** AMANDA V. KENNEY, Charles S. Gulotta, Leigh A. Rosica, and Cathleen C. Piazza (Kennedy Krieger Institute)
25. **Evaluation of a Home-Based Parent-Training Program to Treat Food Selectivity (DDA).** CHRISTINE KIM, Cynthia M. Anderson, Sondra Lima, and Chris Parks (West Virginia University)
26. **Evaluation of High-and Low-Exposure of Preferred Stimuli in the Treatment of Food Refusal (DDA).** BARBARA J. SIERP, Bart M. Sevin, Jennifer E. Dawson, Leigh A. Rosica, and Charles S. Gulotta (Kennedy Krieger Institute)
27. **Outcome Measures of Children Receiving Intensive Behavioral Treatment for Feeding Disorders Program (DDA).** HEATHER GOHNG, Jennifer E. Dawson, Charles S. Gulotta, Leigh A. Rosica, Barbara J. Sierp, and Nimita Sheth (Kennedy Krieger Institute)
28. **Relative Contributions of Peer Modeling in the Treatment of Food Refusal (DDA).** JENNIFER E. DAWSON, Bart M. Sevin, and Barbara J. Sierp (Kennedy Krieger Institute)
29. **Relative Effects of Extinction on Positive Affect in a Child with Severe Food Selectivity (DDA).** LORIONNA J. MILLER, Jennifer E. Dawson, Lynn G. Bowman, Lisa M. Toole, Bart M. Sevin, Barbara J. Sierp, Charles S. Gulotta, and Leigh A. Rosica (Kennedy Krieger Institute)
30. **The Effect of Antecedent Manipulation in the Treatment of Food Refusal: Rotated-Bite Presentation versus Blocked-Bite Presentation (DDA).** PING WANG, Jennifer E. Dawson, and Barbara J. Sierp (Kennedy Krieger Institute)

31. **The Effect of Exposure on Food Preference in Children with Feeding Disorders (DDA).** ASHLEY GREER, Bart M. Sevin, Charles S. Gulotta, Barbara Seirp, Leigh A. Rosica, and Kunise Stroh (Kennedy Krieger Institute)
32. **The Use of Physical Guidance for the Treatment of Liquid Refusal (DDA).** AGNES BROWNE (Kennedy Krieger Institute), SungWoo Kahng (The Johns Hopkins University School of Medicine), and Shannon Byrne and Coleen Clarke (Kennedy Krieger Institute)
33. **Treating Pediatric Feeding Problems: Long-Term Follow-Up (DDA).** William H. Ahearn and JACKIE CONDON (New England Center for Children)

<b># 76 International Poster Session</b>
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5/25/02

5:30 PM - 7:00 PM

Sheraton Hall

CSE

34. **A Behavioralist Method/Model Used in Treatment within Child Welfare Services Sector in Norway (CBM).** KJELL LEIKVIK and Marianne Vallestrand (Oslo Municipal Child and Family Service, Norway)
35. **Behavior Analysis and Social Issues: An Analysis of Publications (TPC).** MARTINA RILLO TERO (Pontificia Universidade Católica de São Paulo)
36. **Biobehavioral and Psychosocial Model of Functional Assessment (CBM).** ZBIGNIEW GOLONKA and Erica L. Quinn (The Institute of Professional Practice, Inc.)
37. **Choice between Individual and Shared Contingencies in Teenagers (DEV).** EMILIO RIBES-ÍÑESTA, NORA RANGEL, Aria Alvarez, Juan Casillas, and Armando Abreu (University of Guadalajara-CEIC)
38. **Improvement of Domestic Violence of an Adolescent with Mental Retardation (OBM).** SHIGERU HARAMAKI (University of North Carolina, Chapel Hill)
39. **Neurobehavioral Assessment of Adolescents Working in Agriculture in Brazil: Using BARS to Detect Pesticide Effects (BPH).** LINCOLN DA SILVA GIMENES (Universidade de Brasília, Brazil), Rosane Curi (Instituto Oswaldo Cruz, Brazil), Patricia Galvão (Universidade de Brasília, Brazil), and David A. Eckerman (University of North Carolina, Chapel Hill)
40. **The Analysis of Conflicting Guide Sign Prompts on Motor Vehicle Conflicts and Crashes at a Ramp Exit (OBM).** RON VAN HOUTEN (Mount Saint Vincent University) and Louis Malenfant (Center for Education and Research in Safety)
41. **The Effect of Clinic-Based Training on Caregiver's Ability to Implement Escape Extinction.** ELLEN J. MCCARTNEY, Carie L. English, Christine Kim, Tracy Kettering, and Cynthia M. Anderson (West Virginia University)
42. **Using the Brief Functional Analysis in an Outpatient Setting (DDA).** CRAIG N. NUSSBAUM, Brett J. DiNovi, Kristin Vespe, and Stephen S. Bruce (Bancroft NeuroHealth)

## # 77 International Poster Session

5/25/02

5:30 PM - 7:00 PM

Sheraton Hall

DDA

43. **A Case Study Looking at the Results of a Functional Analysis Conducted in an Analog Setting and in the Natural Environment with a Developmentally Disabled Adult.** BECKY PENROD, Alaina Bumstead, W. Larry Williams, and Michele D. Wallace (University of Nevada, Reno)
44. **A Comparison of Static Photos and Video Clips for Emotional Facial Recognition in Persons with Developmental Disabilities (DDA).** REBECCA BRIGGS and W. Larry Williams (University of Nevada, Reno)
45. **A Comparison of Two Reinforcement Delivery Systems to Decrease Meal Duration (AUT).** KRISTIN STAROSTA and Lee Kern (Lehigh University)
46. **Antecedent-Based Treatment for Negatively Reinforced Self Injurious Behavior: The Effects of Task Sequence (EDC).** NORM DAHL and Jennifer J. McComas (University of Minnesota)
47. **Ask and You Shall Receive: Improving Staff Descriptions on ABC Documentation (OBM).** GREGORY BERTSCH and Stephen E. Eversole (Columbus Medical Services, Inc.)
48. **Assessment of the Contribution of Medical Conditions to Challenging Behavior.** DAVID GELLER (Columbus Medical Services), and Stacy L. Carter, Patti Jones, and Kevin F. Schama (Greene Valley Developmental Center)
49. **Choices among Persons with Severe and Profound Disabilities: Effects on On-Task, Aberrant, and Happiness Behaviors.** SARA SPEVACK, Toby L. Martin, Shayla Harapiak, R. Goodman, Dickie C.T. Yu, and Garry L. Martin (St. Amant Centre)
50. **Computer-Based Behavior Analyzing Program on Web for Managing Challenging Behaviors of Children with Developmental Disabilities (OTH).** SANG BOK LEE, Jeongil Kim, Yun Hee Shin, and Ok Nam Chung (Taegu University, Korea)
51. **Effects of Board Game Training Using a Least-to-Most Prompting Procedure to Increase Independent Performance of Preschool Children with Disabilities and Their Typically Developing Peers.** JANET DAVIS (Franklin County Board of MRDD), and Diane M. Sainato and Sunhwa Jung (The Ohio State University)
52. **Effects of Functional Communication Training Alone and Functional Communication plus Extinction to Reduce Problem Behaviors (EAB).** DILEK DURUSOY ERBAS and Seyhun Topbas (Anadolu University)
53. **Evaluation of the Divided Attention Condition during Functional Analysis of Severe Problem Behavior.** Ethan S. Long, SungWoo Kahng, Patricia F. Kurtz, MAUREEN VAN STONE, Tara L. Lieblein, and Theodosia Paclawskyj (Kennedy Krieger Institute)
54. **FCT without Extinction, Following Pre-exposure to Extinction Only.** FRANCES A. PERRIN, Patrick R. Progar, and Nicholas Cifuni (Bancroft NeuroHealth)

Saturday, May 25

55. **Further Evaluation of Response Class Hierarchies.** ANTHONY DICESARE, Sean D. Casey, Fransis Jamison, Jessica Cooke, Bernard Marshall, Shanaya Jackson, and Keith Davis (Bancroft NeuroHealth), and David M. Richman (University of Kansas Medical Center)
56. **Hierarchical Relation between Visual Identity Matching, Visual Nonidentity Matching, and Auditory-Visual Discriminations.** GINA SAKKO (St. Amant Centre), Tricia Vause and Garry L. Martin (University of Manitoba), and Dickie C.T. Yu, Carole Marion, Kerri L. Walters, and Duong Nguyen (St. Amant Centre)
57. **Keeping up with Technology: Teaching People with Developmental Disabilities to Use E-mail and its Effect on Social Contacts (CSE).** TAMMY A. CARROLL-HERNANDEZ, Jan B. Sheldon, and James A. Sherman (University of Kansas)
58. **Long Term Assessment of Preference Stability.** FRANCIS J. CIOCCONE, Richard B. Graff, and Cori Shanower (New England Center for Children)
59. **Mechanical Restraint as Positive Reinforcement for Aggression (AUT).** JEAN-MARIE M. LEAK (Kennedy Krieger Institute), SungWoo Kahng (The Johns Hopkins University School of Medicine), and Brian Mishler and Chau Vu (Kennedy Krieger Institute)
60. **Noncontingent Competing Stimuli for the Treatment of Problem Behaviors Occurring during Activities of Daily Living.** Louis P. Hagopian, Ethan S. Long, and Iser Guillermo DeLeon (Kennedy Krieger Institute), and DAWN RESAU (Johns Hopkins University)
61. **Reduction of Pica Following Noncontingent Access to Preferred Edibles (CBM).** VERONICA R. JOKER and Kevin F. Schama (Columbus Medical Services, Inc.)
62. **Research and Development of a Video-Based Job Preference Inventory for Individuals with Developmental Disabilities (EDC).** ROBERT MORGAN and David Ellerd (Utah State University)
63. **Teaching a Child with Developmental Disabilities to Play Leisure Games (AUT).** HEATHER HEWITT (The Grafton School) and SungWoo Kahng (Kennedy Krieger Institute)
64. **The Assessment and Treatment of Darting in a Person with Mental Retardation.** LISA TYLER, Donielle Cohen, Ian Burns, and Deborah A. Napolitano (Bancroft NeuroHealth)
65. **The Influence of Therapist Attention on Self-Injury during a Tangible Condition (EDC).** JAMES W. MOORE and Michael M. Mueller (The Marcus Institute), and Melanie Dubard, Dannel Roberts, and Heather E. Sterling-Turner (University of Southern Mississippi)
66. **The Relationship between Premeal Magnitude and Food Grabbing during Meals: A Parametric Analysis Using Antecedent Food Delivery on Adults with Developmental Disabilities.** HOWIE REYER (Graduate School and University Center of the City University of New York) and Peter Sturmey (Queens College, CUNY)
67. **The Relationship between Task Preference and Happiness Indicators While Performing Those Tasks for Individuals with Developmental Disabilities.** AYNLEY K. VERBEKE and Garry L. Martin (University of Manitoba), Dickie C. T. Yu (St. Amant Centre), and Sara Spevack (University of Manitoba)



68. **The Use of DRA and Extinction to Treat Flopping Behaviors (DDA).** KRISTIN VESPE, Brett J. DiNovi, Pamela Hessing, Jerome Pipes, Cassandra Minot, and Stephen S. Bruce (Bancroft NeuroHealth)
69. **Treatment of Total Food Refusal without Extinction, Punishment, or Manual Guidance (OTH).** RACHEL TARBOX and Jonathan Tarbox (University of Nevada, Reno)

#### # 78 International Poster Session

5/25/02

5:30 PM - 7:00 PM

Sheraton Hall

EAB

70. **An Integrated Computational Model of the Processes Underlying Habituation and Sensitization (OTH).** OSCAR GARCIA LEAL, José Luis Taboada Calatrava, M. Teresa Ruiz García, Maria Oliva Márquez Sánchez, and Pablo Adarraga Morales (Universidad Autónoma de Madrid)
71. **An Investigation of Contextually Controlled Generalized Equivalence Relations.** RUTH ANNE REHFELDT (Southern Illinois University)
72. **Blocking of Stimulus Control over Human Operant Behavior (TPC).** ANNA E. BERGEN and Stephen W. Holborn (University of Manitoba)
73. **Changeover Requirement and Dynamic Choice.** CARLOS F. APARICIO and Angel Jimenez (University of Guadalajara-CEIC)
74. **Changing the Attitudes of Regular Class Students towards Exceptional Students Using Simulation Activities (EDC).** SEMA BATU and Ayten Uysal (Anadolu University)
75. **Choice and Food Preferences of the Brown Treesnake, *Boiga Irregularis*, and Invasive Pest Species on Guam.** MICHAEL B. EHLERT, Bob C. A. Ramiro, and Jacinto W. Caceres (University of Guam)
76. **Chronic Mild Stress Procedure: Its Effects over Water with Sucrose Preference.** CASSIA THOMAZ (Pontificia Universidade Católica de São Paulo)
77. **Community Reinforcement Approach for Mexican Chronic Alcohol and Drug Users (CBM).** LYDIA BARRAGAN, Silvia Morales-Chaine, and Héctor E. Ayala-Velázquez (National University of Mexico)
78. **Concurrent Schedules of Wheel-Running Reinforcement: Choosing between Different Durations of Opportunity to Run.** TERRY BELKE (Mt. Allison University)
79. **Conditioned Taste Aversion Is Induced by the Opportunity to Run and Not by the Intensity of Running.** SARAH J. SALVY (University of Quebec at Montreal, Canada), and W. David Pierce, Donald C. Heth, and James C. Russell (University of Alberta)
80. **Covariation between Bizarre and Appropriate Speech as a Function of the Content of Social Attention.** KRISTIE ARNOLD (Kennedy Krieger Institute), Iser Guillermo DeLeon (Johns Hopkins University), and Michelle L. Uy and Vanessa Rodriguez-Catter (Kennedy Krieger Institute)
81. **Delay and the Mathematical Principles of Reinforcement.** LAUREN KETTLE and Mark P. Reilly (Arizona State University)

82. **Delayed Matching to Sample with Complex Stimuli through Consistent Matching (EAB).** GRAUBEN ASSIS, Olivia Misae Kato, and Aline Menezes (Universidade Federal do Pará)
83. **Effects of Social Reinforcement of Tacts about Reading upon the Time of Reading (EDC).** MARTHA HUBNER and Fatima Dias (Universidade Presbiteriana Mackenzie)
84. **Establishing Preference for Unreliable Reinforcement with Adults with Dual Diagnoses (DDA).** RUTH ANNE REHFELDT (Southern Illinois University) and Lisette J. Randich (Trinity Services)
85. **Human Concurrent Schedule Performance in Positive versus Negative Schedules of Reinforcement.** BETHANY R. RAIFF, Jeffery Bordenave, Ashley Wegener, Jamie Dake, and Gregory J. Madden (University of Wisconsin, Eau Claire)
86. **Modification of Herrnstein's k Parameter across Different Levels of Reinforcement Magnitude.** GIOVANNI A. HERNÁNDEZ (Universidad Central de Venezuela LOCO) and Gustavo Peña (Universidad Católica Andrés Bello)
87. **Reinforcement Frequency Modulation.** MATTHEW SITOMER and Mark P. Reilly (Arizona State University)
88. **Risk and Protective Factors for Aggressive Behavior and its Generalization in a Sample of School-Aged Mexican Children (CBM).** SILVIA MORALES-CHAINED, Francisco Pedroza-Cabrera, Alicia A. Chaparro, Noemi Barragan, and Héctor E. Ayala-Velázquez (National University of Mexico)
89. **Role of the 5-HT<sub>1A</sub> Receptor in Appetitive and Avoidance Responding and its Relation to REM Sleep Deprivation (PBH).** RANDY SMITH, Craig H. Kennedy, Mark T. Harvey, Celeste Roberts, Tina Patterson, and Michael May (Vanderbilt University)
90. **Spontaneous Formation of Complex Social Relations between Pigeons.** PAUL THOMAS ANDRONIS, Melissa Holmes and Natalie Simbob (Northern Michigan University)
91. **Stimulus Equivalence after the Sequential Classes Emergence with Mentally Retarded People (EAB).** GRAUBEN ASSIS, Maria Elizangela Sampaio, Flavia Castro, and Ivy Portella (Universidade Federal do Pará)
92. **Subjects Used in the *Journal of Comparative Psychology*, and *The Journal of Experimental Psychology*: Animal Behavior Processes, and Psychological Record from 1990 through 2000.** GRISEL PUERTOS, Stacey Caldeira, Susan Snyckerski, Sean Laraway, and Alan Poling (Western Michigan University)
93. **The Effects of Delayed Reinforcement on Variability and Repetition Maintained by Chained Schedules.** KATIE ANNE BURKE and Amy L. Odum (University of New Hampshire)
94. **The Effects of Step Size and Length of Breaktime on Progressive Ratio Breakpoints in Baboons.** Nancy A. Ator and BARBARA J. KAMINSKI (Johns Hopkins University School of Medicine)

95. **The Effects of Travel Requirements on Behavioral Variability and Stereotypy.** CHRISTOPHER A. BARNES and Amy L. Odum (University of New Hampshire)
96. **Treatment for Children Aggression: Evaluation and Development of Programs for Multi-Agent Behavior Intervention (CBM).** ALICIA A. CHAPARRO, Héctor E. Ayala-Velázquez, Francisco Pedroza-Cabrera, and Silvia Morales-Chaine (National University of Mexico)

#### # 79 International Poster Session

5/25/02

5:30 PM - 7:00 PM

Sheraton Hall

EDC

97. **Alleviating Unruly Behavior in the Schoolyard Using Self-Management Procedures and Video Feedback.** MARGARET O'HALLORAN, Mark O'Reilly, Nicole Murray, and Claire Lacey (University College Dublin, Ireland)
98. **Comparative Effects of Three Subsets of Teaching Examples on Generalized Arithmetic Story Problem Solving by Elementary Students (OTH).** SAYAKA ENDO (Hawthorne Country Day School) and William L. Heward (The Ohio State University)
99. **Does the Matching Law Explain How the Allocation of Teacher Attention Relates to the Allocation of Children's Engagement with Toys? (EAB).** AIDA PARRA (Universidad de Los Andes)
100. **Effects of Reinforcer Choice within an Educational Setting.** CHARNA MINTZ and Michele D. Wallace (University of Nevada, Reno)
101. **Evaluating the Effects of Fluency Training versus Accuracy Training on Stimuli Pair.** ANIBAL GUTIERREZ JR., Steve C. Williams, and Henry S. Pennypacker (University of Florida)
102. **Evaluation of DRO Schedules to Reduce Disruptive Behavior in a Classroom Setting.** CAROLE CONYERS, Raymond G. Miltenberger, Cathryn Romaniuk, Brandon Kopp, and Michael B. Himle (North Dakota State University)
103. **Examination of Math Word Problems Using the Interspersal and Explicit Timing Interventions (EAB).** CHRISTIE NUTKINS, Katrina Rhymer, and Amanda Lee (Central Michigan University)
104. **Examining the Effects of Ability- and Effort-Based Praise on Task Persistence, Task Performance, and Intrinsic Motivation.** ADAM WEAVER, T. Steuart Watson, Susan Fascio, Craig Cashwell, and Julie Hinds (Mississippi State University)
105. **Generalization and Maintenance of On-Task Behavior via Self-Control Techniques in Icelandic Students (VRB).** Margret Thorarinsdottir (Reykjavik's Public Schools) and ZUILMA GABRIELA SIGURDARDOTTIR (University of Iceland)
106. **Improving On-Task Performance and Disruptive Behaviors through Correspondence Training with Three Kindergarten Children.** ANA RANDAZZO and Pamela G. Osnes (University of South Florida)
107. **Increasing Completion of Three Term Contingency Trials by Preservice Teachers through Immediate Corrective Feedback (OTH).** MARY CATHERINE SCHEELER (Pennsylvania State University)

108. **The Effect of Student Fluency Rates on Inappropriate Classroom Behavior.** JOSEPH C. WITT (Louisiana State University)
109. **The Effectiveness of Embedded Instruction with Students with Developmental Disabilities in General Education Classes (DDA).** JOHN McDONNELL (University of Utah), Jesse W. Johnson (East Tennessee State University), and Tim Riesen and Shamby Polychronis (University of Utah)
110. **The Effects of Response Cards on Students Response Rates for Urban Fourth-Graders with Behavior Problems.** MICHAEL CHARLES LAMBERT (Cleveland State University) and Gwendolyn Cartledge, Ya-Yu Lo, and Mary W. Kiarie (The Ohio State University)
111. **The Effects of the Interspersal and Explicit Timing Interventions for Children Completing Math Problems (EAB).** AMANDA LEE, Katrina Rhymer, and Christie Nutkins (Central Michigan University)
112. ***The Journal of Precision Teaching: An Analysis of the First Six Years.*** THOMAS A. R. WOELZ (Catholic University of São Paulo)
113. **The Use of Behavioral Contracting to Improve the Classroom Behavior of a Third Grade Student.** CHANNING ROBERSON, Tara L. Lieblein, Maria Giambanco, and Pamela G. Osnes (University of South Florida)
114. **The Use of Correspondence Training to Increase On-Task Behavior and Decrease Disruptive Behavior of Two Children Kindergarten Class.** TARA L. LIEBLEIN, Jean Ott, Michael Bruneau, Alisha Arnold, and Pamela G. Osnes (University of South Florida)
115. **Using Precision Teaching Technique to Teach Math Facts in an Urban After School Program (EDC).** Corwyn Moore, SUHA AL-HASSAN, and Ralph Gardner, III (The Ohio State University)
116. **Using the Standard Celeration Chart for Precision Teaching: An Analysis of Student and Teacher Charting in a Classroom Setting.** KRISTINE D. HAUGLAND and Katie C. Lorson (Millennium Community School)

# 80 International Poster Session
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5/25/02

5:30 PM - 7:00 PM

Sheraton Hall

TPC

117. **A Conceptual Analysis of "Mind": I (VRB).** NAOKO SUGIYAMA (Yamawaki Gakuen College)
118. **An Analysis of the Research Settings in the Behavioral Literature.** BETSY HALLAM, Kristen Holnagel, Roxanne Wolf, and Kevin Klatt (University of Wisconsin, Eau Claire)
119. **Conditional Discrimination: Comparing Definitions and Procedures (EAB).** PAULA DEBERT and Marcelo Benvenuti (Catholic University of São Paulo - PUC-SP)
120. **Defining Knowing as Operant Behavior: It Makes a Difference (VRB).** MARIA AMÁLIA ANDERY, Nilza Micheletto, and Tereza Maria de A.P. Serio (Pontificia Universidade Catolica de São Paulo)

121. **Perceptions and Misconceptions of Modern Psychology and the Influence of Literature.** CAMILLE WOODARD and Michael C. Clayton (Jacksonville State University)
122. **Relational Frame Theory and Early Language Learning: Evidence from Outside the Experimental Analysis of Behavior (VRB).** RICK DALE (Cornell University)
123. **Reporting of Sample Characteristics in JABA: Do Authors Do an Adequate Job and Is It Important? (CSE).** MICHAEL P. TWOHIG, Daniel Sass, Douglas W. Woods, W. Hobart Davies, and Timothy Roloff (University of Wisconsin, Milwaukee)
124. **Temporal Graphing Style and Inference in Behavioral Research.** MARIA A. BERGMAN, Robert F. Morrell and Charles T. Merbitz (Illinois Institute of Technology)
125. **Where Is Skinner in the Experimental Analysis of Behavior?** TEREZA MARIA de A.P. SERIO (Catholic University of São Paulo), André Luiz Dias (Federal University of Minas Gerais), and Livia Maria Demarchi, Luciana Maluf, Nicolau K. Pergher, Ricardo C. Martone, Nilza Micheletto, and Maria Amália Andery (Catholic University of São Paulo)

#### # 81 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Kenora

#### **Crime and Delinquency Special Interest Group Business Meeting**

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

**Purpose:** This business meeting serves as the forum in which the members of the Crime and Delinquency Special Interest Group (C&D SIG) formally gather to discuss business regarding the 2002/2003 fiscal year. Attendees are encouraged to bring with them issues pertaining to expanding the role of the C&D SIG's presence at ABA.

#### # 82 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Kent

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

Chair: Richard W. Serna (University of Massachusetts Medical School - Shriver)

**Purpose:** To discuss recent events in the EAHB SIG, and to plan for the future.

#### # 83 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Conference G

#### **Instructional Design Special Interest Group**

Chair: Guy Bruce (A. P. E. Consulting)

**Purpose:** Meeting for behavior analysts interested in Instructional Design issues.

#### # 84 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Huron

#### ***Journal of the Experimental Analysis of Behavior*: Meeting with Authors, Potential Authors, and Editorial Board Members**

Chair: Kennon A. Lattal (West Virginia University)

**Purpose:** This is a meeting of the Editorial Board of the *Journal of the Experimental Analysis of Behavior* to discuss the annual report of the journal and issues that editorial board members and authors may wish to raise about journal operations and policies. Authors and potential authors are encouraged to attend.

#### # 85 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Civic Ballroom North

#### **Lesbigay Social Gathering**

Chair: Kent Johnson (Morningside Academy)

**Purpose:** Join us to meet and greet and guarantee a gayly social time throughout the convention. We will have information on restaurants, bars, bookstores, and other places of GLBT interest in Toronto.

#### # 86 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Windsor East

#### **Membership Recruitment and Retention Committee**

Chair: Douglas W. Woods (University of Wisconsin, Milwaukee)

**Purpose:** To discuss strategies for increasing the recruitment and retention of ABA members. All those interested are welcome.

#### # 87 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Conference D&E

#### **Parents and Professionals Sharing the ABA Conference Experience**

Chair: Jack Scott (Florida Atlantic University)

**Purpose:** Parents who are attending the conference to learn more about behavior analysis will want to attend this meeting. Professionals who are interested in how behavior analysts can more effectively help families are also welcome. This will be an informal meeting with discussion of conference presentations, treatment and service issues. An important topic will be the challenges facing parents of young children who are conducting intensive early intervention programs. Refreshments provided.

### # 88 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Wentworth

#### **Rehabilitation and Independent Living**

Chair: Charles T. Merbitz (Illinois Institute of Technology)

**Purpose:** Elect officers, plan 2002-2003 and review offerings at ABA 2002. Please attend if you work in rehabilitation or independent living.

### # 89 Business Meeting

5/25/02

7:00 PM - 7:50 PM

Conference F

#### **Teaching Behavior Analysis Special Interest Group**

Chair: Daniel J. Moran (Valparaiso University)

**Purpose:** Discuss new developments and future projects of the TBA Special Interest Group. The website and the edited book project will be discussed.

### # 90 Special Event

5/25/02

8:00 PM - 9:00 PM

Simcoe & Dufferin

#### **Conversation Hour: Peter Harzem**

Chair: Erin B. Rasmussen (College of Charleston)

**Purpose:** This student committee-sponsored event was organized to allow students to meet and socialize with one of the most charming and contributing pioneers of behavior analysis--Peter Harzem. All are welcome.

### # 91 Reunion

5/25/02

8:00 PM - 10:00 PM

Civic Ballroom South

#### **Eastern Michigan University: Alumni and Friends**

Chair: Flora Hoodin (Eastern Michigan University)

**Purpose:** Eastern Michigan University is hosting this reunion with the intention of providing an opportunity for alumni to re-connect with each other and with faculty, to network and possibly to collaborate in the future. In addition, this reunion will provide a venue for prospective students and other interested parties to meet with Eastern's faculty and students current and past, and so to learn more about our Clinical Behavioral Master's program and the Behavioral track in our recently launched Clinical Psychology Doctoral program.

Saturday, May 25

#### # 92 Reunion

5/25/02

8:00 PM - 10:00 PM

City Hall

##### **Florida International University**

Chair: Jacob L. Gewirtz (Florida International University)

**Purpose:** Joyful reunion of past and present students, past and continuing faculty, and friends of Florida International University.

#### # 93 Reunion

5/25/02

8:00 PM - 10:00 PM

Civic Ballroom North

##### **University of Wisconsin, Eau Claire Alumni and Friends**

Chair: Larry Morse (University of Wisconsin, Eau Claire)

**Purpose:** We invite former and current students, faculty, and friends of the Department of Psychology at the University of Wisconsin Eau Claire to attend this event which will mark the 20 year anniversary of the founding of the Behavior Science Research Group. Food and beverages will be provided. Hosted by Larry Morse, Greg Madden, Kevin Klatt, and the UWEC Alumni Association.

#### # 94 Reunion

5/25/02

8:00 PM - 10:00 PM

Dominion Ballroom South

##### **UNT Alumni, Students, Faculty and Friends**

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

**Purpose:** All ABA members and visitors associated in any way with the University of North Texas (or who would like to be associated in any way) are invited to our reunion.

#### # 95 Reunion

5/25/02

8:00 PM - 10:00 PM

Dominion Ballroom North

##### **Western Michigan University: Reunion for Alumni, Students, Faculty, and Friends**

Chair: R. Wayne Fuqua (Western Michigan University)

**Purpose:** A social reunion for students, alumni, faculty and friends of Western Michigan University.



5/25/02

10:00 PM - 12:00 AM

Sheraton Hall

ABA Expo

***Graduate Training Programs***

1. **Applied Behavior Analysis at The University of Iowa.** NATHAN A. CALL (University of Iowa)
2. **Applied Behavior Analysis in Special Education at the University of Utah.** ROBERT E. O'NEILL (University of Utah)
- 2a. **Applied Behavior Analysis Master's Program at Penn State University-Harrisburg.** ANGELA F. SMITH, Jeffrey Garito, Shannon Weisenberger, and Michelle Warner (Penn State University)
3. **Behavior Analysis and Therapy Program at Southern Illinois University.** MARK R. DIXON, Anthony J. Cuvo, Brandon F. Greene, Paula K. Davis, and Ruth Anne Rehfeldt (Southern Illinois University)
4. **Behavior Analysis at California State University, Stanislaus.** WILLIAM F. POTTER, Bruce E. Hesse, Jane S. Howard, Gina M. Pallotta, and Gary D. Novak (CSU, Stanislaus)
5. **Behavior Analysis at Jacksonville State University.** Donald D. Patterson, Stephen C. Bitgood, MICHAEL C. CLAYTON, and Michael Crowe (Jacksonville State University), Claudia Elisabeth McDade (Learning Services), William L. Palya, Cathy Simpson, and Yolanda Suarez (Jacksonville State University)
6. **Behavior Analysis at Queens College and the Graduate School, CUNY-2002.** BRUCE L. BROWN, Lanny Fields, Nancy S. Hemmes, Robert Lanson, Claire L. Poulson, Robert Ranaldi, and Peter Sturmey (Department of Psychology, Queens College, and the Graduate School, CUNY)
7. **Behavior Analysis at Temple University.** MICHELLE D. ENNIS, Philip N. Hineline, Saul Axelrod, Donald A. Hantula, T. Chris Tillman, Ralph Spiga, and Kelly Kates McElrath (Temple University)
8. **Behavior Analysis at the University of the Pacific.** DAVID A. WILDER, Cris Clay, and Kevin Schock (Dept. of Psychology, University of the Pacific)
9. **Behavior Analysis at the University of Wisconsin-Milwaukee.** MARSHALL L. DERMER, Alan Baron, Jay Moore, and Douglas W. Woods (University of Wisconsin, Milwaukee)
10. **Behavior Analysis Masters Program at St. Cloud State University.** KIM SCHULZE and Eric Rudrud (St. Cloud State University)
11. **Behavior Analysis Programs at the University of Nevada, Reno.** LINDA J. HAYES, Thomas E. (Ted) Boyce, Patrick M. Ghezzi, Ramona Housmanfar, W. Larry Williams, Michele D. Wallace, and Jay Summers (University of Nevada, Reno)
12. **Doctoral and Masters Training at Eastern Michigan University.** MARILYN BONEM and Flora Hoodin (Eastern Michigan University)
13. **Doctoral Training in Behavior Analysis at the University of Kansas.** R. MARK MATHEWS (University of Kansas)

- 13a. **Graduate Internet Coursework in Behavior Analysis at the University of North Texas.** SIGRID S. GLENN and Leslie Burkett (University of North Texas)
14. **Graduate Study in Behavior Analysis at the University of New Hampshire.** AMY L. ODUM and Timothy A. Shahan (University of New Hampshire)
15. **Graduate Training at the University of Manitoba.** KIRSTEN M. WIRTH, Kerri L. Walters, and Toby L. Martin (University of Manitoba)
16. **Graduate Training in Applied Behavior Analysis at Florida State University-Panama City.** COLIN PEELER and H. Allen Murphy (Florida State University at Panama City), and Jon S. Bailey (BMC)
17. **Graduate Training in School Psychology at Louisiana State University.** CHRISTINA M. VORNDRAN, Dorothea C. Lerman, Stephanie A. C. Kuhn, and Laura Richardson (Louisiana State University)
18. **Graduate Training Opportunities at the New England Center for Children.** D. DANIEL GOULD (New England Center for Children)
19. **Master's Program in Applied Behavior Analysis at the University of South Florida.** JENNIFER L. AUSTIN, Darrel Bostow, Hewitt B. Clark, Maria dePerczel, Glen Dunlap, PAMELA G. OSNES, Kelly Powell-Smith, and Trevor Stokes (University of South Florida)
20. **Masters Track in Applied Behavior Analysis at UMBC.** A. CHARLES CATANIA (UMBC)
21. **Psychology Master's Program in Applied Behavior Analysis at East Carolina University.** JEANNIE GOLDEN (East Carolina University)
22. **SUNY- Canton Behavior Analysis Courses and Certificates Including a Certificate in Autism Recovery Training.** STEPHEN F. LEDOUX (Social Sciences Dept., SUNY Canton)
23. **The Behavior Analysis Program at West Virginia University.** CYNTHIA M. ANDERSON, Chad M. Galuska, Lori M. Lieving, and Tammy Wade (West Virginia University)
24. **The Graduate Program in Special Education at The Pennsylvania State University.** DAVID L. LEE, Richard M. Kubina, Jr., Mary Catherine Scheeler, Shannon Gormley, and Rachel Smith (Pennsylvania State University)
25. **Training in Behavior Analysis at the University of North Texas.** MANISH VAIDYA (University of North Texas)
26. **University of Minnesota Program Poster.** JOHN HOCH (University of Minnesota)
27. **Utah State University Doctoral Program in Special Education and Rehabilitation: Applied Behavior Analysis in Scholarship, Teacher Preparation, and Information Technology.** TIMOTHY A. SLOCUM, Charles L. Salzberg, Benjamin Lignugaris/Kraft, and Robert L. Morgan (Utah State University)
28. **Western Michigan University: Graduate Training Programs in Behavior Analysis.** JAMES E. CARR and R. Wayne Fuqua (Western Michigan University)
29. **Western Michigan University: Graduate Training Programs in Clinical Psychology.** LINDA A. LEBLANC and Amy E. Naugle (Western Michigan University)

30. **Western Michigan University: Graduate Training Programs in Industrial Organizational Psychology.** JOHN AUSTIN and Alyce M. Dickinson (Western Michigan University)
31. **Western Michigan University: Graduate Training Programs in School Psychology.** KRISTAL E. EHRHARDT and Ruth A. Ervin (Western Michigan University)

#### # 97 International Special Event

5/25/02

10:00 PM - 12:00 AM

Sheraton Hall

**ABA Expo**

#### *Chapters, Special Interest Groups, and Other Organizations*

32. **ABA Special Interest Group for Sports, Health and Fitness.** RALPH N. PAMPINO, JR. (University of the Pacific) and Amanda N. Adams (Elite Performance)
33. **ABA Student Committee.** ERIN B. RASMUSSEN (College of Charleston), Matthew Tincani (The Ohio State University), and Meeta R. Patel (The Marcus Institute)
34. **ABA's Education Board: Its Goals and Activities.** PAMELA G. OSNES (University of South Florida), Mark R. Dixon (Southern Illinois University), and Michael C. Clayton (Jacksonville State University)
35. **Animal Trainers Forum Special Interest Group.** BARBARA J. KAMINSKI (Johns Hopkins University School of Medicine), Judith E. Stowe (Quality Safety Edge), and Margaret H. Gibbs (Roosevelt University)
36. **Behavioral Safety Network Special Interest Group.** HORACIO ROMAN (University of Nevada, Reno)
37. **Council of Directors of Graduate Programs in Behavior Analysis.** LINDA J. HAYES and Karen Kate Kellum (University of Nevada, Reno)
38. **Division 25 of the American Psychological Association.** GREGORY J. MADDEN (University of Wisconsin, Eau Claire)
39. **European Journal of Behavior Analysis.** ERIK ARNTZEN (Akershus University College) and Per Holth (Center for Early Intervention, Norway)
40. **Experimental Analysis of Human Behavior Special Interest Group.** RICHARD W. SERNA (University of Massachusetts Medical School - Shriver) and Jennifer M. O'Donnell (Allegheny College)
42. **Intensive Behavioral Intervention at the Toronto Preschool Autism Service.** DAVID FACTOR, Leigh Ann Wayland, Susan Sweet, and Nancy Freeman (Toronto Preschool Autism Service)
43. **Japanese ABA.** NAOKO SUGIYAMA (Yamawaki Gakuen College)
44. **Mid-American Association for Behavior Analysis (MABA).** THOMAS S. CRITCHFIELD (Illinois State University) and Ruth Anne Rehfeldt (Southern Illinois University)
45. **Millennium Community School.** JAMES H. COWARDIN, Kristine D. Haugland, and Katie C. Lorson (Millennium Community School)

46. **ONTABA: The Ontario Association for Behavior Analysis.** GERALD R. BERNICKY (Toronto Preschool Autism Service) and William T. Kirby (St. Lawrence College)
47. **Organizational Behavior Management Network.** RAMONA HOUMANFAR, Rebecca Johnson, and Amy L. Christensen (University of Nevada, Reno)
- 47a. **Predoctoral Internship and Postdoctoral Fellowship.** MATTHEW OAKES, SungWoo Kahng, Lous P. Hagopian, and Michael F. Cataldo (Kennedy Krieger Institute)
48. **The Behavior Analysis Society of Illinois (BASIL).** DANIEL J. MORAN (Valparaiso University) and David A. Pyles (Howe Center)
49. **The Chicago Association for Behavior Analysis.** CHARLES T. MERBITZ (Illinois Institute of Technology) and Daniel J. Moran (Valparaiso University)
50. **The May Institute.** GARY PACE, Robert Putnam, Alan Harchik, and Dennis Russo (The May Institute)
51. **The Swedish Association for Behavior Analysis.** NED CARTER (University Hospital; Uppsala, Sweden), Kenneth Nilsson (Behavior Analytic Group, Sweden), and Anders Friberg (The Swedish Association for Behavior Analysis)
52. **Training Behaviorally Oriented Students for Work in Human Service Settings.** GARY A. BERNFELD, David McKay, and William T. Kirby (Behavioural Science Technology Program, St. Lawrence College)
53. **Treatment Research and Education for Autism and Developmental Disorders (TRE-ADD) Program at Thistletown Regional Centre.** ADRIENNE M. PERRY and Rosemary A. Condillac (TRE-ADD)
54. **Verbal Behavior Special Interest Group.** WILLIAM F. POTTER (California State University, Stanislaus)

# **Association for Behavior Analysis**

**an international organization**

**Sunday, May 26**

**2002**

**Day Schedule  
Business Meetings  
Convention Sessions  
Presidential Scholar's Address  
Reunions/Receptions  
Behavioral Follies**

Sunday, May 26

ROOM		7 AM :00 :30	8 AM :00 :30	9 AM :00 :30	10 AM :00 :30	11 AM :00 :30	12:00 PM - 1:30 PM	1:30 PM - 2:30 PM
Lower Concourse	Sheraton Hall	<b>GBR = Grand Ballroom</b>  <b>■ = Special and Invited Events</b> <b>Ch: = Chair</b> <b>* = This event or a presentation within it is databased.</b>  <b>LEGEND</b>		ABA Cooperative Bookstore			POSTER SESSIONS*	ABA Bookstore
	Ballr'm Foyer			Exhibitors				
	GBR East			#118 EAB* Ch: Moore	#139 EAB* Ch: Perone			#163 EAB WIXTED
	GBR East Exp.			#121 EAB* Ch: Hackenberg	#137 EAB* Ch: De Rose			#167 EAB Ch: Johnston*
	GBR Center				#142 CSE Ch: Thyer			
	GBR West			#111 EAB CATANIA*	#147 VRB SUNDBERG			#164 VRB MICHAEL
Con-course	Registration			On-Site and Pre-Registration				
Mezzanine	Windsor West			#112 DDA Ch: Williams	#131 DDA Ch: Kirkaali-Iftar*			#169 DDA Ch: Harchik*
	Windsor East		#102 Animal Trainers SIG					
	Essex Ballr'm		#108 NYS ABA	#113 DDA Ch: Fisher*	#134 DDA Ch: Iwata*			#171 DDA Ch: Lerman*
	Conference B		#98 Chicago ABA	#110 OTH BAILEY	#130 OTH Ch: Rasmussen	#148 OTH Ch: Shook		#165 OBM Ch: Boyce*
	Conference C		#101 Student Committee	#117 DDA Ch: Kennedy*	#140 DDA Ch: Simon*			#166 DDA Ch: Miltenberger*
	Conference D&E		#99 Program Committee	#122 VRB Ch: Williams*				
	Conference F			#114 CBM Ch: Anderson*	#145 CBM Ch: Seligson			
	Conference G		#105 CoD Information	#126 OBM Chs Alavosius & Leaver	#150 OBM BAILEY			#161 OBM Ch: Harrison
Second Floor	York		#107 Parents SIG	#128 TBA Ch: Mattaini*	#144 TBA Ch: Osnes*			#168 TBA Ch: Burkett
	Dominion Ballr'm South			#123 AUT Ch: Gerenser	#141 AUT Ch: Groden			
	Dominion Ballr'm North			#127 AUT Ch: Hundert	#143 AUT Ch: Stahmer*			#160 AUT LORD*
	City Hall			#120 AUT Ch: Greer*	#132 AUT Ch: Taubman*			
	Elgin							#162 CSE Ch: Van Houten
	Wentworth		#103 Behavior. Safety SIG	#119 DEV Ch: Miller*	#136 DEV Ch: Commons*			#172 DEV Ch: Pelaez*
	Kenora		#104 Social Respons. SIG	#116 TPC Ch: Harrison	#138 TPC Ch: Thomas			#159 TPC Ch: Moore
	Huron			#115 CBM Ch: Wexner	#135 CBM Ch: Block			#158 CBM MILLER*
	Kent		#100 Sports & Fitness SIG					
	Simcoe & Dufferin			#109 EDC Ch: Harper*	#129 EDC McDADE	#149 EDC Ch: Lazarus*		#157 EDC Ch: Leach*
	Civic Ballr'm South			#125 EDC Ch: Peterson*	#146 EDC Ch: Lewis-Palmer*			#173 EDC Ch: Axelrod*
	Civic Ballr'm North		#106 JABA	#124 EDC Ch: Fleming	#133 EDC Ch: Bass*			#170 EDC Ch: Born*

Sunday, May 26

ROOM	2:30 - 3:00	3 PM :00 :30	4 PM :00 :30	5:00 - 5:30	5:30 PM - 7:00 PM	7 PM :00 :30	8 PM :00 :30	9 PM :00 :30	
Sheraton Hall	ABA Cooperative Bookstore				POSTER SESSIONS*				
Ballr'm Foyer	Exhibitors								
GBR East	#180 EAB Ch: Davison								
GBR East Exp.	#167 Cont'd	#182 EAB Ch: Galvao*							
GBR Center				#195 Pres Scholar SALZINGER				BEHAVIORAL FOLLIES 10 PM -12 AM	
GBR West									
Registration	On-Site and Pre-Registration								
Windsor West	#169 Cont'd					#203 Std. Celeration Charting SIG	#214a Standard Celeration Chart Data Share		
Windsor East							#211 B. F. Skinner Hospitality Suite		
Essex Ballr'm	#171 Cont'd	#191 DDA FABRIZIO					#211 B. F. Skinner Hospitality Suite		
Conference B	#165 Cont'd	#184 OTH Ch: Dorey*							
Conference C	#166 Cont'd					#207a Direct Inst. SIG			
Conference D&E		#194 VRB CATANIA				#207 OBM SIG	#214 OBM & Behavioral Safety SIGs Hospitality Suite		
Conference F		#185 CBM Ch: White*							
Conference G	#177 OBM Ch: Sasson*					#209 Autism SIG			
York	#168 Cont'd								
Dominion Ballr'm South	#179 AUT Ch: MacDonald*					#206 Intern'l Conv. Hr.			
Dominion Ballr'm North	#181 AUT Ch: Romanczyk						#213 Friends of Doug Field (1952 - 2002)		
City Hall		#183 AUT Ch: Esch*					#212 Columbia Univ. & CABAS Reunion		
Elgin		#189 CSE Ch: Rakos							
Wentworth	#172 Cont'd	#188 DEV Ch: Andronis							
Kenora	#176 TPC McILVANE*	#190 TPC Ch: O'Donnell*							
Huron	#175 CBM Ch: Zettle*	#193 CBM Ch: Zettle*				#205 DEV SIG			
Kent	#178 BPH Ch: Walker*					#204 Clinical SIG			
Simcoe & Dufferin	#174 EDC CIPANI	#192 EDC Ch: Killu*				#208 Suength & Stretch			
Civic Ballr'm South	#173 Cont'd	#186 EDC Ch: Shea*					#210 4th Annual Student Social		
Civic Ballr'm North	#170 Cont'd	#187 EDC Ch: Spooner*							

Lower Concourse

Con-  
course

Mezzanine

Second Floor

## # 98 Business Meeting

5/26/02

8:00 AM - 8:50 AM

Conference B

### **Chicago Association for Behavior Analysis**

Chair: Charles T. Merbitz (Illinois Institute of Technology)

**Purpose:** CABA will meet to review activities of 2001-2002 and make plans for 2002-2003. All CABA members are welcome. We will be accepting dues.

## # 99 Special Event

5/26/02

8:00 AM - 8:50 AM

Conference D&E

### **ABA Program Committee Meeting**

Chair: Frances K. 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 A. Mattaini (Jane Addams College of Social Work, UIC) and Richard Rakos (Cleveland State University)
- DDA: Kent R. Johnson (Morningside Academy)
- DEV: Jacob L. Gewirtz and Martha Pelaez (Florida International University)
- EAB: William L. 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: Genae Hall (Behavioral Consultant)

## # 100 Business Meeting

5/26/02

8:00 AM - 8:50 AM

Kent

### **ABA Special Interest Group for Sports, Health and Fitness**

Chair: Amanda N. Adams (Elite Performance)

**Purpose:** The SIG will review events, newsletters, and other achievements of the group and its members from the past year. Plans for the upcoming year will be discussed. Involvement in research projects, publications, applied work, and employment opportunities will be discussed. Officers will be elected for the coming year.



### # 101 Business Meeting

5/26/02

8:00 AM - 8:50 AM

Conference C

#### **ABA Student Committee Business Meeting**

Chair: Erin B. Rasmussen (College of Charleston)

**Purpose:** This meeting is for ABA student members who would like to become more involved with the ABA Student Committee, or make suggestions about future ABA events. All are welcome.

### # 102 Business Meeting

5/26/02

8:00 AM - 8:50 AM

Windsor East

#### **Animal Trainers Forum Special Interest Group**

Chair: Barbara J. Kaminski (Johns Hopkins University School of Medicine)

**Purpose:** Members of the Animal Trainers Forum Special Interest Group will meet to elect officers, update membership, discuss activities over the past year and plans for the upcoming year, and discuss plans for upcoming ABA conventions. All ABA members are welcome to attend.

### # 103 Business Meeting

5/26/02

8:00 AM - 8:50 AM

Wentworth

#### **Behavioral Safety Network**

Chair: Thomas E. (Ted) Boyce (University of Nevada, Reno)

**Purpose:** This meeting of the Behavioral Safety Network will emphasize (a) defining the network's mission, (b) increasing membership, and (c) identifying new initiatives. In addition, updates on current activities will be provided. The meeting is intended for both academics and practitioners who study and use behavior analysis to increase the quality of life of people at home and at work.

### # 104 Business Meeting

5/26/02

8:00 AM - 8:50 AM

Kenora

#### **Behaviorists for Social Responsibility: Joint Meeting with Editorial Board, *Behavior and Social Issues***

Chair: Mark A. Mattaini (Jane Addams College of Social Work, UIC)

**Purpose:** This meeting is open to anyone interested in applications of behavior analysis and cultural analysis to social and human rights issues. Discussion will include a report on BFSR activities, including the BFSR journal (*Behavior and Social Issues*), and the website, as well as ways to expand the contributions of behavior analysts to social justice and human rights, both within the US and internationally.



**# 105 Business Meeting**

5/26/02

8:00 AM - 8:50 AM

Conference G

**Council of Directors of Graduate Programs in Behavior Analysis Information Session**

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

**Purpose:** The Council of Directors of Graduate Programs in Behavior Analysis will meet to share information about 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.

**# 106 Business Meeting**

5/26/02

8:00 AM - 8:50 AM

Civic Ballroom North

**JABA Business Meeting**

Chair: Wayne W. Fisher (The Marcus Institute)

**Purpose:** The purpose of the JABA Board Meeting is to review data on submissions to the journal, circulation, and other information relevant to the business of the journal.

**# 107 Business Meeting**

5/26/02

8:00 AM - 8:50 AM

York

**Parent and Professionals Partnership Special Interest Group**

Chair: David Celiberti (Eden II Programs)

**Purpose:** 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 Parent and Professional Partnership SIG can assist families of newly diagnosed children and families seeking ABA services. Parents and interested professionals are invited.

**# 108 Business Meeting**

5/26/02

8:00 AM - 8:50 AM

Essex

**New York State Association for Behavior Analysis**

Chair: Helen Bloomer (Crossroads Center for Children)

**Purpose:** This is the semiannual business meeting of our state organization.

## # 109 Paper Session

5/26/02

9:00 AM - 9:50 AM

Simcoe & Dufferin

EDC

### Instructional Strategies Designed to Meet the Specific Needs of Diverse Learners

Chair: Gregory Harper (State University of New York, College at Fredonia)

- **Peer-Mediated Instruction for Special Needs Children in Mainstream Settings: What Works and Why.** GREGORY HARPER, Larry Maheady, and Barbara Mallette (State University of New York, College at Fredonia)
- **Acquisition of the English Article System in Native Speakers of Japanese: An Experimental Evaluation of Direct and Indirect Teaching Strategies (EAB).** SCOTT HERBST and Ramona Houmanfar (University of Nevada, Reno)

## # 110 Invited Event

5/26/02

9:00 AM - 9:50 AM

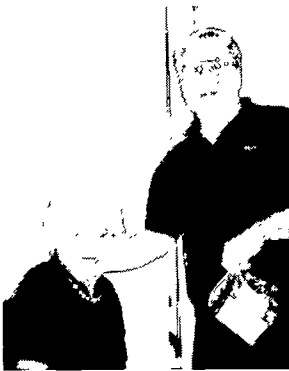
Conference B

OTH

### The Wind Beneath Our Wings: A Retrospective on the Experiences and Contributions of Marian Breland-Bailey

Chair: Barbara J. Kaminski (Johns Hopkins University School of Medicine)

BOB BAILEY (Eclectic Science Productions)



The husband-wife teams of Keller and Marian Breland, and Bob and Marian Bailey, had in common the intellect, tenacity, stability, and generous, unselfish support of one team-member, Marian-Breland Bailey. Keller and Marian were a team for 26 years (1939 to 1965); Bob and Marian for 35 years (1966 to 2001). B. F. Skinner recognized Marian as an intellectual powerhouse, and academician, very early (1938). The Brelands analyzed data that Marian had abstracted from publications and from their own experience and concluded that operant conditioning was better than even Skinner realized. They founded Animal Behavior Enterprises (ABE-1943), operant conditioning's first commercial endeavor. The Brelands reported their early efforts in "A Field of Applied

Animal Psychology" (1951) and later coauthored the seminal "Misbehavior of Organisms" (1961). Keller died in 1965; the same year, Bob joined ABE. Marian's extensive knowledge of scientific literature, coupled with practical experience, aided ABE in designing and efficiently producing new, effective biological systems, including behavioral control of animals operating at long ranges and over extended durations. Marian was the quintessential team player, usually choosing to stay in the background. Keller and Bob accepted Marian as both team's primary academician and editor, and an often unrecognized but important source of original ideas.

Sunday, May 26

5/26/02

9:00 AM - 10:00 AM

Grand Ballroom West

EAB

**2002 Tutorial - What We Do With Words: A Tutorial on Verbal Behavior**

Chair: David C. Palmer (Smith College)

A. CHARLES CATANIA (University of Maryland, Baltimore County)



This tutorial will summarize some of the basic features of the analysis of verbal behavior. Verbal behavior, like any other variety of operant behavior, operates on the environment, so the appropriate place to start the analysis is by considering what we do with words. As with nonverbal behavior, what matters is not the form of the verbal behavior but its function (the form of "I'm thirsty" is declarative and that of "May I have some water" is imperative, but a glass of water is a likely consequence of either). The analysis will explore some of the varied consequences of verbal behavior (those consequences define what we do with words). Special attention will be given to the interpretation of verbal episodes in terms of antecedents, responses and consequences, to the multiple

causation of verbal behavior, and to the problem of maintaining an effective analysis when our everyday vocabulary makes it difficult for us to talk consistently about words as instances of behavior.

As a senior at Columbia, A. Charles Catania took a seminar on verbal behavior jointly taught by Fred Keller, Nat Schoenfeld and Ralph Hefferline. The course started with B. F. Skinner's William James lectures. Upon publication of "Verbal Behavior" midway through the course, the class turned to the revised and expanded account Skinner provided in that book. Ever since, Catania has been addicted to the field of verbal behavior, teaching courses in it whenever possible. He regards the analysis of verbal behavior as fundamental to behavior analysis and therefore has extensively incorporated the topic into his writing; for example, it is an integral part of his text, "Learning." Among his publications are research articles on verbal governance (in collaboration with Eliot Shimoff and other colleagues), papers on the evolution of verbal behavior and on linguistics, and a retrospective review of Skinner's "Verbal Behavior" for the journal *Contemporary Psychology* (1997).

**# 112 Panel Discussion**

5/26/02

9:00 AM - 10:20 AM

Windsor East & West

DDA/AUT

**A Community-Based ICF-MR Short-Term Behavior Treatment Center for Children with Problem Behaviors and Autism or Mental Retardation**

Chair: Don E. Williams (Texana Behavior Treatment and Training Center)

- JEFF ENZINNA (Texana Mental Health and Mental Retardation Center)
- CHRISTIE ENZINNA (Texana Behavior Treatment and Training Center)
- JAMES MANCHACK (Texana Behavior Treatment and Training Center)
- PETER KHWATENGE (Texana Behavior Treatment and Training Center)

## # 113 Symposium

5/26/02

9:00 AM - 10:20 AM

Essex Ballroom

DDA

### **Advances in Functional Analysis Methodology**

Chair: Wayne W. Fisher (The Marcus Institute)

- **Using Sensory Extinction to Distinguish between Socially-Mediated and Non-socially Mediated Self-Injurious Behavior.** JAMES W. MOORE, Wayne W. Fisher, Kelly, and Michael M. Mueller (The Marcus Institute)
- **Functional Analyses of Compliance.** CAROLE M. VAN CAMP, Dorothea C. Lerman, and Michael E. Kelley (Louisiana State University)
- **Functional Analysis of Appropriate Communicative Behavior.** JOHN C. BORRERO, Timothy R. Vollmer, and Jason Bourret (University of Florida)
- **The Competitive Effects of Attention and Tangible Reinforcement in the Treatment of Multiple-Control Problem Behavior.** CHRISTINA M. VORNDRAN, Dorothea C. Lerman, and Stephanie A. C. Kuhn (Louisiana State University)

## # 114 Symposium

5/26/02

9:00 AM - 10:20 AM

Conference F

CBM

### **Application of Behavior Analytic Principles and Technology to Real World Problems**

Chair: Cynthia M. Anderson (West Virginia University)

Discussant: Mark D. Shriver (Munroe-Meyer Institute)

- **Evaluating the Effects of Computerized Anesthesia Delivery on Disruptive Pain Behavior in Children during Restorative Dental Treatment.** KEITH D. ALLEN (Munroe-Meyer Institute)
- **School-Based Treatment of Social Anxiety in Children.** TRACEY MORRIS and Lori Greco (West Virginia University)
- **Development of a Functional Assessment Methodology for Typically Developing Children Exhibiting Problem Behavior.** CYNTHIA M. ANDERSON, Carie L. English, and Nhu Quach (West Virginia University)

Sunday, May 26

### # 115 Symposium

5/26/02

9:00 AM - 10:20 AM

Huron

CBM

#### **Behaviorists in Foreign Territory: A Functional Analytic Look at Treatment as Usual**

Chair: Reo Wexner (University of Washington)

Discussant: Robert J. Kohlenberg (University of Washington)

- **A Paradox in Successful Pharmacological Treatment.** MADELON Y. BOLLING (University of Washington)
- **Challenging Cognitive Theory of Depression: An Analogue Study of Effects of Presenting a Cognitive Rationale.** JONATHAN W. KANTER, Sarah W. Bowen, Collin J. Noia, and Robert J. Kohlenberg (University of Washington)

### # 116 Symposium

5/26/02

9:00 AM - 10:20 AM

Kenora

TPC

#### **Benefits of Systemization: Kantor's View on Scientific Interbehavior**

Chair: Cristin D. Harrison (University of Nevada, Reno)

Discussant: Patrick M. Ghezzi (University of Nevada, Reno)

- **Unsystematic Science and Unscientific Systemization: The Rigor and Mortis of Behavior Analysis.** N. JOSEPH RODRIGUES and Linda J. Hayes (University of Nevada, Reno)
- **The Nature and Goals of Science.** HEIDI LANDABURU and Linda J. Hayes (University of Nevada, Reno)
- **What Interbehavioral Systemization Can Offer Behavior Analysis.** CRISTIN D. HARRISON and Linda J. Hayes (University of Nevada, Reno)

### # 117 Symposium

5/26/02

9:00 AM - 10:20 AM

Conference C

DDA

#### **Brain-Behavior-Environment Relations in Self-Injury and Aggression**

Chair: Craig H. Kennedy (Vanderbilt University)

- **Interrelations between Problem Behavior and Epilepsy.** CELESTE ROBERTS, Craig H. Kennedy, Mark T. Harvey, Tina Patterson, and Michael May (Vanderbilt University)
- **Sleep Architecture Analysis: What Looks Like Typical Sleep May Not Be.** MARK T. HARVEY, Craig H. Kennedy, Celeste Roberts, Tina Patterson, and Michael May (Vanderbilt University)

- **Animal Models of the Behavioral Effects of Commonly Prescribed Antiepileptics.** MARY CARUSO, Craig H. Kennedy, Mark T. Harvey, Celeste Roberts, Tina Patterson, and Michael May (Vanderbilt University)
- **Magnetic Resonance Imaging of Head-Focused Self-Injurious Behavior.** MARK T. HARVEY, Craig Kennedy, Celeste Roberts, Tina Patterson, Michael May, and Ford Ebner (Vanderbilt University)

#### # 118 International Paper Session

5/26/02

9:00 AM - 10:20 AM

Grand Ballroom East

EAB

##### Choice # 1

Chair: Jay Moore (University of Wisconsin, Milwaukee)

- **Assessing Haloperidol in Choice Situations with Multiple Alternatives (BPH).** CARLOS F. APARICIO (University of Guadalajara-CEIC)
- **3-Key Choice with Pigeons.** JAY MOORE (University of Wisconsin, Milwaukee)
- **Foraging Behavior in an Eight Radial-Arm Maze: Choice Beyond the First Eight Entries.** FELIPE CABRERA, Carlos F. Aparicio, and Francisco Velasco (University of Guadalajara-CEIC)

#### # 119 Symposium

5/26/02

9:00 AM - 10:20 AM

Wentworth

DEV

##### Connections between Social and Emotional Behavior in Infancy, Childhood and Adulthood

Chair: Patrice Marie Miller (Department of Psychiatry, Harvard Medical School)

Discussant: James Jans (Concordia University)

- **Behavioral Stages and Transitions in Child and Adult Narratives about Losses of Attachment.** SUSANNE T. LEE (Program in Psychiatry and the Law, Massachusetts Mental Health Center)
- **How Do Patterns of Care Giving Vary across Developmental Stage?** PATRICE MARIE MILLER (Department of Psychiatry, Harvard Medical School)
- **Can We Improve Prediction of Psychopathology by Taking into Account Stage of Development at the Time of Trauma?** MICHAEL LAMPORT COMMONS (Department of Psychiatry, Harvard Medical School)

Sunday, May 26

## # 120 International Symposium

5/26/02

9:00 AM - 10:20 AM

City Hall

AUT

### **Derived Relational Responding with Young Children with Autism Diagnoses**

Chair: R. Douglas Greer (Teaching College)

Discussant: Julian C. Leslie (University of Ulster at Jordanstown)

- **Establishing Fraction-Decimal Equivalence Using a Respondent-Type Training Procedure with Young Children with Autism.** GERALDINE LEADER (University of Ulster at Jordanstown) and Olive Healy (Cork Cabas School)
- **Textual Responding as a Teaching Tool for Correct Articulation of Tacts in a Young Child with Autism.** OLIVE HEALY (Cork Cabas School) and Geraldine Leader (University of Ulster at Jordanstown)
- **Derived Relational Responding and Creativity in Young Children with Autism.** DOLEEN-DAY KEOHANE (Columbia University Teachers College), Olive Healy (Cork Cabas School), and Geraldine Leader (University of Ulster at Jordanstown)

## # 121 Symposium

5/26/02

9:00 AM - 10:20 AM

Grand Ballroom East Expansion

EAB

### **From Hunter-Gatherers to Laboratory Research: Current Directions in Human Behavioral Ecology**

Chair: Timothy D. Hackenberg (University of Florida)

Discussant: Timothy D. Hackenberg (University of Florida)

- **Variance-Reduction Models of Sharing and Choice in Humans.** CYNTHIA J. PIETRAS, Don R. Cherek, and Scott Lane (University of Texas Medical School)
- **Group Choice and Group Discounting.** JOHN KRAFT (Armstrong Atlantic State University)
- **A Clinical Application of Basic Operant Methods: Measuring the Effects of Brain Injury on Adaptive Behavior.** MICHAEL SCHLUND and Roberta Babbitt (Johns Hopkins University School of Medicine)

## # 122 Symposium

5/26/02

9:00 AM - 10:20 AM

Conference D&E

VRB

### **Increasing Verbal Repertoires**

Chair: Randy Williams (Gonzaga University)

- **The Acquisition of Multiword Responses across Mands and Tacts.** BRANDY HUNDHAMMER, Kimberly Weber, and K. Mark Derby (Gonzaga University)



- **Teaching Intraverbal Behavior Using Stimulus Differences.** MARIA WYNNE, Kimberly Weber, and K. Mark Derby (Gonzaga University)
- **Braille Exchange Communication Systems to Improve Language.** AMY FINKLE and Kimberly Weber (Gonzaga University)
- **Extending the Use of FCT to Include Language Training Conditions.** JOSH FOUTS, Danielle N. Dolezal, Mark Derby, and Kimberly Weber (Gonzaga University)

## # 123 Symposium

5/26/02

9:00 AM - 10:20 AM

Dominion Ballroom South

AUT/DDA

### **Innovative Approaches to Overcoming Obstacles to Learning in Children with Autism**

Chair: Joanne Gerenser (The Eden II Programs)

Discussant: John McEachin (Autism Partnership)

- **A Modified Approach to Teaching Prepositions.** JOHN C. BARNARD (Center for Autism Research and Educational Services, Bancroft NeuroHealth)
- **Establishing Elementary Rule-Governed Behavior in Children with Autism: A Proposed Sequence of Implementation.** STEIN K. LUND (Center for Autism Research and Educational Services, Bancroft NeuroHealth)
- **A Modified Approach to Teaching Receptive Object Identification.** AUDREY MEISSNER (New Haven Learning Centre for Children)

## # 124 Symposium

5/26/02

9:00 AM - 10:20 AM

Civic Ballroom North

EDC

### **Supporting Behavioral Instruction with the New E-Technologies**

Chair: Richard Fleming (The Browns Group)

- **Adapting Internet Delivery Systems to Behavior Analytic Instructional Requirements.** LESLIE BURKETT and Sigrid S. Glenn (University of North Texas)
- **eABA: Designing a PSI-Type Curriculum in Autism Education.** RICHARD FLEMING, Beth Sulzer-Azaroff (The Browns Group), Robert Bass (Carthage College) and Charles Hamad (University of Massachusetts Medical School)
- **Methods for Delivering and Analyzing the Effects of Programmed Instruction over the WEB.** MICHAEL COHEN, Darrel Bostow, Darrel Davis, Richard Raver, and Kale Kritch (University of South Florida)
- **Internet Delivery of Adaptive Instruction: Past, Present, and Future.** ROGER D. RAY (Rollins College)

Sunday, May 26

## # 125 Symposium

5/26/02

9:00 AM - 10:20 AM

Civic Ballroom South

EDC

### Teaching Functional Behavior Assessment Skills to Practitioners

Chair: Lloyd D. Peterson (The Ohio State University)

- **Effective College-Based Outpatient Services.** ANJALI BARRETTO, K. Mark Derby, Kimberly Weber, Tim F. McLaughlin, Randy Williams, and Kristen Baker (Gonzaga University)
- **Inservice Training: Implications for Linking Functional Assessment to Intervention.** JOE REICHLE (University of Minnesota)
- **Effects of a CD-Rom Training Program to Teach Elementary Education Teachers to Conduct Descriptive Analyses of Problem Behavior in Their Classrooms.** DARLENE ANDERSON (Brigham Young University) and Benjamin Lignugaris/Kraft (Utah State University)
- **Teaching Functional Behavioral Assessments to Pre-Service Teachers: An Analysis of Three Experiential Case Strategies.** SEKHAR S. PINDIPROLU (East Tennessee State University), Stephanie M. Peterson (The Ohio State University), Sarah Rule (Utah State University), and Benjamin Lignugaris/Kraft, Timothy A. Slocum and Cynthia Rowland (Utah State University)

## # 126 Special Event

5/26/02

9:00 AM - 10:20 AM

Conference G

OBM

### The Impact of Terrorism on U.S. Economy and Business

Chair: Mark Alavosius (EDUSAFE) and Robert Leaver (Organizational Futures, Inc.)

- LESLIE WILK BRAKSICK (Continuous Learning Group)
- AUBREY C. DANIELS (Aubrey Daniels, International)
- DWIGHT HARSHBARGER (The Cambridge Center for Behavioral Studies)
- JOSE ZEILSTRA (Six Sigma Solutions, J.P. Morgan Chase, New York)

Enormous damage has been inflicted upon many peoples and communities by terrorism. Events like those of September 11, 2001 have changed political, economic, cultural, and psychological forces that powerfully influence how we live, work and play. Uncertainty, fear, economic instability, anger, patriotism are just some of the drivers that influence our everyday behaviors. The participants in this panel will discuss how behavior analysts might contribute to understanding the new context and how we might manage our efforts to renew communities, economies, and businesses.

The participants in this panel are leaders in organizational behavior management, community development, business management, and applied behavior analysis. Each has a unique vantage point from which to view current events and provide his or her observation of powerful drivers of behavior change post-September 11 (political climate, funding, market forces and consumer behavior, fear and security, technology, and economy). In addition, each participant will be asked to critically evaluate how the drivers of behavior change have

affected how we live, work, and play. Finally, each participant will describe scenarios in which behavior analysis contributes to renewal and recovery.

**Dr. Alavosius** is a graduate of Clark University and holds a Ph.D. in Psychology from the University of Massachusetts at Amherst. As President and CEO of EduSafe, Inc., Dr. Alavosius works with specialists in instructional design, multi-media interactive systems, software development, business strategy, and performance management to develop and provide behavioral systems to improve performance in business and industry. As a partner in the Slater Center for Progressive Manufacturing, Dr. Alavosius works with business leaders to enable entrepreneurial behaviors important for the commercialization of innovative products developed in academic and public research centers. With over seventeen years of experience in behavioral approaches to work performance and occupational safety, Dr. Alavosius has over 75 publications and conference presentations. Dr. Alavosius has a proven track record with NIOSH as a recipient of Small Business Innovations Research Grants to develop and test behavioral safety strategies.

Dr. Alavosius was an assistant professor of psychology at West Virginia University and is on the faculty of the Cambridge Center for Behavioral Studies, Auburn University, and the University of Nevada-Reno.

**Robert Leaver** is the president and senior consultant at Organizational Futures, Inc. and Senior Managing Partner of the Slater Center for Progressive Manufacturing. Mr. Leaver has extensive experience in organizational design, management development, leadership, and strategic planning with particular emphasis on the application of innovative and agile organizational design and business practices towards shaping regional and economic development. At Organizational Futures, Mr. Leaver leads a group of consultants to organizations and their communities in the areas of strategic vision, restructuring the work place, and building networks. His clients include new business start-ups, health and well-being organizations, public schools, colleges, economic and community building groups, human service organizations, trade associations and manufacturers. At the Slater Center for Progressive Manufacturing, an incubator for new businesses, Mr. Leaver guides overall strategy, integrates all business functions into a learning-based management structure, serves as the liaison to state funding agencies, identifies strategic issues for resolution, manages the entrepreneurial learning program, and organizes the talent network.

Mr. Leaver is on the faculty of Boston College and Providence College where he teaches courses in executive leadership and organizational change.

**Dr. Braksick** is a nationally known consultant, executive coach, and published author. She is noted for enabling dramatic business improvement in companies, including many of the Fortune 50. Her greatest strength lies in analyzing complex organizational histories and challenging business conditions, and then helping companies articulate business objectives, develop targeted implementation strategies, and execute them successfully. Leslie designs interventions, organizes teams for change, and coaches senior executives toward successful implementation. She has dedicated much of her energy and creativity to pre- and post-merger integrations, having worked with some of the largest mergers executed in recent years.

Dr. Braksick's proactive ideas have appeared in numerous popular business publications and refereed journals. Since its publication, Dr. Braksick's first book, *Unlock Behavior, Unleash Profits* (McGraw-Hill, 2000), has been consistently rated as one of the top three sellers among 800CEOREAD's 10,000 corporate clients.

Dr. Braksick holds a doctorate in Organizational Behavior Management from Western Michigan University. She is a Member of the Association for Behavior Analysis and the

Organizational Behavior Management Network. She has been a keynote or featured speaker at various professional conferences.

**Dr. Daniels** has developed and popularized a number of methods and concepts that have become central to the field including ABC analyses and discretionary behavior. He founded the *Journal of Organizational Behavior Management*. Books that he has written are used in both graduate and undergraduate courses throughout the world. He has developed B-Safe, one of the major proprietary forms of behavioral safety. Dr. Daniels 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 way in which applications derived from them can be used in the workplace.

**Dr. Harshbarger** 1970-1977, from Assistant to full Professor of Psychology, West Virginia University; 1977-80, Executive Director of a four county comprehensive mental health center in the southern West Virginia coal fields; 1980-81, Consultant in the Chicago offices of RHR International; 1981-87, Vice President of Human Resources, Sealy, Inc.; 1988-1990, Corporate Senior Vice President of Human Resources, Reebok International, Ltd. Dwight entered independent consulting in 1990, forming The Browns Group, Inc., and in 1996 he became a principal of Managed Care Solutions, later named Pareto Solutions. He served as Vice President, Performance Value, and Director of Strategic Consulting at Aubrey Daniels International, before becoming Executive Director of the Cambridge Center.

Dr. Harshbarger has published numerous chapters, articles and authored/edited four books on ways of addressing management issues through application of the behavioral sciences. His work has been recognized by his election, respectively, as a Fellow of the American Psychological Association, the American Psychological Society and the Association of Applied and Preventive Psychology. He is a past president of the Society of Psychologists in Management, and is the subject of a biographical sketch in *Who's Who in America*.

**Miss Zeilstra** has more than ten years of experience leading large-scale change initiatives and delivering sustainable bottom-line results through strategy, process change, organizational change, and people. She has acquired expertise in variety of areas such as strategic partnering and business process outsourcing, business consolidation and systems implementation, finance performance improvement, strategic opportunity assessment, development of a new global operating environment, organization study of the accounting function, joint-venture in financial leasing, human resources and organizational development, training needs analysis, and instruction in areas of organization design and culture change. Miss Zeilstra has received her MBA from Wilfrid Laurier University in Canada.

## # 127 International Symposium

5/26/02

9:00 AM - 10:20 AM

Dominion Ballroom North

AUT/DDA

### **The Ontario Autism Initiative Second Year: Learnings, Challenges, and Future Directions**

Chair: Joel Hundert (Behaviour Institute)

Discussant: Stephen R. Anderson (Summit Educational Resources)

- **The Use of a Client Information System to Ensure Quality in a Large Scale Intervention for Young Children with Autism.** ADRIENNE M. PERRY (Ministry of Community and Social Services)
- **Large Scale Training of Therapists and Parents.** NICOLE WALTON-ALLEN (Behaviour Institute)
- **Large Scale Advanced Training of Staff in Intensive Behavioral Intervention.** JOEL HUNDERT (Behavior Institute)

## # 128 Panel Discussion

5/26/02

9:00 AM - 10:20 AM

York

TBA/CSE

### **Why Behavior Analysts Really Want to Do Graduate Work in Social Work**

Chair: Mark A. Mattaini (Jane Addams College of Social Work, UIC)

- BRUCE A. THYER (University of Georgia)
- CHRISTINE T. LOWERY (University of Wisconsin, Milwaukee)
- STEPHEN E. WONG (Florida International University)
- MARK A. MATTAINI (Jane Addams College of Social Work, UIC)

Sunday, May 26

5/26/02

10:00 AM - 10:50 AM

Simcoe & Dufferin

EDC

### **Applying Behavior Analysis to Instruction in Higher Education: Success Breeds Success**

Chair: Laura Fredrick (Georgia State University)

CLAUDIA ELISABETH McDADE (Jacksonville State University)



For over twenty-five years, Learning Services (formerly Center for Individualized Instruction) at Jacksonville State University (AL) has applied behavior analysis to develop effective instructional strategies to meet the unique needs of individual college students. Based on Precision Teaching and Direct Instruction, these strategies will be described and their results shared in the following areas: motivational strategies, effect of preference on performance, effect of fluency on performance, and retention/application of skills over time. Results have been used to develop an outcomes assessment paradigm to ascertain the extent of skills mastery across disciplines. Areas for further research will challenge participants to apply behavioral analysis to their teaching and evaluation of student

performance, to assess student performance data, and to publish their findings.

Born in Baton Rouge, Louisiana, Claudia McDade was educated at Tulane University and Louisiana State University where she earned her Ph.D. in Developmental-Educational Psychology in 1974. She has served on the faculty of Jacksonville State University since that time. Currently she is Professor of Psychology and Director of Learning Services, an academic preparation and support activity which was known as the Center for Individualized Instruction from 1977-1989. She served two years as Acting Director of Counseling and Career Services, as well. Dr. McDade has a significant record of external funding, publications, and consulting. She is the immediate past editor of the *Journal of Precision Teaching and Celeration* and has also served on the editorial board of *The Behavior Analyst*. Recipient of numerous awards, Dr. McDade was named recently Outstanding Faculty Member by the JSU Alumni Association. Dr. McDade has presented at ABA for the past 23 years, demonstrating the effectiveness of behavior analysis in instructional design to develop student skills across several disciplines.

### **# 130 Panel Discussion**

5/26/02

10:00 AM - 10:50 AM

Conference B

OTH

### **Professional Development Series: Behavior in Transition from Undergraduate to Graduate School, and Graduate School to Career**

Chair: Erin B. Rasmussen (College of Charleston)

- KELLY M. BANNA (Auburn University)
- CHERYL L. ECOTT (Advoserv)
- ERIN B. RASMUSSEN (College of Charleston)

## # 131 International Paper Session

5/26/02

10:30 AM - 11:20 AM

Windsor East & West

DDA

### Academics for Students with Developmental Disabilities

Chair: Gonul Kircaali-Iftar (Anadolu University)

- **Implementing a Direct Instruction Program with Bilingual Asian Children with Disabilities.** DENNIS ROSE and Jessica Letchamanan (National Institute of Education)
- **A Method for Teaching Single and Double-Digit Addition to Children with Developmental Disabilities (EDC).** MAE BARKER (Florida State University) and Michelle Chrzczonowski (Behavior Management Consultants)
- **Teaching Addition and Subtraction via Constant Time Delay Procedure to Children with Mental Retardation (EDC).** GONUL KIRCAALI-IFTAR (Anadolu University)

## # 132 Paper Session

5/26/02

10:30 AM - 11:50 AM

City Hall

AUT

### Autism Paper Session I

Chair: Mitchell Taubman (Autism Partnership)

- **Examination of the Effects of Components of an ABA Education Program for Students with Autism.** MITCHELL TAUBMAN, Leticia Palos, Doris Soluaga, Sasha Papovich, Ronald Leaf, and John McEachin (Autism Partnership)
- **An Analytic Comparison of Data Collection Techniques Used with Discrete Trial Teaching in an Applied Setting for Persons with Autism.** SASHA PAPOVICH, Jon Rafuse, Michele Siembieda, Michael Williams, Andrea Sharpe, John McEachin, Ronald Leaf, and Mitchell Taubman (Autism Partnership)
- **Discrete-Trial Training for Autistic Children When Reward Is Delayed: Conditioned Cue Value versus Response Marking (EAB).** CORINNA GRINDLE and Bob Remington (University of Southampton)

## # 133 International Symposium

5/26/02

10:30 AM - 11:50 AM

Civic Ballroom North

EDC

### Behavioral and Suzuki Music Education: Orchestrating a Duet between Fields

Chair: Roger Bass (Carthage College)

- **Suzuki and Behavioral Education: Orchestrating a Duet.** ELAINE COLPRIT (Bowling Green State University)
- **Free Operants, Precision Teaching, and the Penny Whistle.** ABIGAIL CALKIN (Calkin Learning Center)

Sunday, May 26

- **The Proof's in the Performance— Suzuki Students in Concert.** TRICIA BALMER (Private Suzuki Teacher/Toronto Suzuki Association)
- **It's Like Looking into a Mirror: The Relationship between Suzuki and Behavioral Education.** ROGER BASS (Carthage College)

#### # 134 Symposium

5/26/02

10:30 AM - 11:50 AM

Essex Ballroom

DDA

#### **Clinical and Procedural Extensions of Functional Analysis Methodology**

Chair: Brian A. Iwata (University of Florida)

- **Analysis of Antecedent and Consequent Variables on Food Refusal and Selectivity.** CATHLEEN C. PIAZZA, Meeta R. Patel, Christine M. Santana (The Marcus Institute), and Charles S. Gulotta (Kennedy Krieger Institute)
- **Overall Effectiveness and Acceptability of Functional Analysis and Matched Treatments Conducted in Home Settings.** DAVID P. WACKER, Wendy K. Berg, and Jay W. Harding (University of Iowa)
- **Large-Scale Application of Functional Analysis Methodology across Behavior Disorders.** BRIAN A. IWATA (University of Florida), Eileen M. Roscoe (The Marcus Institute), Bridget A. Shore (Florida Institute for Neurological Rehabilitation), and Juliet Connors (University of Florida)
- **An Expanded Model for Identifying Specific Sources of Social and Automatic Reinforcers for Destructive Behavior.** WAYNE W. FISHER (The Marcus Institute), Rachel H. Thompson (University of Kansas), David E. Kuhn (Louisiana State University), Cathleen C. Piazza (The Marcus Institute), and Gregory P. Hanley (University of Kansas)

#### # 135 Panel Discussion

5/26/02

10:30 AM - 11:50 AM

Huron

CBM

#### **Clinical Roundtable - SUNY Albany**

Chair: Jennifer Block (SUNY Albany)

- EDELGARD WULFERT (SUNY Albany)
- JOHN P. FORSYTH (SUNY Albany)
- STEVEN C. HAYES (University of Nevada, Reno)
- RAINER FRANZ SONNTAG (Private Practice)



## # 136 Symposium

5/26/02

10:30 AM - 11:50 AM

Wentworth

DEV

### Conceptions of Attachment

Chair: Michael LAMPORT COMMONS (Department of Psychiatry, Harvard Medical School)

Discussant: James Jans (Concordia University)

- **A Behavior-Analytic Approach to "Attachment".** JACOB L. GEWIRTZ (Department of Psychology, Florida International University)
- **What Are the Behavioral Stages of Attachment during Infancy?** PATRICE MARIE MILLER (Department of Psychiatry, Harvard Medical School)
- **How Are the Processes By Which Infants Become Attached Influenced by Stage of Development?** MICHAEL LAMPORT COMMONS (Department of Psychiatry, Harvard Medical School)

## # 137 Symposium

5/26/02

10:30 AM - 11:50 AM

Grand Ballroom East Expansion

EAB/VRB

### Extensions of the Equivalence Paradigm

Chair: Julio Cesar De Rose (Universidade Federal de São Carlos)

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

- **Measuring the Relatedness of Equivalent Stimuli.** JULIO CESAR DE ROSE, Renato Bortoloti, and Marcelo Salvador Caetano (Universidade Federal de São Carlos)
- **Extension of the Equivalence Paradigm to the Meaning of Sentences and Instructions.** ANDREIA SCHMIDT (Universidade de São Paulo), Deisy G. de Souza (Universidade Federal de São Carlos), and Maria Amelia Matos (Universidade de São Paulo)
- **Symbolic Functions of Auditory Stimuli in Individuals with Cochlear Implants.** WAGNER ROGERIO DA SILVA and Jair Lopes, Jr. (Universidade Estadual Paulista - Bauru), Deisy G. de Souza (Universidade Federal de São Carlos), and Maria Cecilia Bevilacqua

## # 138 Symposium

5/26/02

10:30 AM - 11:50 AM

Kenora

TPC

### If You Can't Stand the Heat, Get Out of the Kitchen: The Culture Is Changing

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

- **An Apple for the Teacher.** KIMBERLY NIX BERENS and Linda J. Hayes (University of Nevada, Reno)

Sunday, May 26

- **The American Beauty.** KENNETH MACALEESE and Linda J. Hayes (University of Nevada, Reno)
- **With These Modifications, I Thee Wed.** JENNIFER L. THOMAS and Linda J. Hayes (University of Nevada, Reno)
- **Love Thy Brother, or Thy Sister.** AMY L. CHRISTENSEN and Linda J. Hayes (University of Nevada, Reno)

#### # 139 Symposium

5/26/02

10:30 AM - 11:50 AM

Grand Ballroom East

EAB

#### **Resistance to Change**

Chair: Michael Perone (West Virginia University)

Discussant: John A. Nevin (University of New Hampshire)

- **Resistance to Change of Response Rates and Remembering: Disruption by Extinction and Retention Interval.** AMY L. ODUM, Jessica S. Milo, Timothy A. Shahan, and John A. Nevin (University of New Hampshire)
- **Resistance to Change in Schedules of Avoidance and Timeout from Avoidance.** CHAD M. GALUSKA and Michael Perone (West Virginia University)
- **Repeated Acquisition versus Performance: Differential Resistance to the Effects of Drugs.** MARK GALIZIO and Raymond C. Pitts (University of North Carolina at Wilmington)

#### # 140 Symposium

5/26/02

10:30 AM - 11:50 AM

Conference C

DDA

#### **Teaching Basic Concepts of Functional Literacy to Adults with Developmental Disabilities, and Exercises for Media**

Chair: Jennifer Simon (University of Kansas)

- **Individualized Task-Analysis for Extending Generalized Computer-Processed Writing Skills.** CASEY HUDSON and Irene Grote (University of Kansas)
- **Identifying and Teaching Skills Leading to Self-Instructed Telephoning.** MARIE TIEGHI-BENET and Irene Grote (University of Kansas)
- **Teaching Alphabet Fluency and the Basics of Writing through Computer Processed Picture-Word Equivalence.** MARIE TIEGHI-BENET and Irene Grote (University of Kansas)
- **Portrayal in the Mass Media of Individuals with Developmental Disabilities.** SHVETA MIGLANI and Irene Grote (University of Kansas)

## # 141 Symposium

5/26/02

10:30 AM - 11:50 AM

Dominion Ballroom South

AUT

### **Teaching Reading and Other Academic Behaviors to Individuals with Autism**

Chair: June Groden (The Groden Center)

Discussant: Paul Weisberg (University of Alabama)

- **Young Children with Autism: Promoting Complex Cognitive Skills through Intensive Intervention.** DAN MRUZEK (The Groden Center)
- **Effective Reading Instruction for Children with Autism Spectrum Disorders.** CATHERINE SADLIER (The Groden Center)
- **A Case for Advancing Reading and Literacy in Adults with Autism.** ROBERTA WEISBERG (University of Alabama)

## # 142 Invited Event }

5/26/02

10:30 AM - 11:50 AM

Grand Ballroom Center

CSE/DEV

### **The CRACK Program: Empirical, Ethical, and Social Considerations in Paying Addicts to Avoid Pregnancy**

Chair: Bruce A. Thyer (University of Georgia)

- RICHARD F. RAKOS (Cleveland State University)
- CHRISTINE T. LOWERY (University of Wisconsin)
- BARBARA HARRIS (Children Requiring a Caring Kommunity)

The non-profit organization known as Children Requiring a Caring Kommunity (CRACK) employs a contingency management approach to reinforce drug abusing women and men for using permanent or long term birth control. Addicts are self-referred or referred by substance abuse treatment facilities to CRACK, who offers them a \$200.00 reward if they will obtain permanent or long term birth control. Medical documentation of a potential client's current status as a drug addicted individual is required, as is documentation that they have received one of the approved methods of birth control. Clients must wait 30 days from initial application to confirm their willingness to proceed.

As of September 24th, 2001, a total of 511 clients (505 females, 6 males; 250 White, 180 Black, 52 Hispanic, 29 other groups) have received payment from CRACK following their receipt of long-term birth control. CRACK clients had collectively previously experienced a self-reported total of 2711 pregnancies, 1808 births (some multiple), 898 abortions, 163 stillbirths, and 53 babies who died shortly after birth. A total of 947 of the babies born to these women remain in foster care! The methods employed by CRACK will be described using operant concepts. Discussants will comment upon and constructively critique this controversial program.

**Bruce A. Thyer, Ph.D.**, is a Distinguished Research Professor of Social Work at the University of Georgia. Bruce is a licensed clinical social worker in Florida and Georgia, and serves as the Director of the Social Work Ph.D. Program and as Director of the Center for Social Service Research and Development, both with the University of Georgia School of

Social Work. He is Editor of Research on Social Work Practice. He is on the leadership committees of Division 25 (Behavior Analysis) of the American Psychological Association, of the Society for Social Work and Research, the Council on Social Work Education, and the Group for the Advancement of Doctoral Education in Social Work. He has been a member of the ABA since 1978 and is a Fellow of the American Psychological Association.

**Richard Rakos, Ph.D.**, is currently Associate Dean in the College of Arts and Sciences and Professor of Psychology at Cleveland State University. He has published widely in the areas of assertiveness training, behavioral self-management, law and psychology, and behavior analyses of social and political problems. He served 11 years as Editor of *Behavior and Social Issues* and its predecessor journals *Behavior Analysis and Social Action* and *Behaviorists for Social Action* Journal. He is currently a member of the editorial board of *Behavior and Social Issues* and *Law and Human Behavior*, and in the past served on the Editorial Board of *The Behavior Analyst*. He is a fellow of the American Psychological Association (Division 25 -- Experimental Analysis of Behavior).

**Christine T. Lowery, Ph.D.**, (University of Washington, 1994) is a member of the Laguna and Hopi Tribes (Southwest). Dr. Lowery is an associate professor at the University of Wisconsin-Milwaukee School of Social Welfare, and is a scientist with the Center of Addictions and Behavior Health Research at UWM. Using her 13 years of direct practice with Native Americans, she contributes to teaching undergraduate foundation courses. At the graduate level, she teaches qualitative research methods. She has conducted research centering on spirituality in the recovery processes of Native Americans. In summer 1999, Dr. Lowery began a 10-year study of socio-cultural change and aging at Laguna Pueblo, New Mexico. Her recent writing has focused on human rights, people of color, and indigenous peoples. Dr. Lowery is a member of the editorial boards of *Health and Social Work and Behavior* and *Social Issues*.

**Barbara Harris**, mother of three children, became a foster parent with her husband in the late 1980's. In 1990 she became the foster mother to a seven-month-old baby girl. After taking Destiny into her home, Barbara became aware of the extreme circumstances behind her birth. Destiny had tested positive for heroin, crack and PCP at birth. Also, Mrs. Harris found out that Destiny was only one of five children born to the same addicted mother. The years to come brought Isiah, Taylor and Brandon, each from the same mother, and each born substance exposed. Outraged by the system allowing this to happen, Mrs. Harris with the assistance of a local congressman in California, attempted to pass Assembly Bill 2614, which would have made it illegal to give birth to a substance exposed child, and mandated some form of birth control and drug treatment. This bill died on the assembly floor, so in 1997, Barbara Harris founded C.R.A.C.K., Children Requiring A Caring Kommunity. The organization has since grown into a nationally operating program, which has reached over 500 men and women in its brief existence. Mrs. Harris continues to advocate prevention for those that have no voice.

#### # 143 Symposium

5/26/02

10:30 AM - 11:50 AM

Dominion Ballroom North

AUT

#### **The Role of Typical Toddlers in the Early Social Development of Children with Autism**

Chair: Aubyn Stahmer (Children's Hospital San Diego)

Discussant: Gail McGee (Emory University School of Medicine)

- **Earlier Is Better: Implications for Beginning Social Interventions for Autism as Toddlers.** MICHAEL MORRIER (Emory University School of Medicine)
- **Teaching Peer Interaction Skills in Toddlers with Autism Using Reciprocal Imitation Training.** BROOKE INGERSOLL (University of California, San Diego)
- **The Effects of Inclusion Programming on Typically Developing Toddlers.** CINDY CARTER and Aubyn Stahmer (Children's Hospital and Health Center)

#### # 144 Symposium

5/26/02

10:30 AM - 11:50 AM

York

TBA

#### **Undergraduate Preparation in Behavior Analysis: Pedagogy, Practice, and Professionalism**

Chair: Pamela G. Osnes (University of South Florida)

Discussant: Pamela G. Osnes (University of South Florida)

- **Liberal Education and the Science of Behavior-Pedagogical Confluence: An Undergraduate Asks "What's in It for Me?"** MARIA R. RUIZ (Rollins College)
- **The Behavior Analysis Training System at Western Michigan University.** RICHARD W. MALOTT, Heather Cutler, Jason Otto, Erin Van de Hey, Andreja Bratinscak, Erin Seligson, and Rebecca Kale (Western Michigan University)
- **The Undergraduate Concentration in Applied Behavior Analysis at the University of South Florida.** MARIA DEPERCZEL (University of South Florida)

Sunday, May 26

## # 145 Symposium

5/26/02

10:30 AM - 11:50 AM

Conference F

CBM

### Using Behavior Analysis to Train Professional Psychologists

Chair: Erin Seligson (Western Michigan University)

- **Performance Management as Used in the Professional Psychology Practicum.** RACHAEL GUIP, Tracy Nitz, Alicia Wargowsky, Tiffani Williams, and Justin Ely (Western Michigan University), James Kaye (Kalamazoo Regional Educational Services Agency), and Richard W. Malott (Western Michigan University)
- **Closet Urination.** JEAN CLORE (Western Michigan University), George Starrett (Community Mental Health), James Kaye (Kalamazoo Regional Educational Systems Agency), and Richard W. Malott (Western Michigan University)
- **Decreasing Problem Behavior with Two Emotionally Impaired Children.** HEATHER CUTLER, Tawnya Fraizer, and Tracy Nitz (Western Michigan University), Paul Knight (Valley Center School), James Kaye (Kalamazoo Regional Educational Services Agency), and Richard W. Malott (Western Michigan University)
- **Extinction of Inappropriate Behaviors with Functional Analysis in Discrete Trial Sessions in a School.** KOJI TAKESHIMA, Amy Hund, Erin Van De Hey, and Tami McDowell (Western Michigan University), James Kaye (Kalamazoo Regional Educational Services Agency), and Richard Malott (Western Michigan University)

## # 146 International Symposium

5/26/02

10:30 AM - 11:50 AM

Civic Ballroom South

EDC

### Using Functional Behavioral Assessment to Increase Effective Support in Both School and Home

#### Environments

Chair: Teri Lewis-Palmer (University of Oregon)

Discussant: Mark T. Harvey (Vanderbilt University)

- **Effects of Functional Behavioral Assessments and Behavior Intervention Plans on the Behavior of School Students.** KIMBERLY INGRAM, George Sugai, and Teri Lewis-Palmer (University of Oregon)
- **Trans-situational Interventions: Building Behavior Support Plans across Multiple Environments.** HOLLY REED, Robert H. Horner, and Teri Lewis-Palmer (University of Oregon)
- **Validating the Construct of Coercion in Family Routines: Implications for Intervention.** JOSEPH M. LUCYSHYN (University of British Columbia), Larry K. Irvin (University of Oregon), E. Richard Blumberg (University of Medicine and Dentistry of New Jersey), Robelyn Laverty (Western Oregon University), and Jeffery R. Sprague and Robert H. Horner (University of Oregon)

5/26/02

11:00 AM - 11:50 AM

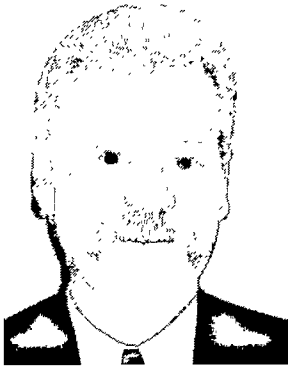
Grand Ballroom West

VRB

## 2002 Tutorial - The Application of Establishing Operations to Language Training

Chair: Bruce E. Hess (California State University Stanislaus)

MARK SUNDBERG (Behavior Analysts Inc.)



The concept of the establishing operation (EO) as described by Michael (1982; 1993) provides behavior analysts with an important independent variable that can be used for teaching language to individuals with delayed or defective verbal repertoires. In the early stages of training, the EO is critical for teaching mands for unconditioned and conditioned reinforcers. In later stages of training, the EO plays an important role in evoking a variety of other mands such as mands for information or mands to remove aversive stimuli. This tutorial will focus on several techniques for identifying and manipulating EOs as independent variables. Topics will include how to capture or contrive EOs, how to tact the variables that alter the effectiveness of consequences, how to

use the EO as a bridge to establish stimulus control, and how to discriminate between an EO effect and an SD effect. In addition, techniques for breaking free from control by establishing operations will be covered. Participants should be familiar with the basic concept of the EO, or attend Jack Michael's presentation on the EO occurring prior to this tutorial.

**Dr. Sundberg** received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. Dr. Sundberg is a licensed psychologist, and the Senior Behavior Analyst for Behavior Analysts, Inc., a psychological corporation that provides services for children with autism and other developmental disabilities. He is the founder and past editor of the journal *The Analysis of Verbal Behavior* and is the co-author (with James W. Partington, Ph.D.) of the books *Teaching Language to Children with Autism or Other Developmental Disabilities*, and *The Assessment of Basic Language and Learning Skills: The ABLLS*. He has published 38 professional papers, given over 300 conference presentations and workshops, and taught over 70 college courses on behavior analysis, verbal behavior, sign language, and child development. Dr. Sundberg received the 2001 Distinguished Psychology Department Alumnus Award from Western Michigan University.

Sunday, May 26

## # 148 Panel Discussion

5/26/02

11:00 AM - 11:50 AM

Conference B

OTH

### **Annual BACB Certificant Meeting and Board Report**

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

- GINA GREEN (The Institute for Effective Education)
- JAMES M. JOHNSTON (Auburn University)
- MICHAEL J. HEMINGWAY (Florida Behavior Analyst Certification Program)

## # 149 International Paper Session

5/26/02

11:00 AM - 11:50 AM

Simcoe & Dufferin

EDC

### **Meeting Students Needs: A Model and an Instructional Strategy**

Chair: Belinda Lazarus (University of Michigan, Dearborn)

- **Including Students with Autism Spectrum Disorders: A Model of Service Delivery (AUT).** CAROLINE I. MAGYAR (Autism Spectrum Disorders Program, Strong Center for Developmental Disabilities)
- **The Effects of Simultaneous Prompting on Teaching Career Names to Children with Developmental Disabilities (DDA).** OSMAN SENAR DOGAN (OnDokuz Mayıs University) and Elif Tekin (Anadolu University)

## # 150 Invited Event

5/26/02

11:00 AM - 11:50 AM

Conference G

OBM

### **OBM Lifetime Achievement/Outstanding Contribution Award: Diagnosing Performance Problems: The Key to Success in OBM**

Chair: Leslie Wilk Braksick (Continuous Learning Group)

JON S. BAILEY (Florida State University)



In the beginning OBM took it's cue from the then popularized "behavior modification" movement of the 70s. Interventions emphasized various forms of feedback, potent consequences, dramatic changes in behavior and little sense of the need for a true analysis of behavior; looking for causal variables, ecological factors, or political pressure points was not emphasized. In the last 30 years we have grown considerably as a field. We are ready to take account of the metacontingencies which operate in every setting and to design our interventions based on empirically determined need rather than the rather simplistic ABCs of individual behavior. Behavior analysis, in the meantime has embraced functional analysis as a way of developing ethical and effective



treatments targeted to causal variables. A comparison of recent trends in OBM will be made with early studies and a model for diagnosing performance problems in the workplace will be presented.

Professor Bailey received his bachelors and master's degrees at Arizona State University where he worked with Jack Michael, Lee Meyerson and the late Nancy Kerr. He completed his Ph.D. degree at the University of Kansas under Mont Wolf where he also worked with Jim Sherman, Barb Etzel, Don Baer, Todd Risley and many others on the faculty. He took current academic position with Florida State University where he has been since 1970. Dr. Bailey has served on the ABA Council on two occasions, was the founder of the Florida Association for Behavior Analysis in 1980, served as FABPA President and is currently the Executive Director. He served a 3-yr term as Editor of JABA and has co-edited several of it collected editions. Dr. Bailey is co-author of How Dogs Learn and Research Methods in ABA [both with his wife Mary Burch]. His areas of interest include behavioral safety, Performance Management, and behavioral diagnostics applied in business and industry settings. He has consulted with Northeast Florida State Hospital for the past 15 years and helped that organization win the State of Florida's highest award for efficiency, the Sterling Award, in 2000.

**# 151 International Poster Session**

5/26/02

12:00 PM - 1:30 PM

Sheraton Hall

AUT

1. **A Comparison of Direct Observation Time on the Analysis of Problem Behaviors.** MAUREEN A. CONROY, Jennifer M. Asmus, Crystal Ladwig, Julie M. Capasso, and Carolyn Keller (University of Florida)
2. **Comprehensive Evaluation of Twenty-Four Autistic Children after Three to Four Years of Intensive Behavioral Treatment.** TAMLYNN GRAUPNER and Crystal Held (Wisconsin Early Autism Project)
3. **Discrete Trial Instruction and Natural Environment Training: A Comparison of Techniques Using Applied Behavior Analysis.** NOEL WOOLARD and Jill Aldrich (The Autism Program of Virginia), and Kendra Peacock and Jacqueline Wright (Accelerated Learning)
4. **Effects of Low-Intensive Behavioral Treatment for Children with Autism and Mental Retardation.** SIGMUND ELDEVIK, Erik Jahr, and Svein Eikeseth (Akershus College)
5. **Effects of Play Skills Training on Children with Autism Using Home-Based Training Programs (DDA).** RITSU TSUCHIYA (University of Tsukuba) and Jun'ichi Yamamoto (Keio University)
6. **Establishing Icon-Based Communication in Children with Autism and Severe Cognitive Delays (DDA).** STEIN K. LUND, Donald Eisenhart, and Nina Wilde (Bancroft NeuroHealth)
7. **Factors Affecting the Outcome of Intensive Behavioral Intervention for Young Children with Autism/Pervasive Developmental Disorder: Preliminary Findings.** JOE TROVATO, Aruna Thyagarajan, Kin Tong Chan, and Janis Williams (Erinoak Preschool Autism Services)

Sunday, May 26

8. **Gains Made through an EIBI Program for a Child with Hunter's Syndrome and Autism (DDA).** SALLY ROBERTS (Denison University and Columbus Children's Hospital), and Eric Butter, Bernard Metz, and James Mulick (The Ohio State University and Columbus Children's Hospital)
9. **Improving Counting Performances through Constructed Response Computer Training.** GREG MORRO (Evergreen Center) and Harry Mackay (Northeastern University)
10. **Increasing Social Behavior in Autism: Integrating Social Attribution Training into an Early Behavioral Program.** LISA BROWNFIELD and Doreen Granpeesheh (The Center for Autism and Related Disorders, Inc.)
11. **Intensity of Intervention and Outcome for Young Children with Autism.** ROSEMARY A. CONDILLAC and Adrienne M. Perry (TRE-ADD Program)
12. **Prediction of Outcome of Early Behavioral Treatment for Children with Autism: A Meta-Analysis.** SIGMUND ELDEVIK (Akershus Central Hospital)
13. **Pretreatment Behavioral Profiles as Predictors of Treatment Outcome in Children with Autism.** Laura Schreibman (University of California, San Diego), Aubyn Stahmer (Children's Hospital and Health Center), and VALERIE CESTONE (University of California, San Diego)
14. **Significant Recovery from Autism/PDD without Intensive Home-Based Behavior Analytic Treatment (DDA).** PHILIP W. DRASH (Autism Early Intervention Center) and Roger M. Tudor (Westfield State College)
15. **Teaching a Child with Autism to Respond to Peers' Initiations Using Video Technology and Script Fading (DDA).** ERICA L. QUINN (The Institute for Professional Practice, Inc.) and William L. Holcomb (The New England Center for Children and Northeastern University)
16. **The Development of Color-Adjective Labeling Using the Salient Play Procedure (TBA).** CHARRYSE FOUQUETTE, Karin Kispert, Amanda Lane, and Eric V. Larsson (F.E.A.T. of Minnesota)
17. **The Effects of Verbal Feedback and Time-out on the Rate of Behavior Acquisition and Stereotypical Behavior during Discrete Trial Instruction with Young Children with Autism.** Amy Kenzer and Patrick M. Ghezzi (University of Nevada, Reno)
18. **Training at Croyden Avenue School.** ERIN VAN DE HEY, Jason Burke, and Tim VanTilburg (Western Michigan University)
19. **Training Paraprofessionals for Intensive Early Intervention Programs with Young Autistic Children.** YOSHIKI NAKANO and Yuki Tsumuraya (Sophia University)
20. **Understanding Treatment Outcome for Children with Autism Receiving Behavioral Intervention Services.** JENNIFER HARRIS and D. Doreen Granpeesheh (Center for Autism and Related Disorders)
21. **Using Video Modeling to Teach Generalized Toy Play.** WILLIAM SCHWANDT, Kelly N. Pieropan, Heidi Glesne, and Eric V. Larsson (FEAT of Minnesota)

**# 152 Poster Session**

5/26/02

12:00 PM - 1:30 PM

Sheraton Hall

BPH

22. **A Quantitative Model for Assessing Behavioral Mechanisms of Drug Effects on Self-Control (EAB).** STACY FEBBO and Raymond C. Pitts (University of North Carolina at Wilmington)
23. **Delay Discounting in Ecstasy Users (EAB).** MATTHEW W. JOHNSON, Forest Baker, and Warren K. Bickel (University of Vermont)
24. **Effects of Correlated-Reinforcement Magnitude Using an Automaintenance Procedure (EAB).** MICHELLE MILLER and Marc Branch (University of Florida)
25. **Effects of Midazolam and Dizocilpine on Repeated Acquisition and Retention of a Spatial Discrimination.** HEATHER BELL, Julian Keith, Raymond C. Pitts, and Mark Galizio (University of North Carolina at Wilmington)
26. **Effects of Nicotine on Impulsive Choice in Rats (EAB).** MATTHEW LOCEY, Noelle Eau Claire, and Jesse Dallery (University of Florida)
27. **Effects of NMDA on Schedule-Controlled Responding of Pigeons.** HEATHER HOLLINGSWORTH and Rodney Clark (Allegheny College)
28. **Effects of Repeated Administration of d-amphetamine: Does Alternative Reinforcement Matter? (EAB).** CLAIRE MEYER, Raymond C. Pitts, and Christine Hughes (University of North Carolina at Wilmington)
29. **The Effects of Kava Root on Schedule-Controlled Behavior (EAB).** DEBRA SPEAR (South Dakota State University), Kimberly DeRuyck (Kansas State University), and Yadhu Singh (South Dakota State University)
30. **The Effects of MDMA on Rats' Responding under a Progressive-Ratio Schedule of Water Delivery (EAB).** SEAN LARAWAY, Susan Snyckerski, and Alan Poling (Western Michigan University)
31. **The Effects of Morphine on the Production and Discrimination of Interresponse Times: Replication and Extension.** CURTIS MOWER, Jessica S. Milo, and Amy L. Odum (University of New Hampshire)
32. **The Effects of Morphine on Timing Assessed by Two Different Methods of Measurement.** JASON F. MARTIN and Amy L. Odum (University of New Hampshire)

Sunday, May 26

**# 153 International Poster Session**

5/26/02

12:00 PM - 1:30 PM

Sheraton Hall

CBM

- 33. Adherence to Treatment among Psychiatric Patients with Anxiety Disorders (CSE).** MARIA ELISA MONTEIRO and Fani Eta Korn Malerbi (Programa de Estudos Pós-Graduados em Psicologia Experimental: Análise do Comportamento; PUC-S)
- 34. Assessing Facial Recognition Skills in People with Acquired Brain Injury (TPC).** JOHN M. GUERCIO (Center for Comprehensive Services), and Hanna Schroeder and Ruth Anne Rehfeldt (Southern Illinois University)
- 35. Assessment and Analysis of Mood in Persons with Traumatic Brain Injury (TPC).** GERALD FAW (Center for Comprehensive Services, Inc.), Megan Lemke (Southern Illinois University at Carbondale), Carrie Lincoln (Center for Comprehensive Services, Inc.), and Paula K. Davis (Southern Illinois University at Carbondale)
- 36. Behaviour Analysis in Outreach Services to Acquired Brain Injury Clients.** GARY GERBER, Andrew McNamara, Kelley D. Anstey, Jack Polonsky, Carla Malloy, and Tony Schembri (West Park Healthcare Centre)
- 37. Cognitive Behavioural Interventions in the Treatment of Disinhibited Eating and Food Obsessions Following Brain Injury.** KELLEY D. ANSTEY (West Park Healthcare Centre), and Andrew McNamara and Gary Gerber (ABI Behaviour Services, West Park Healthcare Centre)
- 38. Description of an Adherence-Enhancement Program Addressed to Psychiatric Patients with Panic Disorder (OTH).** MARIA ELISA MONTEIRO and Fani Eta Korn Malerbi (Programa de Estudos Pós-Graduados em Psicologia Experimental: Análise do Comportamento; PUC-S)
- 39. Does Noncontingent Feedback Enhance the Efficacy of One-Session Exposure Therapy for Snake-Fearful Persons? A Preliminary Report (EAB).** JILL SABSEVITZ, John P. Forsyth, and Heather Carroll (University at Albany, SUNY)
- 40. Frequency and Types of Unwanted Behavior Exhibited in Neurobehavioral Rehabilitation.** MARTIN McMORROW and John M. Guercio (Center for Comprehensive Services)
- 41. Integration of Reinforcement - Based Procedures in the Treatment of Aggressive Behavior Following Acquired Brain Injury.** JOHN M. GUERCIO and Martin McMorro (Center for Comprehensive Services)
- 42. Reasons for Poor Adherence to Treatment Described by Psychiatric Patients with Anxiety Disorders and by their Doctors (VRB).** MARIA ELISA MONTEIRO and Fani Eta Korn Malerbi (Psicologia Experimental: Análise do Comportamento, PUC-SP)
- 43. Teaching Students to Self-Regulate: Combining Occupational Therapy with Behavioral Intervention.** AMY O'COIN, Erika Mountz, and Erin Dunn (The May Institute)
- 44. The Role of Controllability Parameters and Aversive Learning in the Development and Maintenance of Anxiety Disorders (EAB).** MARIA KAREKLA and John P. Forsyth (University at Albany, State University of New York)

## # 154 International Poster Session

5/26/02

12:00 PM - 1:30 PM

Sheraton Hall

DDA

45. **A Blocking Analysis of Learning to Read Words Presented as Picture-Word Combinations.** Alyssa Boily, ANNA E. BERGEN, and Stephen W. Holborn (University of Manitoba)
46. **A Modified Functional Analysis and Treatment Evaluation for Severe Aggression.** Heidi Landaburu, Cristin D. Harrison, Jonathan Tarbox, KATY ATCHESON, and W. Larry Williams (University of Nevada, Reno)
47. **An Evaluation of Extinction Effects on Aberrant Behavior.** JENNIFER TESSING, Nicholas Cifuni, James Dunleavy, Kelly Wakabayashi, and Deborah A. Napolitano (Bancroft NeuroHealth)
48. **An Evaluation of High-Probability/Low-Probability Sequencing in the Treatment of Aberrant Behavior and Non-Compliance.** SARAH WOLDOFF, Misty Simmons, and Deborah A. Napolitano (Bancroft NeuroHealth)
49. **Assessing Proximal and Distal Contingencies of Reinforcement on Choice Behavior in an Applied Setting (AUT).** FRANCES A. PERRIN and Patrick R. Progar (Bancroft NeuroHealth), Michael Davison (University of Auckland), and Sarah Coppola, Misty Simmons, Jennifer Tessing, Ava Dorfman, and Deborah A. Napolitano (Bancroft NeuroHealth)
50. **Assessment of Behavior Maintained by Wheelchair Movement in Nonambulatory Children with Developmental Disabilities (EAB).** CHRISTINE SADLER, Iser Guillermo DeLeon, SungWoo Kahng and Ingibjorg Sveinsdottir (Kennedy Krieger Institute)
51. **Assessment of Self-Injurious Behavior Occasioned by Music.** MICHELLE L. UY, SungWoo Kahng, and Shallis Calhoun (Kennedy Krieger Institute)
52. **Comparing Standard Prompting and Reinforcement to a Multiple-Component Strategy for Teaching Visual-Visual Non-Identity Matching.** DUONG NGUYEN, Garry L. Martin, Dickie C.T. Yu, and Sara Spevack (St. Amant Centre), Gina Sakko (University of Manitoba)
53. **Comparison of Three Methods of Assessing Stimulus Preference.** G. TRACEY GALIATSATOS and Richard B. Graff (New England Center for Children)
54. **Effect of Choice versus No-Choice on Inappropriate Behaviors and Happiness Indicators during Leisure Activities.** TOBY L. MARTIN, Sara Spevack, Gina Sakko, Lisa Schwartzman, Garry L. Martin, and Dickie C. T. Yu (St. Amant Centre)
55. **Effects of an Antecedent Manipulation on the Reduction of Self-Injury.** Valerie Wallace, Sue Plutowski, Katy Plutowski, KATE SIMM, Sharon Kell, Melonie Davis, and Jerre Brimer (The Learning Tree)
56. **Effects of Response-Independent Stimulus Delivery and the Differential Reinforcement of an Alternative Behavior.** SHANNON S. HAAG and Cynthia M. Anderson (West Virginia University)
57. **Embedding an Identity-Matching Task within a Prompting Hierarchy to Facilitate Conditional (Spoken-Word-to-Picture) Relations (AUT).** LAURA SMITH, James W. Moore, Wayne W. Fisher, and Kelly Keith (The Marcus Institute)

Sunday, May 26

58. **Evaluation of a Punisher Assessment to Reduce Pica in a Child with Childhood Disintegrative Disorder.** MELANIE DUBARD, Dana Trahant, Melissa Scoggins, and Kathryn Harmon (University of Southern Mississippi)
59. **Functional Analyses of Risperidone's Effects on Stereotypic Behavior.** PAIGE S. MORSE, Jennifer R. Zarcone, and Stephen R. Schroeder (University of Kansas)
60. **Home Sweet Home: The Generalization of FCT from an Inpatient Facility to a Persons Home.** DONIELLE COHEN, Lisa Tyler, Erica Roberts, and Deborah A. Napolitano (Bancroft NeuroHealth)
61. **Reductive Effects of Differential Reinforcement of Other Behavior for Problem Behavior Maintained by Automatic Reinforcement.** STEPHANIE A. C. KUHN, Dorothea C. Lerman, and Christina M. Vorndran (Louisiana State University), Michael E. Kelley (The Marcus Institute), and Carole M. VanCamp (University of Florida)
62. **Separating the Effects of Preference and Competition.** Ethan S. Long, Louis P. Hagopian, and WILLIAM N. LAZARCHICK (Kennedy Krieger Institute)
63. **Sequential Analysis as an Alternative to the Multielement Design.** KELLY MURPHY, Keith Davis, and Sean D. Casey (Bancroft NeuroHealth)
64. **Social Acceptability of Response Reduction Procedures.** REBECA GRINSTEAD (Kennedy Krieger Institute) and Theodosia Paclawskyj (The Johns Hopkins University School of Medicine)
65. **The Assessment and Treatment of Obsessive and Compulsive Behaviors.** JENNIFER TESSING, Nicholas Cifuni, James Dunleavy, Keith Davis, David McAdam, and Deborah A. Napolitano (Bancroft NeuroHealth)
66. **The Effect of Estimate Method on Functional Analysis Outcome: Partial-Interval versus Momentary Time-Sampling.** William H. Ahearn and ARNOLD LUNDWALL (New England Center for Children)
67. **The Effects of a Long Term Treatment Program for Rumination.** ELLEN TAYLOR, Patricia Murphy, Kristy Sewell, and Jerre Brimer (The Learning Tree)
68. **The Effects of Familiar versus Unfamiliar Therapists on Responding in the Analog Functional Analysis.** CARIE L. ENGLISH, Raina Hosey, and Cynthia M. Anderson (West Virginia University)
69. **The Effects of Prednisone on Aggression Exhibited by an Individual with Developmental Disabilities and Crohn's Disease (AUT).** DANIEL J. HENDRICKSON (Kennedy Krieger Institute), and SungWoo Kahng and Marco A. Grados (The Johns Hopkins University School of Medicine)
70. **The Treatment of Chronic Food Refusal in a Young Girl with Autism.** FRANK BIRD and Rui Carreiro (Melmark New England)
71. **Three Single-Subject Studies Based on the Manual for Teaching Self-Care and Domestic Skills Children with Mental Retardation (EAB).** ATILLA CAVKAYTAR (Anadolu University)
72. **Treatment Evaluation of Functional Communication Training in the Natural Setting.** KATY ATCHESON, Heidi Landaburu, Jonathan Tarbox, and W. Larry Williams (University of Nevada, Reno)
- 72a. **Manipulating Food Textures to Increase Oral Intake in a Child with Feeding Disorders.** CHRISTINE M. SANTANA, Russell Coleman, Amy Jefferson, Meeta R. Patel, and Cathleen C. Piazza (The Marcus Institute)

**# 155 International Poster Session**

5/26/02

12:00 PM - 1:30 PM

Sheraton Hall

EAB

73. **A Multidimensional Scaling Analysis of Food Preferences in the Pigeon.** ERIC S. MURPHY, Craig D. Parks, and Frances K. McSweeney (Washington State University), Julia S. Crabbe (Pacific University), and Benjamin P. Kowal (Washington State University)
74. **Asymmetric Changeover Delays and Concurrent Performance.** JAMES S. MACDONALL (Psychology Department, Fordham University)
75. **Changes in Spatial-Temporal Swimming Patterns of *Betta splendens* under Habituation to Mirror Presentation.** WAYNE CHAN, Kerry Schledewitz, and Joseph J. Pear (University of Manitoba)
76. **Computer Controlled Shaping of Computer Mouse Usage.** JAMES McEWAN (University of Waikato)
77. **Difference versus Ratio as Controlling Variable in Fixed- and Variable-Time Choice Situations.** SHAWN R. CHARLTON and Edmund J. Fantino (University of California, San Diego)
78. **Does Functional Equivalence Training Facilitate Equivalence Class Formation in Pigeons?** YUMIKO YAMAZAKI and Shigeru Watanabe (Department of Psychology, Keio University)
79. **EAHB-SIG Student Paper Award: The Impact of Class-Specific Reinforcers on Conditional Discrimination Acquisition and Equivalence Class Performances.** HOLLY SMITH SCHOMER (University of North Carolina at Wilmington)
80. **Effects of Dopamine D<sub>1</sub> and D<sub>2</sub> Receptor Agonists on Matching Behavior in an Operant Paradigm.** NATALIE A. BRATCHER, Matthew Wheeler, Valeri Farmer-Dougan, Paul Garriss, and Byron Heidenreich (Illinois State University)
81. **Effects of Ethanol on Within-Session Response Patterns in Rats (PBH).** ERIC S. MURPHY, Frances K. McSweeney, Rebecca M. Craft, Benjamin P. Kowal, and Julie A. Marusich (Washington State University)
82. **Effects of Response Effort on Extinction Behavior.** SEAN CORIATY and Linda J. Hayes (University of Nevada, Reno)
83. **Fixed- versus Traveling-Interval Operant Schedules as Modulating Respondent Behavior.** PHILIP N. HINELINE, Tracy Holden, and Andrew Thomas (Temple University), Matthew E. Andrzejewski (University of Wisconsin), and Claudia Cardinal (Temple University)
84. **Further Evaluation of the Role of Ineffective Directives on Non-compliant Behaviors in Young Children (DDA).** ERIC W. BOELTER, Gregory K. Reed, David P. Wacker, and Andrew Gardner (University of Iowa)
85. **Is Resistance to Extinction of an Operant Enhanced by the Concurrent Extinction of Another Operant?** ELDON TERRY MUELLER and Philip N. Himeline (Temple University)
86. **P300 Brain Potential Correlates of Learning Using Feedback in a Repeated Wason Four-Card Selection Task (VRB).** STEVEN F. FAUX (Drake University)

Sunday, May 26

87. **Peak Shift in Humans: The Role of Inhibitory Factors.** ADAM DERENNE and Alan Baron (University of Wisconsin, Milwaukee)
88. **Pigeons Put Microeconomic Theory to the Test.** ELLIE MAUEL, Jamie Dake, Bethany R. Raiff, and Jennifer Gross (University of Wisconsin, Eau Claire)
89. **Preference for Variable versus Fixed Delays to Reinforcement.** ERIC S. MURPHY, Frances K. McSweeney, and Benjamin P. Kowal (Washington State University)
90. **Punishment in Human Choice: Further Support for a Direct-Suppression Model.** THOMAS S. CRITCHFIELD (Illinois State University), Elliott M. Paletz (Auburn University), and Kenneth MacAleese (University of Nevada, Reno)
91. **Repeated Choices between a Probabilistic and a Certain Reward: A Moment-by-Moment.** XOCHITL DE LA PIEDAD, Richard Yi, and Howard Rachlin (SUNY at Stony Brook)
93. **Spontaneous Recovery as a Function of Rate of Reinforcement.** BENJAMIN P. KOWAL, Frances K. McSweeney, and Eric S. Murphy (Washington State University)
94. **Subjects Used in *Animal Learning and Behavior*, JEAB, and *Psychological Reports* from 1990 through 2000.** STACEY CALDEIRA, Grisel Puertos, Susan Snyckerski, Sean Laraway, and Alan Poling (Western Michigan University)
95. **Testing the Generality of Linear Analysis.** MATTHEW BOWERS, Kenneth Atkins, and William L. Palva (Jacksonville State University)
96. **The Effect of Rate of Reinforcement and Time in Session on the Preference for Variable over Fixed Interval Schedules.** BENJAMIN P. KOWAL, Frances K. McSweeney, and Eric S. Murphy (Washington State University)
97. **The Effects of a Variable Quantity Schedule of Reinforcement on Acquisition and Extinction.** RODNEY KLEIN, Karen Griffie, Kara Appel, and Jennifer Bush (Concord College)
98. **The Influence of Self-Knowledge on Self-Control in Dually Diagnosed Persons (DDA).** LAUREL DERSCH and Linda J. Hayes (University of Nevada, Reno)
99. **The Influence of Temporal Context on Conditioned Reinforcement Value.** MATTHEW DAILEY and Edmund J. Fantino (University of California at San Diego)
100. **The Several Roles of Stimuli in Token Reinforcement Schedules.** CHRISTOPHER BULLOCK, Theresa Ann Foster, and Timothy D. Hackenberg (University of Florida)
101. **The Use of Probes in Applied Behavior Analysis (EDC).** KRISTIE M. FRISSEN-THOMPSON (University of Kansas), Donald M. Baer (HDFL Kansas), and Barbara C. Etzel, Alita York Cooper, and Judith M. Leblanc (University of Kansas)
102. **Upcoming Food-Pellet Reinforcement Alters the Acceptable Price of Sucrose.** ANDREW E. BRANDT and Jeffrey N. Weatherly (University of North Dakota)



## # 156 International Poster Session

5/26/02

12:00 PM - 1:30 PM

Sheraton Hall

EDC

103. **A Program to Teach Grammar to Young Students.** EINAR T. INGVARSSON (University of North Texas) and Anthony P. Cammilleri (University of Kansas)
104. **Acceptability of Language Interventions: A Comparison of Early Childhood and Early Elementary Teachers' Responses (DDA).** YASEMIN TURAN, James W. Halle and Michaelene M. Ostrosky (University of Illinois)
105. **AD/HD and Literacy: Techniques to Approaching Literacy.** HEATHER KOSKI (SUNY College at Fredonia)
106. **Cheap Paper and Pencil Material to Teach Reading Skills: An Assessment of the First Results (EDC).** MICHELETTO NILZA, Tereza Maria de A.P. Serio, Leila Bagaiolo, Cintia Guilhardi, Sandra Troitino, and Maria Amália Andery (Pontificia Universidade Catolica de São Paulo)
107. **Comparing the Effects of Oral Reading and Scrambled Story Activity on a Hearing Impaired Youth's Acquisition of Story Grammar.** YILDIZ UZUNER and Gonul Kircaali-Iftar (Anadolu University)
108. **Constant Time Delay versus Interspersal of Known Items to Teach Sight Words to Students with Disabilities (DDA).** MELISSA KNIGHT (Florida Atlantic University)
109. **Curriculum-Based Measurement and Michigan Educational Assessment Program: A Comparison of Reading Performance.** IRENE MIDDLETON and Dawn Van Dyke (Grand Valley State University)
110. **Development and Assessment of Comprehension.** CHAD TREUTHART (SUNY Fredonia)
111. **Effects of Class-Wide Peer Tutoring on Oral Reading Fluency and Silent Reading Comprehension (EAB).** CHRISTINE E. NEDDENRIEP, Christopher H. Skinner, Eden M. Abramson, and Monica A. Wallace (University of Tennessee)
112. **Effects of the Language for Learning Curriculum on the Receptive Language, Expressive Language, and Social Interaction Skills of Preschoolers with and without Disabilities (DDA).** KATHLEEN WALDRON-SOLER, Ronald C. Martella, and Nancy Marchand-Martella (Eastern Washington University)
113. **Follow-up Study of the Effects of Learner Validated Fluency Based Instruction on Special Needs Students.** ALISON L. MOORS (Fabrizio/Moors Consulting)
114. **Improving Preservice Teacher Training in Supervised Field Experiences through the Use of Repeated Readings Procedures Combined with Daily Precision Teaching Measurement (TBA).** WILLIAM J. SWEENEY (University of South Dakota, Division of Curriculum and Instruction), Susan Rae Sweeney (Smith Elementary School), Paul Malanga (University of South Dakota, Division of Curriculum and Instruction), and Michael Charles Lambert (Cleveland State University)

Sunday, May 26

115. **Improving the Oral Reading Fluency and Retelling Comprehension of a Fourth-Grade Student Enrolled in Special Education and English as a Second Language Programming (DDA).** WILLIAM J. SWEENEY (University of South Dakota, Division of Curriculum and Instruction) and SUSAN RAE SWEENEY (Smith Elementary School)
116. **Phonetic Equivalences: A Generative Component of Reading? (VRB).** JAMES CONNELL and Joseph C. Witt (Louisiana State University)
117. **Repeated Readings with Secondary Students: Effects on Fluency and Comprehension.** RACHEL J. VALLELEY and Mark D. Shriver (University of Nebraska Medical Center)
118. **Solving School Avoidance with Effective Instruction.** ELAYNE NICKOLAOU (Aimstar Precision Learning Center) and Doreen Vieitez (National-Louis University)
119. **Teach Your Child to Read in 100 Easy Lessons on the Acquisition and Maintenance of Reading Skills with an 18-Year-Old Adult with Mental Retardation (DDA).** KIMBERLY P. WEBER and Jennifer M. Chase (Gonzaga University)
120. **The Effects of a Token Economy versus a Self-Monitoring System on On-Task Behavior and Reading Rates with At-Risk Second Graders.** ANDREA D. MACKLIN and Kimberly P. Weber (Gonzaga University), Bryan J. Davey (Utah State University), and K. Mark Derby (Gonzaga University)
121. **The Effects of High-Probability Requests on Journal Writing in an Inclusive Setting (DDA).** ANDREA LASPE (Evesham Township Schools), and David L. Lee and Rachel Smith (Pennsylvania State University)
122. **The Effects of Phonemic Awareness Training on Progress through Reading Mastery.** SUSAN GIBBS, Nancy Cooke, Monica Miller, and Priscilla Brame (University of North Carolina, Charlotte)
123. **Using Curriculum Based Assessment and Experimental Analysis of Reading Interventions in a Clinical Setting (CBM).** MARK D. SHRIVER and Jennifer Freeland (University of Nebraska Medical Center)
124. **Utilizing Empirically-Supported Methods to Increase the Writing Performance of Secondary School Students.** MERILEE McCURDY (University of Nebraska, Lincoln), Christopher H. Skinner (University of Tennessee), T. Steuart Watson (Mississippi State University), and Mark D. Shriver (University of Nebraska Medical Center)

# 157 Paper Session
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5/26/02

1:30 PM - 2:20 PM

Simcoe & Dufferin

EDC

**Instructional Practices to Meet the Unique Learning Needs of Students with ADHD**

Chair: David Leach (Murdoch University)

- **Inattention as Impulsivity in Children with ADHD (EAB).** DOUGLAS BREWER and David Leach (Murdoch University)
- **The Need for Speed: The Relative Effects of Fluency-Building on the Performance of Children with ADHD (CBM).** DAVID LEACH, Michelle Easson, Veronica Holyoak, Leeanne Mitsopoulos, and Alyssa Smith (Murdoch University)

5/26/02

1:30 PM - 2:20 PM

Huron

CBM

# **Memory, Retrieval, and Interference: How Some New and Not So New Findings in the Animal Laboratory Inform Stimulus Control in Clinical Situations**

Chair: Edelgard Wulfert (SUNY Albany)

RALPH MILLER and Martha Escobar (SUNY Binghamton)



Mounting evidence strengthens the view that, for all practical purposes, memories encoding environmental contingencies are enduring over both time and the occurrence of subsequent, potentially interfering events. However, different memories with common cues, responses, or outcomes interact, often resulting in difficulties in retrieving the target association (i.e., retrieval interference). Seemingly, the priming of an A-B association temporarily impairs retrieval of other associations that share a common element (e.g., A-C or C-B associations). New and old experiments with rats and humans illuminate how occasion-setting contextual and discrete cues (aka priming stimuli), as well as recency, conjointly modulate competition between associations competing to control

behavior. Issues such as the effect of retention intervals and priming stimuli on associative interaction, as well as various ploys to favor stimulus control by therapeutic memories over dysfunctional memories, will be discussed, with particular emphasis on exposure therapies and counterconditioning.

**Dr. Miller** received his Ph.D. from Rutgers University in 1969 and ever since has been studying acquired behavior and cognition in animals (including humans) as a function of experience. He spent ten years on faculty at the City University of New York and for the last quarter century has been on faculty at SUNY, Binghamton. He has served on various NIH study sections and editorial boards including his present editorship of *Animal Learning & Behavior*, as chair of his department, and as president of the Eastern Psychological Association. Dr. Miller's continuing research interest has been latent information encoded by organisms and the circumstances under which that information will be expressed in behavior. Among his contributions to the field are his Comparator Hypothesis of Response Generation and his Temporal Coding Hypothesis. In recent years, he has labored to integrate the old associative interference literature into contemporary learning theory. Martha Escobar is a graduate student and valued colleague of Dr. Miller's.

## # 159 International Paper Session

5/26/02

1:30 PM - 2:20 PM

Kenora

TPC

### **Philosophy of Radical Behaviorism**

Chair: Jay Moore (University of Wisconsin, Milwaukee)

- **Reciprocity and the Functional Interpretation of Causation in Interbehaviorism (TPC).** JOSE E. BURGOS (University of Guadalajara-CEIC)
- **Radical Behaviorism: Scientific Answers to Philosophical Questions.** SIGRID S. GLENN (University of North Texas)
- **On Distinguishing Methodological from Radical Behaviorism.** JAY MOORE (University of Wisconsin, Milwaukee)

## # 160 Invited Event

5/26/02

1:30 PM - 2:20 PM

Dominion Ballroom North

AUT

### **Pulling Together to Educate Children with Autism: The Findings of the National Academy of Sciences**

Chair: Jack Scott (Florida Atlantic University)

CATHERINE LORD (University of Michigan)

Every family knows how much effort it takes to raise a child. Parenting children with autism can be especially challenging. Although some children make tremendous progress, most have lifelong difficulties with fundamental skills, such as communication and forming relationships. Children with autistic spectrum disorders have many needs that require a great deal of attention and care. It's no wonder that their parents report a high level of stress—both financial and emotional.

Unfortunately, many of these families— as well as families caring for children with other disabilities— face an additional burden that should be resolved by now. These parents also must arrange and advocate for basic aspects of their children's schooling. Despite the fact that the education of children with developmental disorders, including autism, has been mandated under federal law for more than 25 years, many states and school systems are still trying to determine how to meet these children's needs. While school systems with limited resources and states struggle to sort out how to provide the individualized programs that these young children require, frustrated families are taking schools to court over which services should be offered and who should pay for them. As a result, in many communities, the legal system, rather than the scientific evidence, is having the final word as to how children with autism should be taught. Scarce funds that could have been devoted to educating these children are being used to pay legal bills.

It's time for policy-makers, educators, and parents to work together. I recently chaired a committee of the National Research Council that assessed the latest scientific data regarding educational interventions for young children with autism. The results clearly indicate that children should receive intensive interventions as soon any autistic spectrum disorder is detected.

A recent article published by the American Medical Association reported that these disorders may affect as many as one in every 150 people, making the condition more common than Down Syndrome or childhood cancer. Experienced professionals can now reliably diagnose autism in two-year-olds. The National Institutes of Health, the U.S. Department of Education, and state health and education agencies should disseminate information and support research to develop routine early screenings for autism—much like screenings for vision and hearing impairments.

Just as a child with a severe hearing problem needs a hearing aid to learn to speak, a child with an autistic spectrum disorder needs skilled, intensive education to learn to communicate and interact with others. At a minimum, services for these children should be planned for the equivalent of a school day, five days a week, year-round. Decisions about how this time is spent should reflect the needs of the child and the family. They may include home-based programs, parent support and training, assistance in regular preschool, school classes, and special education.

Although different educational perspectives have sometimes competed with each other for prominence, in fact, effective programs share many key elements. First, educators need the time and skills to work with these young children, and to provide parents with information and opportunities to learn techniques that would help their children. Second, researchers from different perspectives must work together to address which interventions are most effective for which children and families, and how these might be carried out in school systems that reflect the diversity of our nation. Further, federal and state policy-makers should develop coordinated strategies to help local school districts and parents pay for these programs and to provide specialized training for teachers and other professionals. And finally, although many agencies have supported the search for the biological causes of autism, the federal and state governments must build on these initiatives to fund broader scientific evaluations of educational and treatment approaches for the sake of children who now have autism.

Making these improvements will require a commitment of energy and funds from almost every level of government. Yet, in the long run, education of children with autistic spectrum disorders can help them learn to communicate, to understand the world around them, to reduce behavioral difficulties, and eventually to be more independent. Although there is not a simple, one-size-fits-all treatment, there is a wealth of information about what does make a difference. What is needed now is a concerted effort by all of us to give every child the education he or she deserves.

#### # 161 Paper Session

5/26/02

1:30 PM - 2:20 PM

Conference G

OBM

#### Six Sigma Applications in Organizational Settings

Chair: Cristin D. Harrison (University of Nevada, Reno)

- **Six Sigma and Behavior.** TRACY THURKOW (Continuous Learning Group) and Jose Zeilstra (J. P. Morgan Chase)
- **Six Sigma at J. P. Morgan Chase.** JOSE ZEILSTRA (J. P. Morgan Chase) and Tracy Thurkow (Continuous Learning Group)

## # 162 Paper Session

5/26/02

1:30 PM - 2:20 PM

Elgin

CSE

### Societal Interventions

Chair: Ron Van Houten (Mount Saint Vincent University)

- **A Behaviorally Based Pedestrian Enforcement Campaign (OBM).** RON VAN HOUTEN (Mount Saint Vincent University) and Louis Malenfant (Center for Education and Research in Safety)
- **Building Constructive Prison Environments: Skinner, Prison and the ACLU (CBM).** LONNY WEBB (Oregon Department of Corrections)

## # 163 Invited Event

5/26/02

1:30 PM - 2:20 PM

Grand Ballroom East

EAB

### What Editing PB&R Taught Me about the Experimental Analysis of Cognitive Behavior

Chair: Kennon A. Lattal (West Virginia University)

JOHN T. WIXTED (University of California, San Diego)

*Psychonomic Bulletin & Review* is the flagship journal of the Psychonomic Society, and it publishes research articles from all walks of experimental psychology (including behavior analysis). Editing this journal for four years provided me with the education of a lifetime, and one of the main lessons I learned is that the applicability of behavior analysis extends far beyond its traditional methodological boundaries. Why cognitive psychologists have not recognized the role of a subject's reinforcement history in their otherwise interesting investigations and why behavior analysts have not filled the void is somewhat of a mystery to me. In this talk, I will try to illustrate the existence of this void by using concrete examples from my own research as well as the research of others. What I hope to show is that the answers to some of the most interesting (and prototypically cognitive) questions lie not in the cognitive machinery that often drives the research but in the subject's reinforcement history.

Dr. Wixted received his Ph.D. in Clinical Psychology from Emory University in 1987. Since 1989, he has been affiliated with the University of California, San Diego, as a professor of psychology. His research interests lie in mathematical models of human and animal memory, and he typically publishes his work in journals that specialize in either animal learning or human memory and cognition. From 1993 to 1996, he served as Associate Editor for the *Journal of the Experimental Analysis of Behavior* (under both Marc Branch and Richard Shull). In 1997, he served as Associate Editor of *Memory & Cognition*, and from 1998 to 2002 he served as Editor of *Psychonomic Bulletin & Review*.

## # 164 Special Event

5/26/02

1:30 PM - 2:30 PM

Grand Ballroom West

VRB

### 2002 Tutorial - Motivation and Early Language Training: A Tutorial

Chair: William F. Potter (California State University, Stanislaus)

JACK MICHAEL (Western Michigan University)

In common-sense psychology the occurrence of some particular behavior is largely determined by what one wants (motivation) and by the strength of one's belief that the behavior will obtain what one wants (operant stimulus control). To want something means (1) that the event, object, or stimulus that is wanted would function as a form of reinforcement if it were obtained; and (2) any behavior that has previously obtained what is currently wanted will be evoked (will be currently strong). Following Keller and Schoenfeld (1950) let us call any variable or condition that has these two effects an establishing operation, or EO, with "establishing" implying (1) above. Current work in early language training increasingly involves mand training, the development of verbal behavior under the control of establishing operations. The success of such training will depend on the extent to which EOs are understood and can be effectively manipulated. This tutorial will attempt to disentangle the various effects of EOs, to distinguish EO effects from the effects of the same environmental variables as reinforcers or punishers, to distinguish learned from unlearned EOs, and to distinguish learned EOs from discriminative stimuli.

Dr. Michael's photo and biographical statement are located on page 58.

## # 165 Symposium

5/26/02

1:30 PM - 2:50 PM

Conference B

OBM

### Applications of Organizational Behavior Analysis in Various Settings: Implications for Customer Satisfaction, Work Culture, and Instructional Control of Work-Related Behavior

Chair: Thomas E. (Ted) Boyce (University of Nevada, Reno)

Discussant: Beth Sulzer-Azaroff (President, The Browns Group of Naples)

- **Successful Measurement of Customer Satisfaction: A Replication and Extension of Brown and Sulzer-Azaroff (1994) in a Department of Motor Vehicles.** REBECCA JOHNSON, Ginger R. Wilson, Thomas E. (Ted) Boyce, and Travis McNeal (University of Nevada, Reno)
- **Implementing Behavior-Based Safety: An Evaluation of Cultural Differences and Data-Based Decisions in Varied Settings.** ALAINA BUMSTEAD, Horacio Roman, Kristen Maglieri, and Thomas E. (Ted) Boyce (University of Nevada, Reno)
- **An Evaluation of the Influence of Instructional Control on Safe Keyboarding Practices.** HORACIO ROMAN and Thomas E. (Ted) Boyce (University of Nevada, Reno)

Sunday, May 26

## # 166 Symposium

5/26/02

1:30 PM - 2:50 PM

Conference C

DDA/CBM

### **Basic and Applied Research on Choice and Problem Behaviors**

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

Discussant: Robert H. Horner (University of Oregon)

- **The Influence of Choice of Activity of Behavior Problems Maintained by Escape versus Attention.** CATHRYN ROMANIUK, Raymond G. Miltenberger, Carole Conyers, Nicole Jenner, Mandy Jurgens, and Crystal Ringenberg (North Dakota State University)
- **Evaluation of Choice-Making and Functional Communication Training with Young Children Who Display Multiple Functions of Problem Behavior.** JAY W. HARDING, David P. Wacker, and Wendy K. Berg (University of Iowa), and Anjali Barretto (Gonzaga University)
- **Destructive Behavior and the Matching Law.** CARRIE S. WRIGHT, Timothy R. Vollmer, and Claire St. Peter (University of Florida)

## # 167 Symposium

5/26/02

1:30 PM - 2:50 PM

Grand Ballroom East Expansion

EAB

### **Current Research in Rule Governance and Instructional Control**

Chair: Michael R. Johnston (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)
- **Extension of Contingency-Shaped versus Rule Governed Behavior Experiments.** MICHAEL R. JOHNSTON, Karen Kate Kellum, and Linda J. Hayes (University of Nevada, Reno)
- **Reassessment of the Role of Verbal Theoretical Training for Direct Care Staff Performance in Human Service Settings.** W. LARRY WILLIAMS, Jonathan Tarbox, Robles Adel, Romick Kimberly, and Nealetta Houchins (University of Nevada, Reno)
- **Sensitivity of Inaccurately Instructed Behavior to Contingency Changes.** CAROLINA AGUILERA and Philip N. Chase (West Virginia University)



## # 168 Symposium

5/26/02

1:30 PM - 2:50 PM

York

TBA

### **Distance Learning Courses to Teach Behavior Analysis: Who What Where**

Chair: Leslie Burkett (University of North Texas)

Discussant: Guy Bruce (A.P.E. Consulting)

- **Overview of Distance Learning Courses to Teach Behavior Analysis: Who's Doing What?** LESLIE BURKETT (University of North Texas)
- **Online Preparation in the Learning Sciences: The New School.** JOSEPH PLAUD (The New School for the Learning Sciences)
- **Teaching Applied Behavioral Technology via Distance Learning.** JANET ELLIS and Leslie Burkett (University of North Texas)

## # 169 Symposium

5/26/02

1:30 PM - 2:50 PM

Windsor East & West

DDA

### **Improving Services for People with Disabilities: Applying Behavior Analysis at Home, Work, and Community**

Chair: Alan Harchik (The May Institute)

- **A Behavioral Systems Approach for Reducing Physical Restraint of Children and Adults in a Residential Treatment Setting.** James Luiselli, ALAN HARCHIK, and Gary Pace (The May Institute)
- **Engagement and Teaching from the 80's to Now: Comparisons over Time and across Models of Care for People with Severe Disabilities.** MICHAEL STROUSE, Jamie Price, and Diane Bannerman Juracek (Community Living Opportunities), and Susan Richardson and Debi Alvey (University of Kansas)
- **Looking for the Applied in Applied Behavior Analysis: Listening to and Working with Consumers.** ILENE S. SCHWARTZ (University of Washington)

## # 170 Symposium

5/26/02

1:30 PM - 2:50 PM

Civic Ballroom North

EDC

### **Instructional Design in the Computer Age: Shortcuts and Pitfalls**

Chair: David G. Born (University of Kansas)

- **A Tutorial: The Use of Graphic Morphing Software to Design Stimulus Shaping and Fading Sequences.** SCOTT D. BORN and Kristin L. Born (University of Kansas)
- **Specific Examples of How Computers Can Both Revitalize and Constrain Programmed Instruction.** ANTHONY P. CAMMILLERI (University of Kansas)

Sunday, May 26

- **Examining Stimulus Control Elements of a Moving World: Using Multimedia to Teach Accurate Tacting Repertoires.** SCOTT D. BORN and Kristin Born (University of Kansas)
- **The Rules of Designing Shaping Materials Still Haven't Changed.** KRISTIN L. BORN, Scott D. Born, and Barbara Etzel (University of Kansas)

#### # 171 Symposium

5/26/02

1:30 PM - 2:50 PM

Essex Ballroom

DDA

#### **Refinement and Extension of Functional Analysis Methodologies: Implications for the Assessment of Complex Cases**

Chair: Dorothea C. Lerman (Louisiana State University)

- **Functional Analysis of Low Rate Problem Behavior.** JONATHAN TARBOX and Michele D. Wallace (University of Nevada, Reno)
- **Functional Analysis of Response Classes.** ROBERT H. LARUE, Henry S. Roane, Wayne W. Fisher, Ernest L. Whitmarsh, and Markell L. Kelly (The Marcus Institute)
- **Response Class Analysis as a Basis for Treatment.** APRIL S. WORSDELL, Brian A. Iwata, Gregory P. Hanley, and Pamela L. Neidert (University of Florida)
- **Modifying the Standard Functional Analysis to Assess Elopement.** RACHEL TARBOX and Michele D. Wallace (University of Nevada, Reno)

#### # 172 International Symposium

5/26/02

1:30 PM - 2:50 PM

Wentworth

DEV

#### **The Nature-Nurture of Human Sexuality**

Chair: Martha Pelaez (Florida International University)

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

- **The Operant Flexibility of Human Sexual Arousal: An Empirical and Conceptual Analysis.** BRYAN ROCHE (National University of Ireland, Maynooth)
- **Sexuality Revisited.** RICHARD W. MALOTT (Western Michigan University)
- **Why Sex Differences in Human Behavior? Genetic and Socio-environmental Influences.** MARTHA PELAEZ (Florida International University)

## # 173 International Symposium

5/26/02

1:30 PM - 2:50 PM

Civic Ballroom South

EDC

### **The Use of Trigger Analysis Driven Interventions to Reduce Major Anti-social Behaviors in School**

Chair: Saul Axelrod (Temple University)

Discussant: Hewitt B. Clark (University of South Florida)

- **Context and Antecedent Analysis in the Treatment of Anti-social Behaviors in School Settings: Critical Review of the Literature.** SAUL AXELROD (Temple University)
- **Teaching Self Control through Trigger Analysis Driven Intervention: A Model Description.** AMOS ROLIDER (Emek Yezreel College)
- **The Effect of Preparing Students for their Provoking Triggers on their Anti-social Behavior.** URI MANDEL (Bar Ilan University) and Amos Rolider (Emek Yezreel College)

## # 174 Invited Event

5/26/02

2:30 PM - 3:20 PM

Simcoe & Dufferin

EDC

### **Escape from Instruction: What Every Teacher Should Know!**

Chair: Laura Fredrick (Georgia State University)

ENNIO CIPANI (California School of Professional Psychology)



It is unfortunate, but a behavior analysis of the function(s) of problem behavior in school settings is seen solely as a requirement for special education students. In point of fact, both children with disabilities as well as their non-handicapped counterparts can find teacher task demands to be aversive. This address will present two diagnostic categories to considering the analysis of problem behavior: (1) escape from instruction due to task duration and (2) escape from instruction due to task difficulty. Both general and special education teachers can profit from assessment techniques that help rule-in or rule-out these two hypotheses as possible factors in a particular child's problem behavior.

The focus of the presentation will be on students who have mild disabilities and exhibit challenging behaviors that can result in suspension. This address will cover several behavioral assessment techniques that consultants can deploy. Such techniques must be feasible for teachers, with small or large classrooms, to use in diagnosing behavioral function. Additionally, behavioral treatment prescriptions that can be utilized readily by the teacher, based on either diagnosis, will be presented.

Dr. Cipani is currently a full professor in the child clinical psychology program at the California School of Professional Psychology. Prior to this position, he was a faculty member for twelve years in the Department of Special Education at the University of the

Pacific, the last three years serving as department chairman. He graduated with a Ph.D. in educational psychology from Florida State University in 1979.

He has extensive clinical experience in providing behavioral intervention services (BIS) in client's homes and schools since 1981. In addition to providing direct clinical service for many of those years, he has also trained and directed employees as well as staff members of other agencies in the BIS model. He is a licensed psychologist in California and currently works with families in the child welfare and mental health systems. He has used his own behavioral diagnostic system (see [www.geocities.com/voivod00](http://www.geocities.com/voivod00)) in workshops, teaching school personnel how to assess problem behavior function and prescribe a functionally related intervention. Additionally, he has written several books for teachers on the topic of behavior management and functional analysis.

#### # 175 Symposium

5/26/02

2:30 PM - 3:20 PM

Huron

CBM

#### **Recent Outcome Research on Acceptance and Commitment Therapy (ACT) with Anxiety Disorders**

Chair: Robert D. Zettle (Wichita State University)

Discussant: Robert J. Kohlenberg (University of Washington)

- **ACT versus Systematic Desensitization in Treatment of Math Anxiety.**  
ROBERT D. ZETTLE (Wichita State University)
- **Acceptance or Change of Private Experiences: A Comparative Analysis in College Students with a Fear of Public Speaking.** JENNIFER BLOCK and Edelgard Wulfert (University at Albany, SUNY)

#### # 176 Invited Event

5/26/02

2:30 PM - 3:20 PM

Kenora

TPC

#### **Theories of Stimulus Equivalence: Do They Contribute?**

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

WILLIAM J. McILVANE (University of Massachusetts Medical School)



I will consider three principal accounts of equivalence in terms of their potential heuristic and explanatory value. These are (1) relational frame theory, as articulated by Hayes; (2) naming theory, associated with Horne and Lowe; and (3) Sidman's proposal that equivalence arises as a direct product of reinforcement, which seems to be a quasi-theoretical statement. In my view, proponents of each account must answer clearly and affirmatively Skinner's early question, "Are theories of learning necessary?" Proponents must also show that their theory functions as a good theory (i.e., having broad explanatory value, promoting good experiments, predicting nonobvious findings, etc.). I will suggest that current accounts of stimulus equivalence have not yet reached the status of

well-elaborated theories. While acknowledging the strengths and possible contributions of each account, I hope to show that each is fuzzy and/or incomplete on certain critical details. I also intend to compare current theories to those that have arisen in other branches of behavioral science. My goal in this last effort will be to assess critically whether current accounts of stimulus equivalence have remained faithful to fundamental behavior analytic principles or whether we may have drifted into unintended waters in endeavoring to account for cognitive phenomena.

**Dr. McIlvane** received his Ph.D. in Experimental Psychology from Northeastern University in 1986. He is currently Professor of Psychiatry at the University of Massachusetts Medical School and the Director of the UMMS Shriver Mental Retardation Research Center. He has contributed more than 100 scholarly publications concerning theoretical, empirical, and applied behavior analysis. Dr. McIlvane is perhaps best known for his work on developing teaching technology for individuals with severe mental retardation. Other noteworthy contributions include animal models of cognitive processes, integration of cognitive, developmental, and behavior analytic perspectives on typical and retarded intellectual development, electrophysiological analysis of cognitive processes, research-to-practice initiatives, and science education for children. Dr. McIlvane is the current President of Division 25 of the American Psychological Association, a member of the Board of Editors of the *Journal of the Experimental Analysis of Behavior*, an Associate Editor of *The International Review of Research in Mental Retardation*, and a member of the Massachusetts Governor's Commission on Mental Retardation.

#### # 177 Symposium

5/26/02

2:30 PM - 3:50 PM

Conference G

OBM

#### **Behavior-Based Safety: Implementations and Observations**

Chair: Joseph Sasson (Western Michigan University)

Discussant: Joseph Sasson (Western Michigan University)

- **Conducting Observations for Behavior-Based Safety: What Are the Effects on Observers.** JOSEPH SASSON and John Austin (Western Michigan University)
- **Using Supervisory Feedback and Public Posting of Feedback to Increase Safety in a Manufacturing Setting.** SIGURDUR SIGURDSSON, Brent Helton, and John Austin (Western Michigan University)

#### # 178 Symposium

5/26/02

2:30 PM - 3:50 PM

Kent

BPH

#### **Current Research in Human Behavioral Pharmacology**

Chair: Diana Walker (University of Chicago)

- **GABA-B Agonist Baclofen and Human Aggressive Responding.** CYNTHIA J. PIETRAS, Don R. Cherek, Scott Lane, and Joel L. Steinberg (University of Texas Health Science Center at Houston)
- **Recent Advances in Understanding the Abuse Potential of Methylphenidate.** CRAIG RUSH, William Stoops, and Thomas Kelly (University of Kentucky)

- **A Human Laboratory Model of Drug Initiation.** BRANDI SMITH (University of Missouri)
- **A Therapeutic Workplace Intervention for HIV-Positive Intravenous Drug Abusers.** CONRAD WONG and Erin Dillon (Johns Hopkins University School of Medicine), Dace Sviki (Medical College of Virginia-VCU), and Kenneth Silverman (Johns Hopkins University School of Medicine)

#### # 179 Symposium

5/26/02

2:30 PM - 3:50 PM

Dominion Ballroom South

AUT

#### **Joint Attention and Preverbal Communication Skills in Children with Autism**

Chair: Rebecca MacDonald (New England Center for Children)

Discussant: Gina Green (The Institute for Effective Education)

- **A Protocol for the Behavioral Assessment of Joint Attention.** RENEE MANSFIELD, Jennifer Anderson, June Sanchez, and Amy S. Geckeler (New England Center for Children), Gina Green (The Institute for Effective Education), and William L. Holcomb and Rebecca MacDonald (New England Center for Children)
- **Effects of Mand Training on Communication of Preverbal Children with Autism.** CAROLINE I. MAGYAR and Tristram Smith (Strong Center for Developmental Disabilities)
- **Understanding Deficits in Joint Attention and Autism.** JOANNE GERENSER (Eden II Programs)

#### # 180 International Symposium

5/26/02

2:30 PM - 3:50 PM

Grand Ballroom East

EAB

#### **Local Effects of Reinforcers**

Chair: Michael Davison (University of Auckland)

- **Analysis of Visits in the Dynamics of Choice.** WILLIAM M. BAUM (University of California, Davis)
- **Short- and Long-Term Effects of Reinforcers in Concurrent Schedules.** JASON LANDON (University of Auckland)
- **Choice in a Variable Environment: The Effects of Signaling Reinforcement Ratios.** CHRISTIAN KRAGELOH (University of Auckland)
- **If You're Going to Respond, Then Which Response Will You Emit?** MICHAEL DAVISON (University of Auckland)

## # 181 Symposium

5/26/02

2:30 PM - 3:50 PM

Dominion Ballroom North

AUT

### **Treatment of Autism: ABA, Behavior Therapy, and Pharmacotherapy**

Chair: Raymond G. Romanczyk (Institute for Child Development, SUNY at Binghamton)

- **Assessment and Goal Selection for Autism.** JENNIFER M. GILLIS, Stephanie B. Lockshin, and Raymond G. Romanczyk (Department of Psychology, SUNY at Binghamton)
- **ABA, Skill Acquisition, and Functional Analysis.** LAURA ARNSTEIN, Latha Soorya, and Raymond G. Romanczyk (Department of Psychology, SUNY at Binghamton)
- **Behavior Therapy and Stress Anxiety.** LATHA SOORYA, Stephanie B. Lockshin, Jennifer M. Gillis, and Tammy Hammond (Department of Psychology, SUNY at Binghamton)
- **Pharmacotherapy.** STEPHANIE B. LOCKSHIN, Tammy Hammond, and Laura Arnstein (United Health Services, Binghamton)

## # 182 International Paper Session

5/26/02

3:00 PM - 3:50 PM

Grand Ballroom East Expansion

EAB

### **Matching to Sample**

Chair: Olavo de Faria Galvão (Universidade Federal do Pará)

- **Generalized Identity Matching in Cebus apella: A Checklist toward Stimulus Control Topography Coherence (DDA).** OLAVO DE FARIA GALVAO and Romariz Barros (Universidade Federal do Pará), William J. McIlvane and William V. Dube (E. K. Shriver Center), Sandra Brandao and Cintia Lavratti (Universidade da Amazônia), and José Ricardo Santos and Ana Leda Brino (Universidade Federal do Pará)
- **Reinforcer Magnitude, Reinforcer Probability, and the Response Strength of Remembering.** GLENN S. BROWN and K. Geoffrey White (University of Otago)

Sunday, May 26

## # 183 Paper Session

5/26/02

3:00 PM - 3:50 PM

City Hall

AUT

### **Teaching Children with Autism**

Chair: John Esch (Esch Behavior Consultants, Inc.)

- **Programming Generality for Students with Autism: A Systems Approach (VRB).** AMBER SIMMONS (The Jericho School), and John Esch and Barbara Esch (Esch Behavior Consultants, Inc.)
- **A Method to Improve and Maintain Teaching Skills in a School for Children with Autism (VRB).** JOHN ESCH and Barbara Esch (Esch Behavior Consultants, Inc.)

## # 184 Symposium

5/26/02

3:00 PM - 4:20 PM

Conference B

OTH

### **Behavior Analysis Gone Wild: Behavioral Enrichment and Animal Behavior Assessments**

Chair: Nicole Dorey (University of North Texas)

Discussant: David G. Born (University of Kansas)

- **Effects of Scent Novelty in Appropriate Search and Play Behavior of a Sumatran Tiger.** VALERI FARMER-DOUGAN, Dina Pisano, and Jan Outlaw (Illinois State University)
- **Behavioral Assessments of Canines at Shelters.** PAULA MURPHY, Brooke Daniels, and Jesus Rosales-Ruiz (University of North Texas)
- **The Captive Animal Functional Analysis Checklist: Functional Analysis of Behavior in Captive Wild Animals.** MELISSA SMITH, Cindy Ernstam, and Valeri Farmer-Dougan (Illinois State University)

## # 185 Symposium

5/26/02

3:00 PM - 4:20 PM

Conference F

CBM

### **Behavioral Interventions Services with the Mentally Ill Population**

Chair: Holly White (University of the Pacific)

Discussant: Kevin Schock (University of the Pacific)

- **Anxiety and Phobic Behaviors.** K. PAIGE WILSON (University of the Pacific)
- **Medication Compliance and Education.** MOLLY THOMPSON (University of the Pacific)
- **Symptom Monitoring and Coping Techniques.** HOLLY WHITE (University of the Pacific)



## # 186 Symposium

5/26/02

3:00 PM - 4:20 PM

Civic Ballroom South

EDC

### **Practical Applications of Functional Assessment in Public and Private School Settings**

Chair: Michael Shea (Bucks County Intermediate Unit # 22)

Discussant: K. Mark Derby (Gonzaga University)

- **Functional Assessment Procedures in the Special Education Classroom.** MARIA AGNEW (Bancroft NeuroHealth)
- **A Model for Functional Assessment in a Public School Setting.** KELLY KATES McELRATH and Michael Shea (Bucks County Intermediate Unit # 22)
- **Functional Analysis and Academic Behaviors.** THOMAS BARNES (Council Rock School District) and Kathy McQuillan (Rider University)

## # 187 Symposium

5/26/02

3:00 PM - 4:20 PM

Civic Ballroom North

EDC

### **Technology and Systems in University Distance Delivery**

Chair: Fred Spooner (UNC Charlotte)

Discussant: Charles L. Salzberg (Utah State University)

- **Does Distance Deliver?** FRED SPOONER, Claudia Flowers, LuAnn Jordan, and Melba Spooner (UNC Charlotte)
- **A Comparison of Distance Education Technology for Teaching Courses in Applied Behavior.** JOHN SCHUSTER and Belva Collins (University of Kentucky)
- **Distance Learning: Using Internet-Based Video Conferencing to Deliver University Classes.** BENJAMIN LIGNUGARIS/KRAFT and Ronda Menlove (Utah State University)

## # 188 International Symposium

5/26/02

3:00 PM - 4:20 PM

Wentworth

DEV

### **The Analysis of Complex Contingencies: A Prospective Appreciation of Israel Goldiamond's Contributions to Behavior Analysis**

Chair: Paul Thomas Andronis (Northern Michigan University)

Discussant: Gregory Stikeleather (Headsprout, Inc.)

- **Behavioral Effects Following a Radiation Accident in Brazil: An Experimental-Applied Research Program.** LINCOLN DA SILVA GIMENES and Laercia Abreu Vasconcelos (Universidade de Brasília)

Sunday, May 26

- **Contingencies of Isolation: Non-Linear Contingencies and Understanding Disturbing Behavior of Societal Consequence.** T. V. JOE LAYNG (Headsprout, Inc.) and Joanne Kay Robbins (Morningside Academy)
- **Deep into Behavior Analysis: Raising the Goldiamond “Blue Books” from the Underground to the Internet.** PAUL THOMAS ANDRONIS (Northern Michigan University)

#### # 189 International Panel Discussion

5/26/02

3:00 PM - 4:20 PM

Elgin

CSE

#### **The Design of Cultures: Behavior Analytic Reflections in the Aftermath of September 11**

Chair: Richard F. Rakos (Cleveland State University)

- MARK A. MATTAINI (Jane Addams College of Social Work, UIC)
- MARIA R. RUIZ (Rollins College)
- NED CARTER (University Hospital; Uppsala, Sweden)
- ALLEN NEURINGER (Reed College)

#### # 190 International Paper Session

5/26/02

3:30 PM - 4:20 PM

Kenora

TPC

#### **Analysis of Discriminative Stimulus**

Chair: Jennifer M. O'Donnell (Allegheny College)

- **Discriminative Stimuli for Punishment? (EAB).** JENNIFER M. O'DONNELL (Allegheny College), and Dean C. Williams and Kathryn J. Saunders (University of Kansas, Parsons Research Center)
- **A Conceptual Analysis of Discriminative Stimulus.** MASAYA SATO (Teikyo University)

5/26/02

3:30 PM - 4:20 PM

Essex Ballroom

DDA

## **Applied Behavior Analysis and Autism Treatment: Accurate and Effective Dissemination of Information**

Chair: Susan K. Malmquist (Morningside Academy)

MICHAEL A. FABRIZIO (Fabrizio/Moors Consulting)



Demand for behavior analytic services for children with developmental disabilities and autism has steadily and significantly increased over recent years. This is due largely to consumers' increasing knowledge of the power applied behavior analysis holds for improving the lives of these children. As a result of this "new awakening", consumers now interact with behavior analytic practitioners more frequently and in different ways than they had previously. This interaction has created new sets of contingencies with which behavior analysts must contend that include reinforcement for higher rates of information dissemination delivered through oral presentation. This paper will present a contingency analysis of the effects increased consumer demand has had and is having on our field and its

practitioners, as well as analyses of our own verbal behavior as it relates to the dissemination of effective instruction and intervention practices for children with developmental disabilities and autism.

**Michael Fabrizio** received his Bachelor's Degree in Psychology and Master's Degree in Educational Psychology from West Virginia University. He is currently a Board Certified Behavior Analyst and a doctoral student at the University of Washington in Special Education where he is specializing in staff training and instructional design. He has worked with children with autism and other special needs throughout his career, serving as a Senior Educational Specialist for the West Virginia Autism Training Center at Marshall University, a Clinical Specialist for the Spectrum Center for Educational and Behavioral Development, Head Teacher for Morningside Academy, and Lead Trainer for Morningside Academy's Public School Improvement Project. Michael currently resides in Seattle, Washington, where he is a full partner in Fabrizio/Moors Consulting, an educational and behavioral consulting private practice specializing in fluency-based instruction for learners with autism.

Michael has presented his applied research work with children with disabilities at a range of state, regional, and national professional conferences including the Autism Society of America, West Coast Special Education Conference, the Association for Behavior Analysis, the Association for the Severely Handicapped, the Association for Science in Autism Treatment, and the International Precision Teaching Conference.

Michael is a Supporting Member of the Cambridge Center for Behavioral Studies and the Association for Behavior Analysis, and a Sustaining Member of the Standard Celeration Society. He was also the recipient of the 2000 New Contributions Award presented by the Standard Celeration Society for his work in the area of fluency-based instruction and is a contributing editor for the *Journal of Precision Teaching and Celeration*.

## # 192 Paper Session

5/26/02

3:30 PM - 4:20 PM

Simcoe & Dufferin

EDC

### **Meeting the Requirements of IDEA**

Chair: Kim Killu (University of Michigan, Dearborn)

- **The Effectiveness of Training Educators on Their Ability to Determine Function of Problem Behavior and Recommend Positive Interventions.** CHARLES DUKES (Florida Atlantic University - CARD)
- **Part II: Behavior Intervention Plans: Are States Making the Grade?** KIM KILLU (University of Michigan, Dearborn), and Kimberly Weber, K. Mark Derby, and Anjali Barretto (Gonzaga University)

## # 193 Symposium

5/26/02

3:30 PM - 4:20 PM

Huron

CBM

### **Research on Acceptance and Commitment Therapy (ACT) with Severe Populations**

Chair: Robert D. Zettle (Wichita State University)

- **The Use of Acceptance and Commitment Therapy to Prevent the Rehospitalization of Psychotic Patients: A Randomized Controlled Trial.** PATRICIA BACH and Steven C. Hayes (University of Nevada, Reno)
- **The Use of Acceptance and Commitment Therapy and 12-Step Facilitation in the Treatment of Polysubstance Abusing Heroin Addicts on Methadone Maintenance: A Randomized Controlled Trial.** STEVEN C. HAYES, Kelly G. Wilson, Elizabeth Gifford, and Richard Bissett (University of Nevada, Reno), Sonja Batten (National PTSD Center, Boston), Melissa Piasecki (University of Nevada, Reno), Michelle Byrd (Eastern Michigan University), and Jennifer Gregg (University of Nevada, Reno)

## # 194 Invited Event

5/26/02

3:30 PM - 4:20 PM

Conference D&E

VRB

### **When Words Rule: The Contingencies That Instill Verbal Governance**

Chair: Janet S. Twyman (Headsprout, Inc.)

A. CHARLES CATANIA (University of Maryland Baltimore County)

The most basic function of verbal behavior, from which all of its other functions are derived, is that it is an exceedingly efficient way in which one organism can change the behavior of another organism. Verbal governance captures this basic function: much important human behavior is determined by verbal antecedents. Functional verbal antecedents can be generated when some individuals replicate the verbal behavior of others or when individuals repeat their own past verbal behavior. Differential contact with different verbal antecedents can follow from differential attention to verbal stimuli correlated with reinforcing or aversive events. Once verbal behavior is in place, it can be shaped by (usually social) consequences. Taken together, these and other verbal processes can produce interlocking contingencies in which extensive classes of verbal and nonverbal behavior come to be dominated by verbal antecedents. Nazi Germany under Hitler and some varieties of religious fundamentalism provide examples.

Dr. Catania's photo and biographical statement are located on page 118.

## # 195 Special Event

5/26/02

4:30 PM - 5:30 PM

Grand Ballroom West and Center

### **Presidential Scholar's Address: Some Verbal Behavior on Verbal Behavior**

Chair: M. Jackson Marr (Georgia Tech)

KURT SALZINGER (Director for Science, American Psychological Association)



Nothing so reminds one of the importance of verbal behavior than being an administrator. The peremptory question "Are you a talker or a doer" easily comes to mind and yet it is the verbal behavior you emit that affects the behavior of others, admittedly in many cases to produce more verbal behavior. And it is the latter that serves as a discriminative stimulus for you to engage in the very same type of behavior. It often serves as a reinforcer and a discriminative stimulus for more behavior, etc. It is really amazing when you think about this. Entire buildings filled with people emitting verbal behavior, which ultimately can cause all kinds of injury and damage to people and property. The President speaks to his Secretary of State who speaks to his assistant who speaks to the next

person in line. Eventually something gets committed to paper and before you know it a war is started or in better times one is stopped, at least temporarily. We have been downplaying verbal behavior to a great extent ever since behavior analysis came to life, insisting that doing is more important than saying. Dr. Salzinger will "talk" about all of this, demonstrating how one can analyze this important behavior to good effect.

Dr. Salzinger is the Executive Director for Science for the American Psychological

Association, a position to which he was appointed in 2001. Previous to that and since 1992, he was a professor of psychology and directed the Ph.D. program in combined clinical and school psychology at Hofstra University. He's been President of the New York Academy of Sciences, Division 1 (General Psychology) and 25 (The Experimental Analysis of Behavior) of the APA, and the American Association of Applied and Preventive Psychology. Additionally, he is a Fellow of APA Divisions 1, 3 (Experimental), 9 (Society for the Psychological Study of Social Issues), 12 (Clinical), 25, and 52 (International). He served on APA's Council of Representatives for two terms (1989-91 and 1991-93) and was a member of the Board of Directors from 1993-96. He chaired the Board of Scientific Affairs from 1988-89 and was a member for two terms (1986-88 and 1996-98). He currently serves on APA's Policy and Planning Board. Dr. Salzinger has authored or edited 12 books and over 120 articles and book chapters. His most recent book, edited with R. W. Rieber is *Psychology: Theoretical-Historical Perspectives* (1998). Dr. Salzinger's research interests include behavior analysis applied to human beings, dogs, rats, and goldfish; schizophrenia; verbal behavior; and history of psychology. He has received grants for his own research and given grants as a program officer at the National Science Foundation.

#### # 196 International Poster Session

5/26/02

5:30 PM - 7:00 PM

Sheraton Hall

AUT

1. **A Comparison of Functional Analysis Outcomes with and without Consequences for Stereotypic Behavior (DDA).** JULIE M. CAPASSO, Maureen A. Conroy, Jennifer M. Asmus, Lacy A. Skinner, and Claudia L. Dozier (University of Florida)
2. **A Review of the Target Behaviors in Published Research for Persons with Autism.** CONSTANCE R. CAMERON, Melissa N. Marsh, and Kevin P. Klatt (University of Wisconsin, Eau Claire)
3. **ABA for Children with Autism: The Outcome-Related Factors in the Published Cases.** CLAIRE M. CHOUTKA, Patricia T. Doloughty, and Perry A. Zirkel (Lehigh University)
4. **An Autistic Child: Is It Possible to Generalize His Acquired Responses to His Everyday Environment? (DDA).** PAOLA DUARTE (Catholic University)
5. **An Experimental Analysis of a Weighted Vest on On-Task Behavior of a Child with Autism.** KARI DUNLOP, Jon Morris, Steve Andreski, and Kristen Broome (Crossroads Center for Children)
6. **Assessment and Treatment of Inappropriate Vocalizations Maintained by Escape from Demands.** KEVIN CAULEY and Elizabeth Benedetto-Nasho (MLE & Associates), and Jessica Brian (Hospital for Sick Children)
7. **Cues-Pause-Point Language Training: Teaching Children with Autism Functional Use of Their Verbal Language Repertoires.** RICHARD M. FOXX and Kimberly A. Schreck (Pennsylvania State University), Angela F. Smith (PennABA), and Jeffrey Garito, Shannon Weisenberger, Jennifer Grodski, Michelle Warner, and Dana Vogel (Pennsylvania State University)
8. **Functional Analysis and Intervention for Severe Tantrumming in a Young Child with Autism (DDA).** JANE CARLSON, Sharlene Luna, Staci Carr, and Colleen Klein (VCU Autism Center of Virginia)

9. **Functional Analysis of Stereotypical Ear-Covering in a Child with Autism (DDA).** JUNG-CHANG TANG, Craig H. Kennedy, Amy Koppekin, and Mary Caruso (Vanderbilt University)
10. **Functional Assessment of Self-Injurious Behavior during Mealtimes (DDA).** NATALIE SOKOL, Kristin Starosta, and Lee Kern (Lehigh University)
11. **Improved Parental Intervention on Children with Autism Following Functional Analysis Training for Parents (CBM).** TOSHIHIKO INABA, Mae Kondo, and Chizuko Koike (University of Tsukuba), and Jun'ichi Yamamoto (Keio University)
12. **Improving Money Skills through Computer-Based Stimulus Equivalence Technology.** GREG MORRO (Northeastern University) and Harry Mackay (Evergreen Center)
13. **Prevalence of Gastrointestinal Symptoms and Feeding Difficulties in Children with Pervasive Developmental Disorders (CBM).** JENNIFER GELSINGER and MaryLou Kerwin (Rowan University)
14. **Reducing Aggressive Behavior, Maintained by Access to Preferred Tangibles, Using a Response Cost of Actual Tangible Items (DDA).** LORI GRAY, Gina Simone, and Denise Lorelli (Eden II Programs)
15. **Stereotypic Behaviors of a Young Girl with Autism: A Brief Functional Analysis and Treatment Findings (DDA).** STACEY ANN TAVARES (Temple University), and Dennis Mazingo, Matthew Proctor, and Breta M. Combs (Pathways Strategic Teaching Center)
16. **Study on Function of Play for Children with Autism (EAB).** SANG BOK LEE, Chansuk Byun, Hyo-Shin Lee, and Sung Kyu Choi (Taegu University, Korea)
17. **Teaching Joint Attention Skills to Preschool Children with Autism.** JENNIFER ANDERSON and Amy S. Geckeler (New England Center for Children), Gina Green (The Institute for Effective Education), and Rebecca P. F. MacDonald, Renee Mansfield, and June M. Sanchez (New England Center for Children)
18. **The Acquisition and Transfer of Object Substitution in Children with Autism.** ERIK JAHR (Akershus Central Hospital)
19. **The Effect of Noncontingent Escape on Escape-Motivated Problem Behavior (EAB).** PATRICIA SCHUFREIDER, Erin Eta Korn Ethier, and Taralyn Deyoe (Crossroads Center for Children)
20. **The Relation of Density of Reinforcement to Problem Behaviors and Accuracy of Responding in Autistic Children.** EINAR T. INGVARSSON and Jesus Rosales-Ruiz (University of North Texas)
21. **The Relationship of Match to Sample Skills to Visual Discrimination Skills Utilized within PECS (DDA).** SUSAN PETERSON, Andrew S. Bondy, and Mindy Glassberg (Pyramid Educational Consultants, Inc.), and Nancy A. Neef (The Ohio State University)
22. **Treatment of Multi-Function Maintained Behaviors in School Settings (DDA).** KATHY NIAGER and Christen Kane (Kennedy Krieger Institute)



**# 197 Poster Session**

5/26/02

5:30 PM - 7:00 PM

Sheraton Hall

BPH

23. **A Role for Dendritically Released Dopamine in the Ventral Tegmental Area in Cocaine.** ROBERT RANALDI (Queens College, CUNY) and Roy Wise (Behavioral Neuroscience Branch, IRP)
24. **An Evaluation of the Effect of Stimulant Medications on Social Activity in Various Play Settings (CBM).** ROBERT H. LARUE, John Northup, Lauren Seale, Tara Williams, Shannon Self-Brown, Sara Elizabeth Sytsma, and Angela Pellegrin (Louisiana State University)
25. **An Examination of the Reinforcing Effects of Nutraceutical Compounds (EAB).** SHERRY L. SERDIKOFF (James Madison University)
26. **Behavioral Deficits Following Long-Term Exposure to Jet Fuel.** W. KENT ANGER, Daniel Storzbach, Diane S. Rohlman, and Tammara Ammerman (Oregon Health & Science University), and Roger L. Gibson (US Air Force)
27. **Conditional Control of Lithium Chloride-Induced Taste Aversion by Naltrexone in Rats Treated with a Single Dose of Morphine (EAB).** MATTHEW L. COLE and Alice M. Young (Wayne State University)
28. **Effects of Bupropion on Nicotine Self-Administration.** DUSTIN STAIRS and Steven Dworkin (University of North Carolina at Wilmington)
29. **Isolating the Tardive Dyskinesia Effects of Haliperidol: Dopamine D2 or Sigma Receptors?** MAGNUS ANDERSSON, Stefan Sandberg, Sandra Rokosik, and Paul Garriss (Illinois State University)
30. **Medication and Behavior Modification Treatment in Cases of Schizophrenia, Bipolar Disorder, and Head Injury (CBM).** ROBERT W. WORSHAM, Robert von Heyn, and Matthew L. Israel (Judge Rotenberg Educational Center)
31. **The Effects of Methylphenidate on Time Production in Children with Attention Deficit Hyperactivity Disorder (ADHD).** REBECCA A. FLAKE and John J. Chelonis (University of Arkansas at Little Rock), and Ronald L. Baldwin, Mark C. Edwards, and Charles R. Field (University of Arkansas for Medical Sciences)
32. **The Effects of Stimulant Medications on Value of Social Reinforcers (CBM).** ROBERT H. LARUE, John Northup, Tara Williams, Lauren Seale, Shannon Self-Brown, Sara Elizabeth Sytsma, and Angela Pellegrin (Louisiana State University)
33. **The Effects of Zyprexa in Combination with a Behavioral Intervention in the Reduction of Aberrant Behaviors (DDA).** DONIELLE COHEN, Bernard Marshall, and Deborah A. Napolitano (Bancroft NeuroHealth)
34. **Within-Session Changes in Responding of Ethanol Self-Administration (EAB).** JULIE A. MARUSICH, Frances K. McSweeney, Eric S. Murphy, and Benjamin P. Kowal (Washington State University)



## # 198 International Poster Session

5/26/02

5:30 PM - 7:00 PM

Sheraton Hall

CBM

35. **A Whole Classroom Token Economy for Preschool Age Minority Children in a Head Start Classroom.** MOLLY A. MURPHY, David Reitman, John Northup, Mary Lou Kelley, Lauren Songy, Amy McDonald, and Patrick O'Callaghan (Louisiana State University)
36. **An Attempt to Identify Avoidance Behavior in a Therapeutic Setting.** MARCOS ROBERTO GARCIA and Roberto Alves Banaco (Pontifícia Universidade Católica)
37. **Behavioral Assessment of Social and Facial Skills in Children with Craniofacial Disorders Compared to Matched Controls.** KEITH SLIFER, Adrianna Amari, Lisa Hilley, Tanya Diver, and Melissa Beck (Kennedy Krieger Institute)
38. **Behavioral Rehabilitation of Chronic Debilitating Headache Following Acute Viral Infection.** MARILYN STEWART, Keith Slifer, Jo Anne Gorski, Adrianna Amari, and Alana Westbrook (Kennedy Krieger Institute)
39. **Compliance Training Using Differential Reinforcement (DDA).** PAULA GONCE, Bart M. Sevin, and Jennifer E. Dawson (Kennedy Krieger Institute)
40. **Development of the Parent Instruction-Giving Game with Youngsters (PIGGY).** STEPHEN HUPP (Louisiana State University), David Reitman (Nova Southeastern University), and Deborah Forde, Mary Lou Kelley, Molly A. Murphy, Niki Jurbergs, Patrick O'Callaghan, and Jill Johansson (Louisiana State University)
41. **Effects of Stimulant Medication on Correspondence Training Techniques to Increase Self-Control in Impulsive Children Diagnosed with ADHD.** LAURA FOUNTAIN, John Northup, Louis Bonin, Ryan Dunlap, Jarhonda Perkins, Kelly Atkinson, Tiffany Kodak, and Shannon Self-Brown (Louisiana State University)
42. **Evaluating the Effects of Computerized Anesthesia Delivery on Disruptive Pain Behavior in Children during Restorative Dental Treatment.** KEITH D. ALLEN (Munroe-Meyer Institute)
43. **Generalization of Prosocial and Attentive Behaviors in a Sports Setting for Children with ADHD.** PATRICK O'CALLAGHAN (Louisiana State University), David Reitman (Nova Southeastern University), and Stephen Hupp, John Northup, Mary Lou Kelley, Alexandra Calyx, Julia D. Lott, and Molly A. Murphy (Louisiana State University)
44. **Measuring Child Cooperation and Behavioral Adjustment during Rehabilitation after Injury or Major Surgery.** NICOLE P. GLICK, Keith Slifer, Jo Anne Gorski, and Kristin Avis (Kennedy Krieger Institute)
45. **Token Economy plus Self-Monitoring to Reduce Disruptive Behaviors in Youth.** KIMBERLY ZLOMKE (Southern Illinois University, Carbondale) and Lee Zlomke (Omni Behavioral Health)

Sunday, May 26

**# 199 International Poster Session**

5/26/02

5:30 PM - 7:00 PM

Sheraton Hall

DDA

46. **A Comparison of Two Prompting Strategies on the Compliance of an 11-Year-Old Adolescent with a Developmental Disability (AUT).** BERNARD MARSHALL, James Dunleavy, Deborah A. Napolitano, David McAdam, Jessica Cooke, and Nitzalie Tejada (Bancroft NeuroHealth)
47. **A Comparison of Two Procedures for Establishing Mand Skills in Adults with Autism (AUT).** MARK R. CHAMBERS and Ruth Anne Rehfeldt (Southern Illinois University, Carbondale)
48. **A Trial of Dextromethorphan for the Treatment of Self-Injurious Behavior.** Lisa M. Toole (Kennedy Krieger Institute), Lynn G. Bowman (The Johns Hopkins University School of Medicine), GERI RUFFIN and Jean-Marie M. Leak (Kennedy Krieger Institute), and Marco A. Grados (The Johns Hopkins University School of Medicine)
49. **An Evaluation of a Nuk Brush to Increase Oral Intake in a Child with Feeding Problems.** STEPHANIE D. BETHKE, Russell Coleman, Amy Jefferson, Meeta R. Patel, and Cathleen C. Piazza (The Marcus Institute)
50. **An Examination of Gastric pH as an Establishing Operation for Pediatric Feeding Disorders.** MERRILL BERKOWITZ, Peggy Eicher, JoAnn Petronchak, Marita Drivanos, and Manuel Aguda (St. Joseph's Regional Medical Center)
51. **Assessing the Separate and Combined Effects of NCR Components.** MARKELL L. KELLY, Valerie M. Volkert, Henry S. Roane, Wayne W. Fisher, Gina Sgro, and Derrick Abrams (The Marcus Institute)
52. **Assessment and Treatment of Disruptive Behavior Associated with OCD.** FRANKLIN ANDREA, Henry S. Roane, Wayne W. Fisher, Valerie M. Volkert, and Gina Sgro (The Marcus Institute)
53. **Collateral Effects of Behavioral Treatment on Item Interaction during Preference Assessment.** MONICA ZAMORA and Lisa M. Toole (Kennedy Krieger Institute), Lynn G. Bowman (The Johns Hopkins University School of Medicine), and Heather E. Schonbachler (Kennedy Krieger Institute)
54. **Comparison of Children with ADHD and Control Children on a Conditioned Position Responding Task.** LENELL E. KELLEY and John J. Chelonis (University of Arkansas/Little Rock), Merle G. Paule (National Center for Toxicological Research), and Eldon Schulz and Mark C. Edwards (Arkansas Children's Hospital)
55. **Differentiated Responding with a Modified Functional Analysis Procedure (AUT).** YEMONJA SMALLS, Ethan S. Long, and Louis P. Hagopian (The John Hopkins University School of Medicine)
56. **Functional Communication Training with Multiple Therapists (CBM).** MICHAEL M. MUELLER, Heather E. Sterling-Turner, Dana Trahan, James W. Moore, Kristin Avis, and Greg Everett (University of Southern Mississippi)
57. **Further Evaluation of High- and Low-Ranked Stimuli in a Choice Preference Assessment.** DERRICK ABRAMS, Henry S. Roane, Wayne W. Fisher, Markell L. Kelly, Erin McDonough, and Katherine Gutshall (The Marcus Institute)

58. **Identifying the Most Effective Stimuli in the Skill Acquisition of Figure Coloring (EDC).** DILEK DURUSOY ERBAS, Arzu Ozen, and Cimen Acar (Anadolu University)
59. **Influence of Game Play on Stereotypic Behaviors and Social Behaviors of Children with Pervasive Developmental Disorders (EAB).** JEONGIL KIM, Min Ho Lee, and Won Ryeong Lee (Taegu University, Korea)
60. **Observational Learning of Equivalence Relations by Children with Autism (AUT).** RUTH ANNE REHFELDT (Southern Illinois University, Carbondale), Denise L. Latimore (Trinity Services, Inc.), and Robert Stromer (E. K. Shriver Center)
61. **Predictors for Increased Parental Stress Levels.** ELIZABETH McCURDY and Theodosia Paclawskyj (Kennedy Krieger Institute)
62. **Severe Self-Injurious Behavior: A Clinical Search for Effective Treatment (AUT).** DUY LE, Frank Maynor, Gloria Moses, and Jason Simmons (CARITAS Peace Center)
63. **Stimulus Overselectivity in the Acquisition of Alternative Communication Strategies for Students with Autism.** CHRISTINE BARTHOLD and Andrew L. Egel (University of Maryland)
64. **Teaching Addition Skills to a Child with Down's Syndrome Using Simultaneous Prompting.** AYTEN UYSAL (Anadolu University)
65. **The Acquisition of Generative Counting Skills.** JOANNA LOMAS, Robert H. LaRue, Wayne W. Fisher, Henry S. Roane, and Ernest L. Whitmarsh (The Marcus Institute)
66. **The Effect of "Write" Method to Teach Spelling to Students with Autism (EDC).** DILEK DURUSOY ERBAS, Arzu Ozen, and Ozlem Kirgiz (Anadolu University)
67. **The Effect of Rule Statements on Differential Reinforcement of Alternative Behavior (OBM).** JAYME MEWS, Joel E. Ringdahl, Kana Kitsukawa, and Marc Andelman (University of Iowa)
68. **The Effects of Robinul for the Treatment of Spitting.** LYNN G. BOWMAN (The Johns Hopkins University School of Medicine), Lisa M. Toole, Susan N. Miller, and Monica Zamora (Kennedy Krieger Institute), and Sheryl Rimrodt (The Johns Hopkins University School of Medicine)
69. **The Use of Auditory Prompts for Increasing Employment Skills of Persons with Developmental Disabilities.** MICHAL POST and Keith Storey (Chapman University)
70. **The Use of Competing Stimuli to Clarify Undifferentiated Responding during a Functional Analysis.** SHERRY SPENCER (Kennedy Krieger Institute), Lynn G. Bowman (The Johns Hopkins University School of Medicine), and Lisa M. Toole (Kennedy Krieger Institute)

**# 200 International Poster Session**

5/26/02

5:30 PM - 7:00 PM

Sheraton Hall

EAB

71. **A Comparison of Responding under Interpersonal and Intrapersonal Competition.** BRYAN SAVILLE (Auburn University)
72. **A Study about Environmental Changes Independently of the Responding, Superstitious Behavior and Learned Helplessness (TPC).** VANESSA DI RIENZO (Pontifícia Universidade Católica de São Paulo)
73. **Analysis of Feeding Patterns in Rats: Effects of Food Deprivation on Body Weight and Water and Food Consumption.** ANTONIO LOPEZ-ESPINOZA and Hector Martinez (Universidad de Guadalajara, Mexico)
74. **Behavioral Economics: Preference and Demand (OTH).** AMANDA FLEVILL, T. Mary Foster, Catherine Sumpter, and William Temple (University of Waikato)
75. **Brief Reinforcement Delays in Mixed and Multiple Schedules: Reinforcers and Temporal Regularity as Discriminanda.** MATTHEW E. ANDRZEJEWSKI (University of Wisconsin, Madison), and Esteban DiFrancisco and Philip J. Bersh (Temple University)
76. **Class Merger and Intersection: Stimulus and Training Variables.** HARRY MACKAY (Northeastern University, Shriver Center), and Krista Wilkinson, Laura Becker, and Colleen Farrell (University of Massachusetts Medical School)
77. **Differential Outcomes and Differential Responses Effects in a Conditional Discrimination Task in Children (DEV).** ROSA MARIA CERUTTI (E.N.E.P. Iztacala - U.N.A.M.), Daniel Cerutti (Duke University), and Claudio Carpio (E.N.E.P. Iztacala - U.N.A.M.)
78. **Dubiety about DROs: Systematic Applications of DRO and Noncontingent Reinforcement Produce Weak Effects (DDA).** JOHN P. SMAGNER, Richard R. Saunders, and Muriel D. Saunders (University of Kansas), and Donald M. Baer (HDFL Kansas)
79. **Effects of an Imposed Verbal Mediation Strategy on Performance of Human Participants under an FI Schedule.** DAPHNA EL-ROY (The Graduate School and University Center of The City University of New York) and Nancy S. Hemmes (Queens College, CUNY)
80. **Effects of Reinforcer Value and Stimulus Saliency on Reaction Time Performance (PBH).** KATHRYN A HAUSKNECHT, Artur K. Kieres, and Andrew M. Farrar (University of Buffalo, The State University of New York)
81. **Effects of Sucrose Concentration on Discounting the Value of Delayed Rewards (PBH).** ARTUR K. KIERES, Andrew M. Farrar, and Kathryn A. Hausknecht (State University of Buffalo at New York)
82. **Establishing the Auditory Abilities of the Brushtail Possum.** TANIA SIGNAL, T. Mary Foster, and William Temple (University of Waikato)
83. **Examining the Resistance to Change of Observing Behavior.** ADAM MAGEE and Timothy Shahan (University of New Hampshire)

84. **Examining the Use of Differential Reinforcement of Low Rates of Responding to Promote Generalization.** HEIDI LANDABURU, W. Larry Williams, and Patrick M. Ghezzi (University of Nevada, Reno)
85. **Influencing Perceptions of Time by Altering Task Completion Rates (EDC).** ERIC J. BILLINGTON and Christopher H. Skinner (University of Tennessee)
86. **Pigeons, Like Humans, Will Not Reliably Observe Informative Stimuli: Implication for the Matching Law.** JAMES ANDERSON, Mikhail Koffarnus, Rebecca Oppenheim, and Gregory J. Madden (University of Wisconsin, Eau Claire)
87. **Positive and Negative Reinforcement of Student Attendance Behavior: Are There Differential Effects? (EDC).** TRACY E. ZINN and Michael A. Magoon (Auburn University)
88. **Positive and Negative Reinforcement: Are There Differential Effects on Individuals Classified as Introverts and Extroverts?** TRACY E. ZINN (Auburn University)
89. **Positive Induction Can Be Altered by Altering "Motivational" Variables.** EMILY I. L. ARTHUR and Jeffrey N. Weatherly (University of North Dakota)
90. **Reacquisition of Positive Induction.** JANEL PALBICKI and Jeffrey N. Weatherly (University of North Dakota)
91. **Results of a Behavioral Parent Training for Aggressive Children in Mexico (CBM).** FRANCISCO PEDROZA-CABRERA and Héctor E. Ayala-Velázquez (National University of Mexico)
92. **Resurgence Following Different Response Elimination Procedures (DDA).** ADAM H. DOUGHTY, Stephanie P. da Silva, and Kennon A. Lattal (West Virginia University)
93. **Resurgence of Response Sequences in Rats.** LIVIA SANCHEZ-CARRASCO and Javier Nieto (Universidad Nacional Autónoma de México)
94. **Say-Do Correspondence in Pigeons: Effects of Reinforcement Magnitude on Response Biases (VRB).** STEPHANIE P. DA SILVA, Carolina Aguilera, and Kennon A. Lattal (West Virginia University)
95. **Stimulus Equivalence in a Card-Sorting Task, III.** MARGARET H. B. JAJICH and Paul T. Andronis (Northern Michigan University)
96. **Stimulus Equivalence in the Teaching of Drug Terminology: Extensions of Earlier Research.** TRACY E. ZINN (Auburn University)
97. **The Effects of Group Size on Conformity to the Ideal Free Distribution.** KRISTA KRUEGER and Jennifer Gross (University of Wisconsin, Eau Claire)
98. **The Reinforcing Efficacy of Timeout from Effortful and Effortless Avoidance.** CHRISTOPHER T. FERRO, Chad M. Galuska, and Michael Perone (West Virginia University)

**# 201 International Poster Session**

5/26/02

5:30 PM - 7:00 PM

Sheraton Hall

EDC

99. **A Comparison of Effectiveness and Efficiency between Time-Delay Procedure and Direct Instruction on Intraverbal Acquisition.** LYNN YUAN (Columbia University Teachers College)
100. **Beyond the Experimental Classroom: A Follow-Up Study of the Effects of Early Integration of Children with Special Needs.** CARMEN VICTORIA LLINDIS, Ana Lisett Rangel, and Melissa Velandia (Universidad Central de Venezuela)
101. **Educational Material on Sexuality for Mentally Retarded (CSE).** BERNT BARSTAD, Asgeir Sonstad, and Bjørg Neset (Habiliteringstjenesten for voksne)
102. **Effectiveness of Constant Time Delay Delivered by Peer Tutors on Teaching Community Signs to Children with Developmental Disabilities (DDA).** Serhat Yildirim and ELIF TEKIN (Anadolu University)
103. **Effects of Differing Reinforcement Schedules on Task Performance by Adults with Severe Disabilities (OTH).** EUNCHUNG YU, Chunhee Kim and Gyeonghee Seo, and Myongwha Park (Taegu University, Korea)
104. **From Classroom to Session Room: Maintenance and Acquisition of Skills and Adaptive Behaviors in an Inpatient Setting for Individuals with Severe Behavior Disorders (DDA).** AMI SPENCER, Marilyn Cataldo, Shannon Eidman, and Karena Rush (Kennedy Krieger Institute)
105. **Implementing Correspondence Training Procedures as an Alternative to Medication for Treating Children Diagnosed with ADHD as Well as Children Who Were Suggested to Receive Evaluations for ADHD.** ALEXANDRA EDWARD, Tamika Rickerson, Alisha Arnold, and Pamela G. Osnes (University of South Florida)
106. **Improved Academic Performance after Treatment of Major Problematic Behaviors with Aversive Therapy (DDA).** MATTHEW L. ISRAEL, Edward Langford, and Erin Holland (Judge Rotenberg Educational Center)
107. **Increasing Orientation Skills in Classroom Circle-Time with an Asperger's Child (AUT).** Jennifer L. Thomas, BECKY PENROD, and Michele D. Wallace (University of Nevada, Reno)
108. **Inducing First Instances of Echoic Behavior through a Rapid Motor Imitation Antecedent Procedure (VRB).** IOANNA TSIOURI (Columbia University Teachers College)
109. **Spelling and the Transfer of Stimulus Control from Pictures to Dictation (DDA).** PETER DEKREON (BEACON Services) and Harry Mackay (Northeastern University)
110. **The Application of a Verbal Emersion Procedure in Inducing First Instances of Echoic Behavior in Preschoolers with Severe Language Delays (VRB).** IOANNA TSIOURI and Patricia Giffune (Fred S. Keller School), Gazi Acar (Anadolu University), and R. Douglas Greer (Columbia University Teachers College)
111. **The Effectiveness of Simultaneous Prompting Procedure on Teaching Objects Recognition.** ONUR KURT and Elif Tekin (Anadolu University)

112. **The Effects of Recess on the Classroom Behavior of Children with ADHD.** ANDREA RIDGWAY, John Northup, Angela Pellegrin, Robert H. LaRue, and Anne Hightshoe (Louisiana State University)
113. **The Use of Ecobehavioral Analysis to Identify the Levels of Academic Responding in Three Classroom Settings Serving Deaf Students.** M. LYNN WOOLSEY (University of North Florida), Ralph Gardner, III and Tina J. Harrison (The Ohio State University)
114. **Transition and Interagency Collaboration: A Shared Responsibility.** Rangasamy Ramasamy (Florida Atlantic University) and JIMMY LINDSEY (Southern University)
115. **Using Response Cards to Decrease the Disruptive Behavior and Increase the Academic Performance of Urban Elementary Students with Mental Retardation (DDA).** MARY W. KIARIE (The Ohio State University), Michael Charles Lambert (Cleveland State University), and Ya-Yu Lo and Gwendolyn Cartledge (The Ohio State University)

<b># 202 International Poster Session</b>
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5/26/02

5:30 PM - 7:00 PM

Sheraton Hall

TBA

116. **Developing a Grade Criterion for Professionalism in a Professional Psychology Practicum.** TRACY NITZ, Edward Daly, and Richard W. Malott (Western Michigan University)
117. **Developing an On-Line System Evaluation for a Professional Psychology Practicum.** JUSTIN ELY, Tracy Nitz, Tiffani Williams, Alicia Wargowsky, Rachael Guip, and Richard W. Malott (Western Michigan University), and James Kaye (Kalamazoo Regional Educational Services Agency)
118. **Extinction of Inappropriate Behaviors with Functional Analysis at Discrete Trial Sessions in a School.** KOJI TAKEISHIMA, Amy Hund, and Erin Van De Hey (Western Michigan University)
119. **Get Back to Work! Decreasing Off-Task Behavior for an AI Child at School.** AMY HUND, Koji Takeshima, and Erin Van De Hey (Western Michigan University)
120. **Increasing the Organizational Effectiveness of Training Manuals for a Practicum in Professional Psychology.** ALICIA WARGOWSKY, Tracy Nitz, Rachael Guip, Tiffani Williams, and Justin Ely (Western Michigan University)
121. **Teaching Behavior Analysis via Modification of Instructor Behaviors (EDC).** Pamela G. Osnes and SYLVIA LACKMANN (University of South Florida)
122. **The CBA Learning Module Series: Does It Teach?** STEPHEN E. EVERSOLE (Behavior Development Solutions)
123. **The Effect of Laboratory Experience on Student Interest in the Brown Treesnake, *Boiga irregularis* (EAB).** MICHAEL B. TEHLERT, Jacinto W. Caceres, Mary L. Garvilles, Aaron T. Mitchell, Nicholas D. Sowa, and Tamara M. Vook (University of Guam)
124. **Training Temporary Limited Licensed Psychologists at Western Michigan University.** RACHAEL GUIP, Tracy Nitz, Tiffani Williams, Alicia Wargowsky, and Justin Ely (Western Michigan University)

Sunday, May 26

125. **Using Potential for Improving Performance (PIP) to Increase the Efficiency of a Professional Psychology Practicum.** TIFFANI WILLIAMS, Tracy Nitz, Rachael Guip, Alicia Wargowsky, and Justin Ely (Western Michigan University)
126. **Web-Based Classroom Delivery of Behavior Analysis: Tools for the Trade.** Mark R. Dixon, TERRY FALCOMATA, and Daniel Fienup (Southern Illinois University, Carbondale)

**# 203 Business Meeting**

5/26/02

7:00 PM - 7:50 PM

Windsor East & West

**SCS: Standard Celeration Society**

Chair: Abigail Calkin (Calkin Learning Center)

**Purpose:** To conduct SCS business, review issues, and plan for next year.

**# 204 Business Meeting**

5/26/02

7:00 PM - 7:50 PM

Kent

**Clinical Behavior Analysis Special Interest Group**

Chair: Anthony T. Procaccino, Jr. (Private Practice)

**Purpose:** 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 to elect new representatives.

**# 205 Business Meeting**

5/26/02

7:00 PM - 7:50 PM

Huron

**Developmental Special Interest Group**

Chair: Jacob L. Gewirtz (Florida International University)

**Purpose:** The progress made by the Developmental SIG during the past year will be reviewed and goals for the coming year will be delineated.

**# 206 Special Event**

5/26/02

7:00 PM - 7:50 PM

Dominion Ballroom South

**International Student Conversation Hour**

Chair: Meeta R. Patel (The Marcus Institute)

**Purpose:** All students are invited to convene in a social context to discuss behavior analysis around the world.



# 207 Business Meeting

5/26/02

7:00 PM - 7:50 PM

Conference D&E

**Organizational Behavior Management Network Annual Meeting**

Chair: Ramona Houmanfar (University of Nevada, Reno)

**Purpose:** 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 the Network's goals and activities. The meeting is open to all.

# 207a Business Meeting

5/26/02

7:00 PM - 7:50 PM

Conference C

**Direct Instruction**

Chair: Timothy A. Slocum (Utah State University)

**Purpose:** ABA members interested in Direct Instruction will elect officers of the SIG, review developments in Direct Instruction and ABA, and plan activities for future development of Direct Instruction. *The Journal of Direct Instruction* will be discussed. All are welcome.

# 208 Special Event

5/26/02

7:00 PM - 8:00 PM

Simcoe & Dufferin

OTH

**Strengthen and Stretch and Breathing for Peak Performance and Anxiety Reduction: An Interactive Session**

ROBERT STIEN (Center for Neurobehavioral Health, Ltd), Amanda N. Adams (Elite Performance), and Kim Lucker (Behavior Management Consultants)

**Purpose:** This session is open to all participants. Two half-hour segments in this interactive session will include: 1) A specialized breathing technique for peak performance and anxiety reduction will be introduced to participants. 2) Strengthening exercises based on yoga, pilates, and dance will precede a stress-reducing flexibility training. Wear comfortable clothing. Leave feeling strong, relaxed, and refreshed!

# 209 Business Meeting

5/26/02

7:00 PM - 08:20 PM

Conference G

**Autism Special Interest Group**

Chair: David Celiberti (Eden II Programs)

**Purpose:** To address administrative matters relevant to the SIG and to award certificates to Andrea Chait, winner of the fourth 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 in applied behavior analysis. All interested parties are welcome to attend.

Sunday, May 26

**# 210 Special Event**

5/26/02

8:00 PM - 10:00 PM

Civic North & South

**4th Annual Student Social**

Chair: Erin B. Rasmussen (College of Charleston)

**# 211 Reunion**

5/26/02

8:00 PM - 10:00 PM

Essex Ballroom

**B. F. Skinner Foundation Hospitality Suite**

Chair: Julie S. Vargas (B. F. Skinner Foundation)

**# 212 Reunion**

5/26/02

8:00 PM - 10:00 PM

City Hall

**Columbia University and CABAS**

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

**# 213 Reunion**

5/26/02

8:00 PM - 10:00 PM

Dominion Ballroom North

**Friends of Doug Field (1952-2001)**

Chair: Philip N. Hine (Temple University)

**# 214 Reunion**

5/26/02

8:00 PM - 10:00 PM

Conference D&E

**OBM Network and Behavioral Safety Special Interest Group Hospitality Suite**

Chair: Ramona Houmanfar (University of Nevada, Reno)

**# 214a Reunion**

5/26/02

8:00 PM - 10:00 PM

Windsor East & West

**Standard Celeration Chart Data Share**

Chair: Stephen Graf (Youngstown State University)

**# 215 Special Event**

5/26/02

10:00 PM - 12:00 AM

Grand Ballroom West & Center

**Behavioral Follies**

Chairs: Linda Hayes and Cristin Harrison (University of Nevada, Reno)



# Association for Behavior Analysis

an international organization

Monday, May 27

2002

Day Schedule

ABA Business Meeting

Sessions

Presidential Address

ABA Social

Monday, May 27

ROOM		7 AM :00 :30		8 AM :00 :30		9 AM :00 :30		10 AM :00 :30		11 AM :00 :30		12:00 PM - 1:30 PM		1:30 PM - 2:30 PM	
Lower Concourse	Sheraton Hall					ABA Cooperative Bookstore						POSTER SESSIONS*		ABA Bookstore	
	Ballr'm Foyer					Exhibitors									
	GBR East					#225 EAB Ch: Pulido*				#258 EAB BRANCH				#279 EAB Ch: Odum*	
	GBR East Exp.					#236 EAB Ch: Vaidya*				#246 EAB Ch: Hubner*				#266 EAB Ch: Neuman*	
	GBR Center														
	GBR West					#220 DEV FRIMAN*								#272 OBM BRETHOWER*	
Con-course	Registration			On-Site and Pre-Registration											
Mezzanine	Windsor West					#223 DDA Ch: Richman*		#241 DDA Ch: Carroll-Hernandez*						#274 DDA Ch: McLaughlin*	
	Windsor East														
	Essex Ballr'm					#226 DDA Ch: Falcomata*		#248 DDA Ch: Wacker*						#265 DDA Ch: Smith*	
	Conference B					#230 OTH Ch: Lipsitt*		#244 OTH Ch: Poling						#270 OTH Ch: Holburn	
	Conference C							#245 DDA Ch: Smith*							
	Conference D&E					#217 ABA Business Mtg		#221 VRB Ch: Hall		#255 VRB Ch: Twyman				#273 VRB Ch: Bosch*	
	Conference F					#224 CBM Ch: Pace*		#257 CBM Ch: Gerber*							
	Conference G					#231 OBM Ch: Agnew*		#256 OBM Ch: Partington						#269 OBM Ch: Honeywell*	
	York	GBR = Grand Ballroom ■ = Special and Invited Events Ch: = Chair * = This event or a presentation within it is databased. LEGEND				#227 TBA Ch: Brigham		#251 TBA Ch: Osnes						#268 TBA Ch: Born*	
Second Floor	Dominion Ballr'm South					#219 AUT Ch: Gerhardt		#240 AUT Ch: Celiberti							
	Dominion Ballr'm North					#232 AUT Ch: Fisher*		#243 AUT Ch: Bondy						#267 AUT SMITH*	
	City Hall					#218 AUT Ch: Scott*		#239 AUT Ch: Newman							
	Elgin							#238 CSE Ch: Quinones		#252 CSE Ch: Lucas				#271 CSE Ch: Henry*	
	Wentworth					#233 DEV Ch: Mace*		#242 DEV Ch: Gershenson						#282 DEV Ch: Anderson*	
	Kenora					#237 TPC Ch: Galuska		#250 TPC Ch: Herbst						#281 TPC Ch: Morris	
	Huron					#228 CBM Ch: Greenway*		#253 CBM Ch: Kanter						#275 CBM Ch: Greenway	
	Kent					#234 BPH Ch: Schaal*								#280 BPH Ch: Walker*	
	Simcoe & Dufferin	#216 Martial Arts & Yoga				#222 EDC Ch: Boyce*		#254 EDC Ch: Aguilera*						#276 EDC Ch: Cowardin*	
	Civic Ballr'm South					#229 EDC Ch: West*		#249 EDC Ch: Peterson*						#277 EDC Ch: Martin*	
	Civic Ballr'm North					#235 EDC Ch: Burke*		#247 EDC Ch: Eckerman*						#278 EDC Ch: Brown*	

GBR = Grand Ballroom  
 ■ = Special and Invited Events  
 Ch: = Chair  
 \* = This event or a presentation within it is databased.  
 LEGEND

Monday, May 27

ROOM	2:30 - 3:00	3 PM :00 :30	4 PM :00 :30	5:00 - 5:30	5:30 PM - 7:00 PM	7 PM :00 :30	8 PM :00 :30	9 PM :00 :30	
Sheraton Hall	ABA Cooperative Bookstore				POSTER SESSIONS*				Lower Concourse
Ballr'm Foyer	Exhibitors								
GBR East	#279 Cont'd	#291 EAB Ch: Jacobs*							
GBR East Exp.	#286 EAB Ch: Keaveny*								
GBR Center				#303 Pies Address PERONE				#311 ABA SOCIAL 9 PM -1 AM	
GBR West									
Registration	On-Site and Pre-Registration								Con-course
Windsor West	#274 Cont'd	#296 DDA Ch: McComas*							Mezzanine
Windsor East									
Essex Ballr'm	#265 Cont'd	#295 DDA Ch: Reid*							
Conference B	#287a Ch: Smith	#302 OBM FISHER*							
Conference C									
Conference D&E	#273 Cont'd	#300 VRB Ch: Bicard*							
Conference F		#290 CBM Ch: Yen							
Conference G		#298 OBM Ch: Luce*							
York	#287 TBA Ch: Grskovic*								Second Floor
Dominion Ballr'm South	#284 AUT Ch: Frissen-Thompson*								
Dominion Ballr'm North	#285 AUT Ch: Stromer*								
City Hall	#283 AUT Ch: Gerhardt	#301 AUT Ch: Foxx							
Elgin		#297 CSE Ch: Vollmer							
Wentworth	#282 Cont'd								
Kenora	#281 Cont'd	#299 TPC Ch: Foster							
Huron	#275 Cont'd	#289 CBM Ch: Fink*							
Kent	#280 Cont'd	#288 BPH SILVERMAN*							
Simcoe & Dufferin	#276 Cont'd	#293 EDC Ch: Morris							
Civic Ballr'm South	#277 Cont'd	#294 EDC Ch: Hagan-Burke*							
Civic Ballr'm North	#278 Cont'd	#292 EDC Ch: Twyman							

## # 216 Special Event

5/27/02

7:00 AM - 8:00 AM

Simcoe & Dufferin

OTH

### **Martial Arts and Yoga Workout**

BOBBY NEWMAN (Room to Grow) and Meredith Needelman (Queens University)

This session is open to all participants. A yoga oriented warm-up and stretch will be followed by a martial arts style workout. A yoga cool down and stretch will complete the hour session. Wear comfortable clothing.

## # 217 Special Event

5/27/02

8:00 AM - 8:50 AM

Conference D&E

### **ABA Business Meeting**

Chair: M. Jackson Marr (Georgia Tech)

- GERALD R. BERNICKY (Affiliated Chapters Board Coordinator)
- PAMELA G. OSNES (Education Board Coordinator)
- KEITH D. ALLEN (Membership Board Coordinator)
- MICHAEL PERONE (Science Policy and Research Board and Program Board Coordinator)
- R. 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.

## # 218 International Paper Session

5/27/02

9:00 AM - 9:50 AM

City Hall

AUT

### **Autism Paper Session II**

Chair: Jack Scott (Florida Atlantic University)

- **Training and Supervision of Teaching Assistants in Intensive Early Behavioral Intervention Home Programs (TBA).** JACK SCOTT (Florida Atlantic University)
- **Establishing an ABA School: A Review with Data on Pupil Performance (EDC).** SIMON ECCLES (TreeHouse School)

## # 219 Panel Discussion

5/27/02

9:00 AM - 9:50 AM

Dominion Ballroom S

AUT/DDA

### Behavior Analysis and Family Support in Autism

Chair: Peter Gerhardt (Nassau Suffolk Services for Autism)

- KATHY MANNION (ASAT)
- MEGAN METASSA (Nassau Suffolk Services for Autism)

## # 220 Special Event

5/27/02

9:00 AM - 10:00 AM

Grand Ballroom West

DEV

### 2002 Tutorial - The Psychopathological Interpretation of Common Child Behavior Problems: A Critique and a Related Opportunity for Behavior Analysis

PATRICK C. FRIMAN (University of Nevada, Reno)



Interpreting common child behavior problems as evidence of psychopathology is routine in mainstream psychology. The practice is so widespread that when investigators fail to obtain clinically significant levels of behavior problems, as indexed by standard scores on assessment instruments, they usually (almost always) reanalyze their data in terms of raw scores and then argue that any statistically significant elevation is evidence of pathology. This talk will show, using four representative behavior problems and three tests for psychopathology, that the pathology assumptions are often wrong and then use two sources of bias (Selection and Textbook) to explain why the assumptions prevail, nonetheless. Lastly, rather than lament this state of affairs, the

talk will argue that it presents an enormous opportunity for behavior analysis. Specifically, most parents of children with common behavior problems are reluctant to seek professional help from clinical psychologists and psychiatrists, due in no small way to their aversion to the pathological view. Because the conceptual framework for behavior analysis does not include a pathology construct, behavior analysts could focus on the assessment and treatment of common child behavior problems and potentially capture a virtually unlimited market for their services.

**Dr. Friman** received his Ph.D. from the University of Kansas under the tutelage of Montrose M. Wolf and Edward R. Christophersen. He is the former director of Clinical Services and Internship Training at Father Flanagan's Boys' Home and is now the Director of Clinical Training and Associate Chairman of Psychology at the University of Nevada at Reno. He is a former Associate Editor and the current book review editor for the *Journal of Applied Behavior Analysis* and is on the editorial boards of seven other peer-reviewed journals. He has published more than 100 scientific articles and chapters, most involving behavior disorders of childhood in general and behavioral pediatrics in particular. Generally, Dr. Friman's research addresses the gap between outpatient well child medical care on one side and referral-based clinical child psychological and psychiatric care on the other. The gap

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includes behavior problems that bedevil parents, are outside the core curriculum used to train pediatricians, and yet are not sufficiently serious to warrant a psychiatric diagnosis. A primary goal of his research is to demonstrate the powerful role behavior analysis can play in the assessment and management of problems in the gap. A recent example involves a paper on solving bedtime problems published in the *Archives of Pediatrics and Adolescent Medicine*. Widespread interest in the paper resulted in its presentation at a large press conference in New York City sponsored by the American Medical Association where the Surgeon General of the United States, Dr. David Satcher, introduced Dr. Friman to the press.

# 221 International Invited Event

5/27/02

9:00 AM - 10:20 AM

Conference D&E

VRB

**Abstract or Emergent Verbal Relations: Promoting Conceptual Integration**

Chair: Genae A. Hall (Behavioral Consultant)

Discussant: Sam Leigland (Gonzaga University)

Abstract or emergent verbal relations have generated considerable interest among behavior analysts in recent years. Behaviorists are now better able to specify the reinforcement history necessary to establish such relations and counter the arguments of linguists, who have asserted that behaviorists cannot account for behavior that occurs without explicit training. Nevertheless, workers in different areas within behavior analysis have studied and discussed these relations in different ways, and their analyses have been controlled by different conceptual frameworks. These areas of study have remained separate and distinct, despite the fact that they often appear to be studying the same or highly similar behavioral events. In an attempt to foster greater conceptual integration, proponents of different approaches to the study of emergent relations will be brought together into one symposium. Each presenter may provide an overview of his/her particular conceptualization of emergent relations and discuss the extent to which greater conceptual integration of the different approaches might be possible or desirable.

- **Emergent Verbal Relations as Analogs of Basic Conditioning Processes.** HANK SCHLINGER, Ph.D. (California State University, Northridge and UCLA)



**Abstract:** In the tradition of Skinner in particular and behavior analysis in general, I believe we should try to understand emergent relations according to already established principles before positing new principles. Toward that end, I (1) suggest that many verbal operations, variously called autoclitic frames, contingency-specifying stimuli, relational frames, rules, instructions, etc., are analogous to basic conditioning processes in that they both alter evocative functions of stimuli; (2) offer a descriptive conceptual framework for basic conditioning processes and their analogous verbal operations; and (3) speculate about the provenance of the latter in terms of the experiences that might contribute to their emergence. By classifying these verbal

operations as analogs to basic conditioning processes, behavior analysts can begin to provide ultimate explanations of them, thereby bringing into the behavior analytic purview certain verbal relationships and countering the claim by cognitive psychologists that behaviorists cannot account for these or, indeed, any complex phenomena.



**Dr. Schlinger** received his Ph.D. in Psychology in 1985 from Western Michigan University. In 1988 he completed a two-year post-doctoral fellowship in behavioral pharmacology, also at Western Michigan University. From 1988 until 1998, Dr. Schlinger was a faculty member in the Psychology Department at Western New England College in Springfield, Massachusetts. He now teaches part-time at California State University, Northridge, and at the University of California, Los Angeles.

Dr. Schlinger has authored (or co-authored) three books: *Psychology: A Behavioral Overview* (1990), *A Behavior-Analytic View of Child Development* (1995) (which was translated into Japanese), and *Introduction to Scientific Psychology* (1998), all published by Plenum Publishing Co. He has published more than 30 articles in journals including the *American Psychologist*, the *Journal of the Experimental Analysis of Behavior*, *Pharmacology, Biochemistry and Behavior*, *Psychopharmacology*, the *Psychological Record*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, the *Skeptic*, and the *Skeptical Inquirer*. Dr. Schlinger has served on the editorial boards of *The Behavior Analyst* and *The Analysis of Verbal Behavior*, where he recently completed a three-year term as editor in chief. In addition to his activities as a behavior analyst, Dr. Schlinger is a songwriter/guitarist (see [www.hankschlinger.com](http://www.hankschlinger.com) or [www.mp3.com/hankschlinger](http://www.mp3.com/hankschlinger)). He lives in Los Angeles with his wife, Julie David, a writer and actress.

- **Combining Relational Frame Theory with Skinner's Verbal Behavior: Some Possible Implications.** DERMOT BARNES-HOLMES, Ph.D. (National University of Ireland, Maynooth)



**Abstract:** The current paper outlines a way in which to achieve a rapprochement between Skinner's (1957) treatment of verbal behavior and the more recent behavioral treatment of language known as Relational Frame Theory. The key strategy involved in bringing these two accounts together requires that we distinguish between two types of operants: one based on direct contingencies of reinforcement, the other based on arbitrarily applicable relational responding. The latter operants are labeled verbal because they can be distinguished from other forms of social behavior, and they appear to possess the symbolic or referential qualities often ascribed to human language. Some of the possible implications arising from the syntheses of Skinner's Verbal

Behavior with Relational Frame Theory will be considered.

**Dr. Barnes-Holmes** is foundation Professor and Chair of the Department of Psychology of the National University of Ireland, Maynooth. He studied under Julian Leslie and Dr. Michael Keenan at the University of Ulster before taking up a teaching position at University College, Cork, where he stayed for 10 years before accepting his current post. Dr. Barnes-Holmes has published over 110 scientific articles, book chapters, and books, and he was recently ranked as the most prolific author in the world in the *Experimental Analysis of Human Behavior* during the period 1980-1999 (Dymond & Critchfield, 2000). He has served on or is currently serving on the editorial boards of the following journals: *Experimental Analysis of Human Behavior Bulletin*, *Journal of the Experimental Analysis of Behavior*, *Journal of Applied Behavior Analysis*, *The Behavior Analyst*, *The European Journal of Behavior Analysis*, *The International Journal of Psychology and Psychological Therapy* (Associate Editor); and the *Psychological Record*. Dr. Barnes-Holmes' research career has been influenced greatly by the work of Dr. Steven Hayes. Their collaborative efforts, and those of their students and colleagues on both sides of the Atlantic, led to the recent publication of the first full-length book on Relational Frame Theory.

**Novel Behavior and Operant Variability.** PHILIP N. CHASE, Ph.D. (West Virginia University) and Timothy A. Shahan (University of New Hampshire)



**Abstract:** The review of common behavior analytic concepts examines processes that help to account for novel behavior. Many concepts used in behavior analysis including selectionism, the definitions of the operant, reinforcement, and stimulus control assume variability in the response and the stimulus portions of contingencies. In this context, the importance of the relation between variability and novelty is discussed and concepts used to account for novel behavior are examined. Experimental findings also are reviewed that suggest that variability in operant behavior can come under discriminative control and these findings are applied to describe novel instances of behavior that may arise during problem solving. We conclude that behavior analytic

accounts of stimulus control and behavioral variability provide powerful means of understanding novel behavior and can be said to emphasize the importance of novel behavior rather than ignoring it.

**Dr. Chase**, a Professor of Psychology at West Virginia University, specializes in studying the environmental variables that influence novel behavior. This interest has led to two lines of research: understanding the basic processes of verbal behavior and applying these processes to the design of teaching procedures that facilitate problem solving. Phil is a graduate of the University of Massachusetts in Amherst where he worked with Beth Sulzer-Azaroff, John Donahoe, Kent Johnson, and other UMASS behavior analysts.

Phil has published over 50 articles, chapters, and books. He has served on the editorial boards of many behavioral journals, including his recent stint as editor of *The Behavior Analyst*. He has further served the field by co-organizing three international conferences and reviewing grants for three national agencies. He also serves on the executive committee of the Board of Trustees for the Cambridge Center for Behavioral Studies. In 1990, Phil received a Fulbright Research Scholarship to study in Italy. In 1997, he received the Benedum Distinguished Scholar Award from West Virginia University

#### # 222 Symposium

5/27/02

9:00 AM - 10:20 AM

Simcoe & Dufferin

EDC

#### **Accumulating Evidence for REAPS in a Precision Teaching Program**

Chair: Thomas E. (Ted) Boyce (University of Nevada, Reno)

Discussant: Henry S. Pennypacker (University of Florida)

- **Applying Fluent Performance to More Complex Skills: An Evaluation of Component-Composite Relationships in a Precision Teaching Program.**  
NICHOLAS M. BERENS, Kimberly Nix Berens, Janice Doney, Amy Kenzer, Rebecca A. Flores, and Thomas E. (Ted) Boyce (University of Nevada, Reno)

- **An Assessment of Endurance Variability in Academic Skills Emitted by Fluent Performers.** JANICE DONEY, Kimberly Nix Berens, Nicholas M. Berens, Amy Kenzer, Rebecca A. Flores, and Thomas E. (Ted) Boyce (University of Nevada, Reno)
- **Promoting Retention of Academic Skills in a Precision Teaching Program: Development of Data-Based Mastery Criteria for Fluent Performances.** KIMBERLY NIX BERENS, Nicholas M. Berens, Janice Doney, Amy Kenzer, Rebecca A. Flores, and Thomas E. (Ted) Boyce (University of Nevada, Reno)

#### # 223 Symposium

5/27/02

9:00 AM - 10:20 AM

Windsor East & West

DDA

#### **Advances in Assessment and Treatment of Stereotypy**

Chair: David M. Richman (University of Kansas Medical Center)

- **Use of an Antecedent Functional Analysis and a Force Sensitive Platform to Compare Children with Stereotypic Behavior and Motor Tics.** KIMBERLY CROSLAND, Jennifer R. Zarcone, Troy Zarcone, and Stephen Fowler (University of Kansas)
- **Early Development of Stereotypy in Young Children with Developmental Disabilities.** DAVID M. RICHMAN (University of Kansas Medical Center), and Paige S. Morse and Steve Lindauer (University of Kansas)
- **Further Evaluation of Competing Stimuli on Problem Behavior Maintained by Automatic Reinforcement.** JOEL E. RINGDAHL, Wendy K. Berg, David P. Wacker, Lisa Winborn, and Danielle N. Dolezal (University of Iowa)
- **Identifying Specific Sensory Modalities Maintaining the Stereotypy of Students with Multiple Profound Disabilities.** Jung-Chang Tang, CRAIG KENNEDY, and Tina Patterson (Vanderbilt University)

#### # 224 Symposium

5/27/02

9:00 AM - 10:20 AM

Conference F

CBM

#### **Antecedent Approaches for Children and Adolescents with Brain Injuries**

Chair: Gary Pace (The May Institute)

Discussant: Terry Page (Bancroft NeuroHealth)

- **An Antecedent Approach to Decreasing Maladaptive Behaviors in Children with Brain Injury.** ERIN DUNN, Gary Pace, Cindy Cochran, and Bernard Brick (The May Institute)
- **Antecedents to Protective Holds in Children and Adolescents with Brain Injuries.** James Luiselli, GARY PACE, and Erin Dunn (The May Institute)
- **Reducing Impulsivity in Children with Brain Injuries.** MICHAEL MOZZONI (BCBA Timber Ridge Group, Inc.)

Monday, May 27

## # 225 International Paper Session

5/27/02

9:00 AM - 10:20 AM

Grand Ballroom East

EAB

### Delayed Reinforcement # 2

Chair: Marco Pulido (Universidad Intercontinental, Mexico)

- **Effects of Prior Exposure to a Variable-Time Schedule on Response Acquisition with Immediate and Delayed Reinforcement.** SUSAN SNYCERSKI, Sean Laraway, Bradley Huitema, and Alan Poling (Western Michigan University)
- **Monitoring of Competing Responses in a Delayed Reinforcement Procedure.** CRISTINA VARGAS and Giovanni A. Hernández (Universidad Central de Venezuela)
- **Effect of Previously Reinforced Responses on Performance under Delayed Reinforcement.** GIOVANNI HERNÁNDEZ and Cristina Vargas (Universidad Central de Venezuela)
- **Response Acquisition under Conditions of Signaled Delay of Reinforcement: Effect of Separating the Response from the Signal.** MARCO PULIDO (Universidad Intercontinental, Mexico)

## # 226 Symposium

5/27/02

9:00 AM - 10:20 AM

Essex Ballroom

DDA

### Functional Analysis of Verbal Behavior

Chair: Terry Falcomata (Southern Illinois University)

Discussant: Jack Michael (Western Michigan University)

- **Functional Assessment and Treatment of Psychotic Speech in Dually-Diagnosed Individuals.** BLAKE M. LANCASTER and Linda A. LeBlanc (Western Michigan University)
- **Functional Analysis and Intervention of Depressive, Psychotic, and Sexually Inappropriate Verbal Behavior.** MARK R. DIXON (Southern Illinois University), John M. Guercio (Center for Comprehensive Services), Catherine Newell, Terry Falcomata, and Mollie Horner (Southern Illinois University), and Carrie Lincoln (Center for Comprehensive Services)
- **Functional Analysis and Treatment of Multiple Topographies of Bizarre Vocalizations Exhibited by an Adult with Schizophrenia.** DAVID A. WILDER, Holly White, and Michael L. Yu (University of the Pacific)

## # 227 Panel Discussion

5/27/02

9:00 AM - 10:20 AM

York

TBA

### **Graduate Training in ABA PART I: Choosing the Right Program and How to Get In**

Chair: Thomas A. Brigham (Washington State University)

- COLIN PEELER (Florida State University)
- JAMES E. CARR (Western Michigan University)
- KAREN KATE KELLUM (University of Nevada, Reno)
- ANTHONY J. CUVO (Southern Illinois University)

## # 228 International Paper Session

5/27/02

9:00 AM - 10:20 AM

Huron

CBM

### **Emotional Avoidance and Acceptance**

Chair: David E. Greenway (University of Louisiana at Lafayette)

- **Working with Acceptance and Commitment Therapy: Results with Several Cases.** CARMEN LUCIANO-SORIANO, Francisco Cobos, Sonsoles Valdivia, Carmelo Visdomine, and Miguel Rodriguez (Universidad de Almera)
- **Evaluation of an ACT Intervention in a Preventive Program for Chronic Pain at the Worksite.** JOANNE DAHL OLERUD and Annika Nilsson (University of Gävle), and Kelly G. Wilson (University of Nevada, Reno)
- **Emotional Avoidance and Automatic Reinforcement: Toward Reunification of Applied and Clinical Behavior Analysis (TPC).** RAINER FRANZ SONNTAG (Private Practice)

## # 229 Symposium

5/27/02

9:00 AM - 10:20 AM

Civic Ballroom South

EDC

### **Managing the Behavior of Groups of Students in Public Schools: Clocklights and Group Contingencies**

Chair: Richard P. West (Utah State University)

Discussant: Howard Sloane (Cambridge Center for Behavioral Studies)

- **Student-Managed Class-Wide Reinforcement Program.** BENJAMIN J. YOUNG (Utah State University), Jennifer Rowe (Provo School District), K. Richard Young (Brigham Young University), and Janet F. Young (Center for Teacher Education and Learning)

Monday, May 27

- **The Effects of a Musical Clocklight Program Consisting of Individual and Group Reward Contingencies on Noise Level in an Elementary School Lunchroom.** BRYAN J. DAVEY, Melina Alexander, Claudia Edmondson, and Richard P. West (Utah State University)
- **Using a Clocklight Program to Decrease Disruptive Behaviors and Increase On-Task Behavior for Students with Behavior Disorders.** LEE ANNE M. LARSEN, Richard P. West, and K. Richard Young (Brigham Young University)

#### # 230 Symposium

5/27/02

9:00 AM - 10:20 AM

Conference B

OTH

##### **Noah's Operant Ark: An Exotic Operant Experience**

Chair: Mark Lipsitt (Lipsett Training Services)

Discussant: Valeri Farmer-Dougan (Illinois State University)

- **Target Training in Ostriches.** NICOLE DOREY, Eddie Fernandez, and Jesus Rosales-Ruiz (University of North Texas)
- **Operant Conditioning of Galapagos Tortoises: Increasing the Attractiveness of Tortoises to the General Public.** THERESA STEWART and Valeri Farmer-Dougan (Behavior Research Unit, Illinois State University)
- **Shifting and Stationing with Monkeys.** EDDIE FERNANDEZ, Nicole Dorey, and Jesus Rosales-Ruiz (University of North Texas)

#### # 231 Symposium

5/27/02

9:00 AM - 10:20 AM

Conference G

OBM

##### **Performance Management as a Cornerstone of Organizational Change**

Chair: Judy Agnew (Aubrey Daniels International)

Discussant: Cloyd Hyten (University of North Texas)

- **Strategic Integration of Behavioral Leadership within a High Performance Organization.** KEN WAGNER and David Uhl (Aubrey Daniels International)
- **Reengineering Insurance Processes to Effectively Adapt in an Ever-Changing Marketplace.** PAM SKELTON (Aubrey Daniels International)
- **Using PM to Offset the Negative Side Effects of Centralization in an Insurance Company.** JUDY AGNEW (Aubrey Daniels International)

## # 232 Symposium

5/27/02

9:00 AM - 10:20 AM

Dominion Ballroom North

AUT

### **Recent Advances in Behavioral Analysis and Treatment of Autism**

Chair: Wayne W. Fisher (The Marcus Institute)

Discussant: Gina Green (The Institute for Effective Education)

- **Functional Analysis and Treatment of Core and Associated Symptoms of Autism.** WAYNE W. FISHER (The Marcus Institute), Iser Guillermo DeLeon (Kennedy Krieger Institute), and Rachel H. Thompson (University of Kansas)
- **An Evaluation of Food Selectivity in Children with Autism.** MEETA R. PATEL, Cathleen C. Piazza, Christine M. Santana, Michael T. Epstein, and Kelly Keith (The Marcus Institute)
- **Two Methods for Teaching Simple Visual Discriminations to Youths with Severe Disabilities.** RICHARD B. GRAFF (New England Center for Children) and Gina Green (The Institute for Effective Education)

## # 233 International Symposium

5/27/02

9:00 AM - 10:20 AM

Wentworth

DEV

### **Self-Controlled Responding in ADHD and Typically Developing Children**

Chair: F. Charles Mace (University of Wales, Bangor)

Discussant: John Northup (Louisiana State University)

- **Effects of Response Effort on Concurrent Schedule Performance in Children.** JENNIFER L. BRUZEK, F. Charles Mace, Marguerite L. Hoerger, and J. Carl Hughes (University of Wales, Bangor)
- **Assessment of Impulsivity and the Development of Self-Control with Students with Attention Deficit Hyperactivity Disorder.** Nancy A. Neef (The Ohio University), DAVID F. BICARD (Florida International University), and Sayaka Endo (The Hawthorne School)
- **Impulsive Responding on a Computerized Test of Self-Control Correlates with Behaviour Problems in Children with ADHD.** MARGUERITE L. HOERGER and F. Charles Mace (University of Wales, Bangor)

Monday, May 27

## # 234 Symposium

5/27/02

9:00 AM - 10:20 AM

Kent

BPH

### **Stimulus Value and the Behavioral Effects of Drugs**

Chair: David Schaal (West Virginia University)

Discussant: Christine Hughes (University of North Carolina at Wilmington)

- **Effects of Desipramine on Pausing in the Transition between Rich and Lean Schedules.** TAMMY WADE and Michael Perone (West Virginia University)
- **Does Stimulus Value Alter the Effects of d-amphetamine on Temporally Organized Behavior?** LORI M. LIEVING and David Schaal (West Virginia University)
- **Drug-Associated Conditioned Reinforcement: Observing Responses and Behavioral Economics.** TIMOTHY SHAHAN (University of New Hampshire)

## # 235 Symposium

5/27/02

9:00 AM - 10:20 AM

Civic Ballroom North

EDC

### **The Effects of Academic Demands on Problem Behavior in the Classroom: Recent Findings and Implications**

Chair: Mack Burke (University of Georgia)

Discussant: Phillip Belfiore (Mercyhurst College)

- **Identifying Antecedent Events that Occasion Escape-Motivated Behavior in the Classroom.** MAURA ROBERTS (University of Oregon)
- **The Incremental Effects of Interspersing Easy Math Items on Task-Related Behavior.** KEVIN FILTER and William Calderhead (University of Oregon)
- **The Effects of Pre-teaching Difficult Vocabulary Words on Task Engagement.** MACK BURKE (University of Georgia)

## # 236 Symposium

5/27/02

9:00 AM - 10:20 AM

Grand Ballroom East Expansion

EAB

### **Toward an Investigation of Basic Behavioral Processes in the Development of Reading Skills**

Chair: Manish Vaidya (University of North Texas)

Discussant: Kathryn J. Saunders (University of Kansas)

- **The Abstraction of Onset Letters in Consonant-Vowel-Consonant Words by Pre-readers.** HELEN YOO, Kathryn J. Saunders, Dean C. Williams, and Nancy Brady (University of Kansas)



- **Does Training Abstracted Stimulus Control by Onset Sounds Improve Performance on Tests of Phonological Awareness?** ANTHONY DEFULIO and Manish Vaidya (University of North Texas), and Kathryn J. Saunders (University of Kansas)
- **Recombinative Generalization of Within-Syllable Units in Adults with Developmental Disabilities.** MANISH VAIDYA (University of North Texas) and Kathryn J. Saunders (University of Kansas)

#### # 237 International Paper Session

5/27/02

9:00 AM - 10:20 AM

Kenora

TPC

#### **Behaviorism and Aspects of Religious/Spiritual Experience/Ethics**

Chair: Chad M. Galuska (West Virginia University)

- **Promoting Behaviorism in a Judeo-Christian Culture: The Importance of Finding Common Ground.** CHAD M. GALUSKA (West Virginia University)
- **Eastern Spiritual Practices and Behavior Analysis: A Radical Behaviorist Interprets Meditative Practices and Experience (VRB).** BRAM GOLDWATER (University of Victoria)
- **See No Evil (VRB).** LINDA HAYES and Fernando Guerrero (University of Nevada, Reno)

#### # 238 Paper Session

5/27/02

9:30 AM - 10:20 AM

Elgin

CSE

#### **Clinical Issues: Social Implications**

Chair: Rene Quinones (University of Nevada, Reno)

- **Dynamics of Couple Relationship (TPC).** RENE QUINONES and Linda J. Hayes (University of Nevada, Reno)
- **Phantom Diagnoses in the DSM-IV (DEV).** ALBERT PRINCE (Marietta Psychological Services)

Monday, May 27

## # 239 Paper Session

5/27/02

10:00 AM - 10:50 AM

City Hall

AUT

### Autism Paper Session III

Chair: Bobby Newman (Room to Grow)

- **Is a Reasonable Attempt Acceptable? A Component Analysis of Language Instruction (DDA).** BOBBY NEWMAN (Room to Grow), and Meredith Needelman, Felicia Blumberg, Miriam Romero, and Barbara Zahirsky (AMAC)
- **Teaching Games to Children with Autism to Facilitate Social Behavior Interactions with Adults and Siblings.** JENNIFER L. THOMAS, Rebecca A. Flores, Molly Day, Jessica Romo, and Rebecca J. Walter, and Patrick Ghezzi (University of Nevada, Reno)

## # 240 Symposium

5/27/02

10:00 AM - 11:20 AM

Dominion Ballroom South

AUT/DDA

### Managing Errors in Discrete Trial Instruction: Some Important Considerations

Chair: David Celiberti (Eden II Programs)

Discussant: Saul Axelrod (Special Education Program)

- **Errorless Teaching for Children with Autism: Prompting Consistency in Stimulus, Response, and Reinforcement Relations.** BRIDGET A. TAYLOR (Alpine Learning Group, Inc.)
- **The "No-No-Prompt" Procedure as a Complex System of Implementation.** STEIN K. LUND and John C. Barnard (Bancroft NeuroHealth)
- **The Errorless Procedure or the No-No Prompt Sequence: Which Should It Be?** KELLY KATES McELRATH (Bucks County Intermediate Unit # 22) and Lillian Pelios (Bancroft NeuroHealth)

## # 241 Paper Session

5/27/02

10:30 AM - 11:20 AM

Windsor East & West

DDA

### 'Best Practices' for Developmental Disabilities Intervention

Chair: Tammy A. Carroll-Hernandez (University of Kansas)

- **Effects of Interventions to Promote Self-Determination for Individuals with Disabilities (EDC).** DAVID TEST, Wendy Wood, Meagan Karvonen, Diane Browder, and Bob Algozzine (University of North Carolina, Charlotte)

- **Putting the Puzzle Together: Community Living for People with Developmental Disabilities (CSE).** TAMMY A. CARROLL-HERNANDEZ, Jan B. Sheldon, and James A. Sherman (University of Kansas), and Michael C. Strouse (Community Living Opportunities, Inc.)
- **The Behaviorist's Changing Role in Schools (EDC).** KIMBERLY SMALLEY (State of Hawaii, Department of Health/Children and Adolescent Mental Health Division)

#### # 242 Paper Session

5/27/02

10:30 AM - 11:20 AM

Wentworth

DEV

##### Paper Session 2

Chair: Celia Wolk Gershenson (University of Minnesota)

- **Behavior Analysis and Cognitive Aging: How the Twain Do Meet (EAB).** CELIA WOLK GERSHENSON (University of Minnesota)
- **Statistical Process Control in Long-Term Care Facilities (OBM).** STEPHEN ENGE (Virtual-IT.Net)

#### # 243 Symposium

5/27/02

10:30 AM - 11:20 AM

Dominion Ballroom North

AUT

##### Verbal Behavior, PECS, and Autism

Chair: Andrew S. Bondy (Pyramid Educational Consultants)

- **Impure and Complex Verbal Operants.** LORI FROST and Andrew S. Bondy (Pyramid Educational Consultants)
- **Verbal Behavior and the Phase Structure of PECS.** ANTHONY CASTROGIOVANNI, Andrew S. Bondy, and Lori Frost (Pyramid Educational Consultants)
- **Autoclitics and Autism.** ANDREW S. BONDY and Lori Frost (Pyramid Educational Consultants)

#### # 244 Panel Discussion

5/27/02

10:30 AM - 11:50 AM

Conference B

OTH

##### Balancing Professional and Parental Activities: Behavior Analysts as Parents

Chair: Alan Poling (Western Michigan University)

- KRISTAL E. EHRHARDT (Western Michigan University)
- JANE FISHER (University of Nevada, Reno)
- R. WAYNE FUQUA (Western Michigan University)
- SCOTT GAYNOR (Western Michigan University)

## # 245 Symposium

5/27/02

10:30 AM - 11:50 AM

Conference C

DDA

### **Basic Behavioral Processes in the Treatment of Behavior Disorders**

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

- **Immediate and Subsequent Effects of Fixed-Time Food Presentations on Automatically Maintained Mouthing.** JASON SIMMONS, Richard G. Smith, and Lana Kastern (University of North Texas)
- **The Use of Noncontingent Reinforcement as Treatment for Behavior Problems Maintained by Escape from Demands.** MICHELE D. WALLACE (University of Nevada, Reno), Brian A. Iwata (University of Florida), Cristin D. Harrison (University of Nevada, Reno), and Eileen M. Roscoe (University of Florida)
- **Alternative Reinforcement Schedule Effects.** LOUIS P. HAGOPIAN, Karena Rush, Ethan S. Long, Gregory A. Lieving, and Kimberly Abt (Kennedy Krieger Institute)
- **Interpolation of Reinforcement and Behavior during Extinction.** CAIO MIGUEL, James E. Carr, and Tina Sidener (Western Michigan University)

## # 246 International Symposium

5/27/02

10:30 AM - 11:50 AM

Grand Ballroom East Expansion

EAB/EDC

### **Basic Research on Stimulus Control with Primates and Humans: Educational Implications**

Chair: Maria Martha Costa Hubner (Universidade Presbiteriana Mackenzie)

Discussant: Luis Antonio Pérez-González (University of Oviedo- Spain)

- **An "Educational" Approach in Basic Research on Stimulus Control with Primates.** ROMARIZ DA SILVA BARROS, Olavo de Faria Galvao, Aline Cardoso Rocha, Mariana Barreira Mendonca, and Paulo Roney Kilpp Goular (Universidade Federal do Pará, Brazil)
- **Empirical Criteria for Reading Curriculum Derived from Basic Research in Equivalence and Minimal Verbal Units Control.** MARIA MARTHA COSTA HUBNER, Leila Saraiva, Ana Carolina Rossini, Gabriela B. Alves dos Santos, Mara Ziravello, Viviane Freire Bueno, and Fernanda Fuentes (Universidade Presbiteriana Mackenzie; São Paulo, Brazil)
- **Stimulus Equivalence: A Model to Study Symbolic Behavior and Its Educational Implications.** OLIVIA MISAE KATO, Grauben Jose Alves de Assis, Marcelo Quintino Galvao Baptista, Keila Regina Sales Alves, Rosa Helena Malheiros, Maria Elizangela Sampaio, and Daniell Graim Cardoso, and Joselle Oliveira do Nascimento (Universidade Federal do Pará, Brazil)

## # 247 Symposium

5/27/02

10:30 AM - 11:50 AM

Civic Ballroom North

EDC

### **Beyond the Teaching Machine: Modern Methods for Delivering Programmed Instruction.**

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

Discussant: James G. Holland (University of Pittsburgh)

- **A Comparison of Programmed Instruction Variants Presented via Book and Computer.** W. KENT ANGER (Oregon Health & Science University), David A. Eckerman (University of North Carolina at Chapel Hill), Diane S. Rohlman, Tammara Ammerman, and Heather Fercho (Oregon Health & Science University), and Carrie Bloomquist (Linfield College)
- **Student Performance in Distance Learning Environments.** STEPHEN SCHERER and Julie S. Vargas (West Virginia University)
- **Development and Implementation of On-Line PI: Lessons Learned.** KALE KRITCH and Darrel Bostow (University of South Florida)

## # 248 Symposium

5/27/02

10:30 AM - 11:50 AM

Essex Ballroom

DDA

### **Community-Based Functional Assessment and Treatment of Aberrant Behavior Displayed by Children with Severe Disabilities**

Chair: David P. Wacker (University of Iowa)

Discussant: Robert H. Horner (University of Oregon)

- **Mechanisms Influencing the Evolution of Stereotypy into Self-Injury.** CRAIG H. KENNEDY, Jung-Chang Tang, Mary Caruso, and Amy Koppekin (Vanderbilt University)
- **An Analysis of Treatment for Severe Self-Injury Maintained by Multiple Reinforcers.** ANJALI BARRETTO (Gonzaga University), and David P. Wacker, Jay W. Harding, Wendy K. Berg, and John Lee (University of Iowa)
- **Application of the Single-Response Matching Equation in Descriptive Analyses of Problem Behavior.** JASON BOURRET, Timothy R. Vollmer, Carie S. Wright, and John C. Borrero (University of Florida)

Monday, May 27

## # 249 Symposium

5/27/02

10:30 AM - 11:50 AM

Civic Ballroom South

EDC

### **Defining "Task Demand" in the Analysis of Problem Behavior**

Chair: Stephanie M. Peterson (The Ohio State University)

Discussant: James W. Halle (University of Illinois at Urbana-Champaign)

- **Effect of Task Preference on Functional Analysis Outcomes.** JENNIFER M. ASMUS, Julie M. Sapasso, Maureen A. Conroy, and Jennifer A. Sellers (University of Florida)
- **A Parametric Study of the Relationship between Task Demand and Problem Behavior during Reading Instruction.** Melanie Jones (Utah State University), STEPHANIE M. PETERSON (The Ohio State University), and Benjamin Lignugaris/Kraft (Utah State University)
- **Conceptual Analysis of Task Demand in School Settings.** BENJAMIN LIGNUGARIS/KRAFT (Utah State University), Stephanie M. Peterson (The Ohio State University), and Melanie Jones (Utah State University)

## # 250 Symposium

5/27/02

10:30 AM - 11:50 AM

Kenora

TPC

### **Freedom and Dignity: Extensions and Criticisms of Skinner's Analysis of Cultural Change**

Chair: Scott Herbst (University of Nevada, Reno)

Discussant: Maria E. Malott (Western Michigan University)

- **Using Current Cultural Conceptions of Autonomy to Promote Effective Social Change.** JONATHAN TARBOX and Linda J. Hayes (University of Nevada, Reno)
- **Cultural Design and the Autonomous Man: Implications for Public Education in America.** RACHEL TARBOX (University of Nevada, Reno)
- **Cultural Selection and Considerations in Cultural Design.** SCOTT HERBST and Linda J. Hayes (University of Nevada, Reno)

## # 251 Panel Discussion

5/27/02

10:30 AM - 11:50 AM

York

TBA

### **Graduate Training in ABA Part II: Choosing the Right Program and How to Get In**

Chair: Pamela G. Osnes (University of South Florida)

- JANET ELLIS (University of North Texas)
- JOSE A. MARTINEZ-DIAZ (Florida Tech & ABA Tech)
- ISER GUILLERMO DELEON (Johns Hopkins University)
- R. DOUGLAS GREER (Columbia University Teachers College)

### # 252 Panel Discussion

5/27/02

10:30 AM - 11:50 AM

Elgin

CSE/OTH

#### **Interventions for Dealing with Loss in the MR/DD Population**

Chair: Janice Lucas (Southside Virginia Training Center)

- JANICE LUCAS (Southside Virginia Training Center)
- IRENE ROBINSON (Southside Virginia Training Center)
- EVELYN WHITEHEAD (Southside Virginia Training Center)

### # 253 Panel Discussion

5/27/02

10:30 AM - 11:50 AM

Huron

CBM/TPC

#### **Private Events: Analyzing Their Functions in New Light**

Chair: Jonathan W. Kanter (University of Washington)

- KURT SALZINGER (American Psychological Association)
- ROBERT D. ZETTLE (Wichita State University)
- KELLY G. WILSON (University of Mississippi)
- DANIEL J. MORAN (Valparaiso University)

### # 254 Symposium

5/27/02

10:30 AM - 11:50 AM

Simcoe & Dufferin

EDC

#### **Research on the Relation between Practice and Rate-Building**

Chair: Carolina Aguilera (West Virginia University)

- **A Literature Review of Empirical Studies of Rate-Building and Practice.** SHANNON S. HAAG, Elizabethann O'Shields, and Philip N. Chase (West Virginia University)
- **Deliberate Practice with Rate Building Makes Important Skills Perfect in Less Time.** PHILIP N. CHASE, Carolina Aguilera, and Christine Kim (West Virginia University)
- **Evaluating the Effects of Fluency Training versus Accuracy Training on Equivalence Class Formation.** ANIBAL GUTIERREZ JR. and Henry S. Pennypacker (University of Florida)
- **Misapplying Fluency Training: The Case of Concept Learning.** ERIC J. FOX (Arizona State University)

#### # 255 Panel Discussion

5/27/02

10:30 AM - 11:50 AM

Conference D&E

VRB/TPC

#### **Untangling the Web: A Science of Behavior and Higher-Order Verbal Phenomenon**

Chair: Janet S. Twyman (Headsprout)

- DAVID C. PALMER (Smith College)
- HANK SCHLINGER (California State University, Northridge)
- GREG STIKELEATHER (Headsprout)

#### # 256 Symposium

5/27/02

10:30 AM - 11:50 AM

Conference G

OBM

#### **Utilizing Organizational Behavior Management Strategies in Autism Education Programs**

Chair: James W. Partington (Behavior Analysts, Inc.)

- **Systems of Data Collection for Organizational Development.** SUZANNE LETSO (Connecticut Center for Child Development, Inc.)
- **Conducting a Functional Assessment of Staff Reinforcers.** PETER GERHARDT (Nassau Suffolk Services for Autism)
- **Staff Evaluation Procedures: Keeping Reinforcement Contingent on Performance.** JOANNE GERENSER (The Eden II Programs)
- **Managing Performance Using the Six Boxes Model.** CARL BINDER (Binder Riha Associates)

#### # 257 Symposium

5/27/02

10:30 AM - 11:50 PM

Conference F

CBM

#### **A Series of Behavior Analytic Case Studies in Acquired Brain Injury Rehabilitation**

Chair: Gary Gerber (West Park Healthcare Centre)

Discussant: Wanda Smith (McMaster University)

- **Case 1 - Verbal Outbursts, Physical Aggression, and Wandering.** ANDREW McNAMARA, Gary Gerber, and Gerald R. Bernicky (West Park Healthcare Centre)
- **Psychotropic Medications: When the Solution becomes the Problem.** ALI UZUNOZ, Kim Le Mare-Matthews, Ian Kohler, Sara Ippolito, Brenda Scozzari, and Mariella De Renzis (Hamilton Health Sciences)
- **Identity and Inclusion: Behavioral Analysis and Intervention with Treatment of Refractory Severe Behavior Disorder.** JOHN DAVIS, John Froud, and Bill Roberts (Brain Injury Community Re-Entry, Niagara)



5/27/02

11:00 AM - 11:50 AM

Grand Ballroom East

EAB

### **An Editor Remembers the Work of Roger T. Kelleher**

Chair: Kennon A. Lattal (West Virginia University)

MARC BRANCH (University of Florida)



Roger T. Kelleher is remembered most for his outstanding work in behavioral pharmacology, but he also performed highly significant research in the analysis of operant behavior. This presentation will summarize, from a former editor's perspective, Kelleher's empirical contributions to the analysis of behavior. Features of the work, especially those that point the way to interesting research paths (many yet to be followed), will be emphasized. In addition, the "style" of the work, primarily how it never lost sight of larger, more general issues in a science of behavior, will be described as a useful model of how to conduct empirical investigations.

**Dr. Branch** received his Ph.D. from the University of Maryland in 1972, with his work supervised by Lewis R.

Gollub, one of B. F. Skinner's last Ph.D. students. After a one-year post-doctoral position at the Worcester Foundation for Experimental Biology, Branch joined the faculty of the Psychology Department at the University of Florida. He has remained there since, and now holds the rank of Professor. He served as department chairman from 1995-2000. He has research interests in both behavioral pharmacology and in the basic analysis of behavior, and also maintains an interest in conceptual and philosophical issues related to behavioral science. He has served as both Associate Editor and Editor of the *Journal of the Experimental Analysis of Behavior*. He is past president of the Society for the Experimental Analysis of Behavior, the Southeastern Association for Behavior Analysis, and ABA.

### **# 259 International Poster Session**

5/27/02

12:00 PM - 1:30 PM

Sheraton Hall

AUT

1. **Aline's Story: A Case Study.** JASON GARNER, Geoff Putman, and Sierra Greener-Wooten (CARD, Inc.)
2. **Al's Story: A Case Study in ABA.** WENDY STANG and D. Doreen Granpeesheh (CARD, Inc.)
3. **Behavioral Supports for Effective Community Participation by Older Adolescents and Adults with Asperger's Syndrome (DDA).** ROBERT BABCOCK (Emory Autism Resource Center)
4. **Biological Factors of Autism.** DOREEN GRANPEESHEH (CARD, Inc.)
5. **Bob's Story: A Case Study in ABA.** EVELYN KUNG and D. Doreen Granpeesheh (CARD, Inc.)

6. **Combining Discrete Trial Training with Precision Teaching to Improve Learning Acquisition in a Child with Autism.** MORTEN HAUGLAND (Otterbein College) and Kristi Porter (Millennium Community School)
7. **Contingent Punishment for Aggressive Behavior.** SEBASTIEN BOSCH (Independent Consultant) and Ivy Chong (Western Michigan University)
8. **Dan's Story: A Case Study.** THERESA CHIPMAN, Heidi Bugo, Kellie Gutierrez, and Doreen Granpeesheh (CARD, Inc.)
9. **Developing Intraverbal Conversation Component Skills in a Child with Autism through Fluency-Based Instruction (VRB).** Michael Fabrizio (Fabrizio/Moors Consulting), KRISTA ZAMBOLIN (University of British Columbia), and Shane Isley
10. **Discriminated Use of a Request Assistance Response during Skill Acquisition Training (DDA).** JOE REICHLE, Norm Dahl, and Jennifer J. McComas (University of Minnesota), and Gina Soleburg (Alternatives for People with Autism)
11. **Effects of Social Skill Training for High-Functioning Adolescents with Autism (EDC).** BARBARA WEBB (University of Nevada, Las Vegas) and Janet Butz (Odyssey Charter School)
12. **Empirically Validating Component Skills Using RESA across Three Children with Autism.** Alison L. Moors and AMY KING (Fabrizio/Moors Consulting)
13. **Enhancing the Auditory Discrimination and Articulation of a Child with Autism through Precision Teaching (EDC).** KELLY FERRIS and Michael Fabrizio (Fabrizio/Moors Consulting)
14. **Foxx's Toileting Program: Evidence of Starting Position as a Critical Variable.** KEVIN CAULEY (MLE & Associates) Jessica Brian (Hospital for Sick Children), and Elizabeth Benedetto-Nasho (MLE & Associates)
15. **Precision Teaching Money Skills to a Child with Autism (EDC).** Michael A. Fabrizio and SARA PAHL (Fabrizio/Moors Consulting)
16. **Teaching Emotion Recognition to a 15-Year-Old Boy with Autism to Reduce Aberrant Behaviors.** NICOLE ABENAIM and Rui Carreiro (Melmark New England)
17. **The Introduction of an Icon Exchange to Target Obsessive Compulsive Behavior in an Adult with Autism (DDA).** HAROLD MAHECHA, Gerald Meadowcroft, and Ivan Marmolejos (Eden II Programs)
18. **Therapist Training: The Acquisition of ABA Techniques.** MAUREEN MOORE, Theresa Chipman, and Doreen Granpeesheh (CARD, Inc.)
19. **Tom's Story: A Case Study.** ERICA BROWN, Kim Kavett, and Doreen Granpeesheh (CARD, Inc.)
20. **Use of a DRO to Reduce Competing Behaviors in Three Men with Autism (DDA).** SARAH BIRCH and Frederica Blausten (AMAC)
21. **Use of a Pre-paid Reinforcer System to Manage Behaviors (CSE).** FREDERICA BLAUSTEN and Sarah Birch (AMAC)
22. **Use of Fluency "Sprints" to Increase Endurance on Vocational Tasks (EDC).** CINDY J. ALTERSON (Devereux Millwood Learning Center)

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Sheraton Hall

CBM

23. **Adherence to a Physical Activity Program in Diabetic Patients.** FANI ETA KORN MALERBI (Pontifícia Universidade Católica de São Paulo, Brasil)
24. **Behavior Therapy and Eating Disorders: A Discussion of Possible Variables Involved in the Maintenance of Eating Problems (CBM).** TEREZA MARIA de A.P. SÉRIO (Catholic University of São Paulo)
25. **Can a Spouse-Implemented Contingency Contract Have an Effect on the Asthma Medication Adherence of an Asthma Sufferer?** HEIDI BLASCHKE-HILLMAN and L. Keith Miller (University of Kansas)
26. **Component Analysis of a Medical Adherence Intervention: Thinking versus Doing.** ANN BRANSTETTER (Washington University School of Medicine) and Michael Rapoff (University of Kansas Medical Center)
27. **Cotangential Analysis and the Assessment of Functional Competencies for Prevention of HIV/AIDS.** MARIA DE LOURDES RODRIGUEZ CAMPUZANO, Eugenio Diaz Gonzalez Anaya, Susana Robles Montijo, Diana Moreno Rodriguez, and Beatriz Frias Arroyo (Facultad de Estudios Superiores Iztacala-UNAM)
28. **Emotions in Literature and Clinical Practice (EAB).** RACHEL R. KERBAUY (University of São Paulo, Brasil)
29. **Evaluating the Efficacy of Habit Reversal: Comparison to a Psychological Placebo.** MIKE P. TWOHIG, Douglas W. Woods, Brook Marcks, and Ellen Teng (University of Wisconsin, Milwaukee)
30. **Identifying Changes in the Verbal Interaction in a Clinical Situation (EAB).** RACHEL R. KERBAUY and Adriana Margotto (University of São Paulo, Brazil)
31. **Increasing Psychiatric Inpatients' Group Participation through Limiting Competing Activities: One Year Follow-up (OBM).** CHRISTOPH LEONHARD (ISPP/CNW - HMS)
32. **The Behavioral Treatment of a "Pseudoseizure" Conversion Disorder in a Pediatric Rehabilitation Patient.** KRISTIN AVIS, Keith Slifer, Adrianna Amari, Jo Anne Gorski, and Wendy Sulc (Kennedy Krieger Institute)
33. **The Effects of Consistent Sleep Schedule on Time Taken to Achieve Sleep.** CHRISTY L. FINLEY (Northeastern State University) and Brian J. Cowley (University of Florida Behavior Analysis Initiative)
34. **The Use of Reinforcement in Teaching Medication Knowledge to Participants Diagnosed with a Mental Illness (BPH).** HOLLY WHITE (University of the Pacific)
- 34a. **Delay Discounting and Eating Disorders.** VICTORIA WHITE, Valerie Ugrinow, Andrea Vansickel, Mike Sigsworth, Emily Morris, and Tom Byrne (Massachusetts College of Liberal Arts)

**# 261 International Poster Session**

5/27/02

12:00 PM - 1:30 PM

Sheraton Hall

DDA

35. **A Structural Analysis of Instructional Variables and their Effects on Task-Engagement and Self-Aggression (EDC).** JOHN H. WHEELER (Tennessee Technological University), Stacy L. Carter (Green Valley Developmental Center), and Michael R. Mayton and Rebekah A. Thomas (Tennessee Technological University)
36. **An Analysis of Referral Characteristics and Treatment Efficacy Associated with Statewide Behavioral Assistance Teams (EDC).** JAMES J. FOX (East Tennessee State University), John J. Wheeler and Michael R. Mayton (Tennessee Technological University), Leia D. Blevins (ETSU Make a Difference Project), and Cynthia B. Hales and Denise Plante (East Tennessee State University)
37. **An Applied Demonstration of Response Resurgence (EAB).** ETHAN S. LONG, Louis P. Hagopian, and Gregory A. Lieving (Kennedy Krieger Institute)
38. **Assessment and Treatment of Attention-Maintained Problem Behavior during Instructional Situations (EDC).** KANA KITSUKAWA, Joel Ringdahl, Nathan A. Call, and Marc S. Andelman (University of Iowa)
39. **Assessment of a Training Program in Functional Analysis Methodology.** KELLY A. DANCHO and Sean D. Casey (Bancroft NeuroHealth), and Jennifer L. Bruzek (Temple University)
40. **Behavioral Difficulties of Children with or At-Risk of Delays and Management Strategies by Parents.** JENNIFER GARINGER, Dickie C. T. Yu, Carole Mulaire-Cloutier, Debra Konyk, Lisa Schwartzman, Lisa Scharf, Loretta Secco, and Angela Cornick (St. Amant Centre)
41. **Can a Person with a Minimal Verbal Repertoire Show Stimulus Equivalence? (VRB).** TRICIA VAUSE, Carole Marion, Gina Sakko, Garry Martin, Dickie C. T. Yu, and Rene Hiebert (University of Manitoba)
42. **Choice Responding as a Function of Choice-Presentation Method and Level of Preference in Persons with Developmental Disabilities.** LISA SCHWARTZMAN, Dickie C. T. Yu, and Garry L. Martin (St. Amant Centre)
43. **Differential Therapist Effects on Results of a Functional Analysis with a Toddler.** John M. Huete, Vanessa B. Patrone, Patricia F. Kurtz, and MICHELLE D. CHIN (Kennedy Krieger Institute)
44. **Examining the Preference for Progressive Delays during Self-Control Training Paradigms in Persons with Traumatic Brain Injuries (EAB).** TERRY FALCOMATA and Mark R. Dixon (Southern Illinois University), and John M. Guercio (Center for Comprehensive Services)
45. **Generalization of Outpatient Treatment to Community Settings.** SCOTT BRAUD and Julia T. O'Connor (Kennedy Krieger Institute)
46. **Happiness Indices among Persons with Profound and Severe Disabilities during Leisure and Work Activities: A Comparison.** RENE HIEBERT, Sara Spevack, Toby Martin, and Dickie C.T. Yu (St. Amant Center)

47. **Impact of a "Periodic Service Review" on the Performance of a Behavioral Consultation Team (OBM).** CAROLYN HOULDING and Jane Summers (Hamilton Health Sciences)
48. **Increase Positive Social Interaction and Reduce Aggression via Group Contingence Contracting (CBM).** ROGER ZHUANG, Renee Makranky, and Jennifer Schmid (Central Florida Group Homes)
49. **The Effectiveness of the Constant Time Delay Procedure on Teaching Snack and Drink Preparation Skills to Children with Mental Retardation (EDC).** FUNDA BOZKURT and Oguz Gursel (Anadolu University)
50. **Positive Practice and Differential Reinforcement of Incompatible Behaviors: Effects on Masturbation and on Task Behavior (EDC).** T. STEUART WATSON (Mississippi State University)
51. **Promoting Functional Language Acquisition on Visual Impairment Child (LOW VISION): Effects of Mother Training in Milieu Teaching Model.** LELIA NUNES (UERJ/RJ/BRAZIL)
52. **Proximity to Therapist as a Potential Confounding Variable during Functional Analysis.** Ethan S. Long and Louis P. Hagopian (Kennedy Krieger Institute), Iser Guillermo DeLeon (Johns Hopkins University), and DAWN RESAU and Yemonja Smalls (Kennedy Krieger Institute)
53. **Reinforcement Thinning with and without Intervening Activities.** STACY LAYER, Henry Roane, Wayne W. Fisher, Gina Sgro, and Mary Mich (The Marcus Institute)
54. **Teaching the Generalized Use of a "Help Me" Card in Children with Developmental Disabilities (EDC).** KAZUHIKO SATO, Satoru Shimamune, and Toshiaki Hashimoto (Naruto University of Education)
55. **The Differential Effects of Methylphenidate during a Stimulus Avoidance Assessment (AUT).** CARON C. ELLZEY (Kennedy Krieger Institute), SungWoo Kahng (The Johns Hopkins University School of Medicine), Holly Hall (Kennedy Krieger Institute), and Marco A. Grados (The Johns Hopkins University School of Medicine)
56. **The Effects of a Computerized Psychotropic Side Effects Monitoring Program on Direct-Care Staff Reports.** MARIA VALDOVINOS and Stephen R. Schroeder (University of Kansas)
57. **The Effects of Response Blocking and Contingent Redirection on Engagement with Alternative Stimuli and Self-Injurious Behavior.** Louis P. Hagopian, Ethan S. Long, and CHRISTIE FYFFE (Kennedy Krieger Institute)
58. **The Three-Step Graduated Prompting Procedure: An Empirical Evaluation (EDC).** Rachel Tarbox, Michele D. Wallace, and BECKY PENROD (University of Nevada, Reno)
59. **Treatment of Problem Behavior Associated with Transitions.** NICOLE TROSCLAIR, Henry Roane, Wayne W. Fisher, Cathleen C. Piazza, Maureen Van Stone, and Brenden Barclay (The Marcus Institute)
60. **Treatment of Severe Aggression and Self-Injury with Contingent Skin Shock (EDC).** ROBERT VON HEYN, Matthew L. Israel, and Robert W. Worsham (Judge Rotenberg Center)

61. **Using High-p at Home to Reduce Non-compliance (CBM).** STEVE HUMM and Neville Blampied (University of Canterbury)
- 61a. **The Effects of Open and Closed Economies on Performance in a Matching-to-Sample Task (DDA).** William H. Ahearn and RUTH DEBAR (New England Center for Children)

<b># 262 International Poster Session</b>
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Sheraton Hall

EAB

62. **A Behavioral Unit Model.** SUSAN M. SCHNEIDER (West Virginia University) and Michael Davison (University of Auckland)
63. **A Comparison of the Acquisition and Maintenance of Visual-Visual and Visual-Olfactory Equivalence Classes (DDA).** DANIEL FIENUP and Mark R. Dixon (Southern Illinois University)
64. **A Parametric Exploration of the Activation Function of a Neurocomputational Model (TPC).** ESTHER MURILLO RODRIGUEZ and Jose E. Burgos (University of Guadalajara-CEIC)
65. **A Preliminary Investigation of a Possible Establishing Operation for Diurnal Enuresis.** SUSAN FASCIO (Mississippi State University)
66. **A Replication of an Experimental Model for the Study of Activity Anorexia (CBM).** TEREZA MARIA de A. P. SERIO, Maria Amália Andery, Natália Sardenberg, and Andrea Cristiane Vaz (Pontifícia Universidade Católica de São Paulo)
67. **Analysis of Observing Behavior and Multiple Stimulus Control Topographies in Matching to Sample.** CHATA DICKSON, Atli F. Magnusson (New England Center for Children), William V. Dube (University of Massachusetts Medical School Shriver Center), and Murray Sidman (New England Center for Children)
68. **Behaviorally Rating Shelter Dogs to Improve Adoptability.** MOLLY FERRON and Gregory J. Madden (University of Wisconsin, Eau Claire)
69. **Choice in Humans on a Self-Control and a Diminishing>Returns Procedure.** CYNTHIA J. PIETRAS, Don R. Cherek, Scott D. Lane, and Joel L. Steinberg (University of Texas Health Science Center at Houston)
70. **Dynamics of Preferences in Concurrent-Multiple Schedules.** OSCAR ZAMORA-AREVALO (Universidad Nacional Autónoma de México) and Arturo Bouzas-Riaño (University of California in San Diego)
71. **Effects of Molar Response-Reinforcer Rate Dependencies on RI Responding: Examination of Three Linear Feedback Arrangements.** CLAUDIA CARDINAL and Philip N. Heline (Temple University)
72. **Effects of White Noise on Concurrent Schedule Behaviour of Domestic Hens.** TINA McADIE (University of Huddersfield), and T. Mary Foster and William Temple (University of Waikato, New Zealand)
73. **Evaluating the Contribution of Temporal Variables on Waiting Time in Periodical Schedules.** MARINA MENEZ and Florente López (Universidad Nacional Autónoma de México)

74. **Further Explorations of Taxonomic and Thematic Relations (DEV).** J. GRAYSON OSBORNE, Marcia Phillips, Michael Evans, Leslie Engstrom, Michael Warde, Ryan Ward, and Loetta Wood (Utah State University)
75. **Identification, Description and Comparison of Risk and Protector Factors in Urban and Suburban Communities in Mexico City (CBM).** MARÍA JOSÉ MARTÍNEZ RUIZ and Héctor E. Ayala-Velázquez (Universidad Nacional Autónoma de México)
76. **Induction with Upcoming Food-Pellet Reinforcement: Effect of Providing a "Clock".** LINDSAY M. TISCHART and Jeffrey N. Weatherly (University of North Dakota)
77. **Interresponse Time of Reinforced Response May Be Replicated in the Next Response (EAB).** KENJIRO AOYAMA (Doshisha University) and Frances K. McSweeney (Washington State University)
78. **MPR Predicts the Effects of Transitions from Open to Closed Economies.** DIANA POSADAS-SANCHEZ and Peter Killeen (Arizona State University)
79. **Mrs. Hoover, Do I Have a Function? (VRB).** CRAIG N. NUSSBAUM, Sean D. Casey, and Christine Horvath (Bancroft NeuroHealth)
80. **Relatedness of Equivalent Stimuli as a Function of the Number of Nodes (VRB).** MARCELO SALVADOR CAETANO, Julio C. de Rose, and Renato Bortoloti (Universidade Federal do Pará)
81. **Resistance to Change in Concurrent Schedules (TPC).** TAKEHARU IGAKI and Takayuki Sakagami (Keio University)
82. **Response Distribution in a Multi-Operant Environment (OBM).** BRADY PHELPS and Jacqueline Danielson (University of South Dakota)
83. **Results of a Brief Intervention Model for Cocaine Users (PBH).** ROBERTO OROPEZA and Héctor E. Ayala-Velázquez (National University of Mexico)
84. **Schedule-Induced Polydipsia: A Potential Model for Obsessive-Compulsive Disorder in Humans (CBM).** JANET L. PIETROWSKI and James T. Todd (Eastern Michigan University)
85. **Teaching Generalized Compliance with Self-Instruction to Adults with DD and to Normally Developing Preschoolers (DDA).** JENNIFER SIMON, Irene Grote, Casey Hudson, and Kara Riedesel (University of Kansas)
86. **The Application of Macromedia Authorware to the Experimental Analysis of Behavior.** John Hansen, Kyle Ferguson, and HORACIO ROMAN (University of Nevada, Reno)
87. **The Effects of Reinforcer Type on Timing Ability in Children.** JENNIFER L. DANIELS-SHAW (University of Arkansas for Medical Sciences-Arkansas Children's Hospital), John J. Chelonis (University of Arkansas at Little Rock), Rosana M. Diokno and Donna J. Blake (University of Arkansas for Medical Sciences-Arkansas Children's Hospital), and Merle G. Paule (National Center for Toxicological Research)
88. **The Operant/Respondent Distinction in a New Millennium.** CLAUDIA CARDINAL, Andrew Thomas, and Philip N. Heline (Temple University)
89. **The Spatial Distribution of Behavior under Varying Frequencies of Contingent Scheduled Water Delivery.** CARLOS TORRES, Emilio Ribes-Iñesta, and Edgar Montes-Castro (Universidad de Guadalajara)

90. **Using Operant Methods to Investigate Color Discrimination in the Horse (*Equus caballus*).** TANIA BLACKMORE, Catherine Sumpter, T. Mary Foster, and William Temple (University of Waikato)
91. **Water Delivered at a Low Rate Is Valued Less than Water Delivered at a High Rate (PBH).** ANDREW M. FARRAR, Kathryn A. Hausknecht, and Artur K. Kieres (State University of New York at Buffalo)

# 263 International Poster Session
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5/27/02

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Sheraton Hall

EDC

92. **A Brief Functional Analysis within a Classroom (DDA).** MICHELE D. WALLACE, Heidi Landaburu, and Charna Mintz (University of Nevada, Reno)
93. **A Regional Survey of School Personnel Regarding Their Training Needs and Skill Level in Functional Behavioral Assessments (OTH).** SEKHAR PINDIPROLU (East Tennessee State University), Stephanie Peterson (The Ohio State University), and Hollie Berglof (Utah State University)
94. **A Systematic Analysis of a Naturalistic Observation of a Preschool Boy: Regrouping Data to Look at Function.** DANIELLE N. DOLEZAL and K. Mark Derby (Gonzaga University)
95. **An Analysis of Visitor Behavior in Museums, Zoos, and Science Centers (CSE).** STEPHEN C. BITGOOD (Jacksonville State University)
96. **Analysis of Contingencies in a Distance Learning Course by Internet (EAB).** SABRINA LUCILA ARAUJO and Fátima Regina Pires de Assis (Pontifícia Universidade Católica de São Paulo)
97. **Comparing Results of Different Functional Assessment Strategies with Students with Emotional/Behavioral Disorders: What Do You Get? (DDA).** STEPHANIE MURDOCK (Granite School District) and Robert E. O'Neill (University of Utah)
98. **Comparison of Two Functional Contingency Management Interventions.** KAILYN WESTCOTT and Marilyn Bonem (Eastern Michigan University)
99. **Competences and Expectations in the Licentiate in Psychology.** JORGE ARTURO BALDERRAMA TRAPAGA, Sebastián Figueroa Rodríguez, and Liliana Baca González (Universidad Veracruzana)
100. **Documenting Coercion in the Classroom.** BENJAMIN W. SMITH (University of Texas at Austin)
101. **Effects of a Fixed Token Economy: Single Subject Data (AUT).** MATTHEW L. ISRAEL, Timothy J. H. Paisey, Edward Langford, and Erin Holland (Judge Rotenberg Educational Center)
102. **Evaluation of the Effectiveness of an Instructional Program for Training Educators to Conduct Functional Analyses (TBA).** JANICE DONEY, Michele D. Wallace, Charna Mintz, and Rachel Tarbox (University of Nevada, Reno)
103. **Functional Analysis of Disruptive Behavior in a Young Child At-Risk for Attention-Deficit/Hyperactivity Disorder (AD/HD) across Daycare Settings.** KAREN NEIFER and Cheryl Serafin-Bartholomew (Lehigh University)



104. **Functional Analysis of Disruptive Behavior in a Young Child At-Risk for Attention Deficit/Hyperactivity Disorder (AD/HD) across Daycare Settings.** KAREN NEIFER and Cheryl Serafin-Bartholomew (Lehigh University)
105. **Health Professional Training: Behavioral Modification among Diabetes Educators (TBA).** MARIA JULIA KENJ and Fani Eta Korn Malerbi (Pontifícia Universidade Católica de São Paulo, Brasil)
106. **Increased Teachers' Intervention on Children's Behavior Problems Following Consultation (AUT).** MAE KONDO (University of Tsukuba) and JUNICHI YAMAMOTO (Keio University)
107. **Increasing Treatment Integrity with an Antecedent Intervention (DDA).** AMY CRYE, Ronnie Detrich, and Lisa Britton (Spectrum Center)
108. **Special Education Teachers' Opinions and Suggestions about Teaching Competencies of Teacher Candidates during Practicums (EDC).** AYSUN COLAK, Cimen Acar, Onur Kurt, and Gazi Acar (Anadolu University)
109. **Study on Attributional Patterns and Cognitive-Motivational Characteristics of Children with Learning Disabilities (OTH).** SANG BOK LEE, Sang Hoon Lee, Young Sook Chung, and Maria Kong (Taegu University, Korea)
110. **The Motiv-Aider and Its Many Uses.** TRINA D. SPENCER (Hawthorne Country Day School)
111. **Using Self-Recording as an Alternative Behavior within the Context of a Functional Behavioral Assessment.** STEVEN P. LA VIGNE (University of Nebraska, Lincoln), and Ronald C. Martella, Nancy Marchand-Martella, and Flint L. Simonsen (Eastern Washington University)
112. **When Qualitative and Quantitative Methods Meet - Identifying a Possible Variable to IEP Outcomes of EBD Students (CSE).** BARBARA SCHWARTZ (Bowie State University)

#### # 264 Poster Session

5/27/02

12:00 PM - 1:30 PM

Sheraton Hall

TBA

113. **Advanced Behavior Analysis: A Supplement to an Undergraduate Course in the Principles of Behavior.** KRISTIN GRUMBINE, Brandy Beverly, and Heather Cutler (Western Michigan University)
114. **Comparison of Undergraduate Performance in Online and On-Campus Sections of a Course in Behavior Analysis (EDC).** MELANIE PORTER, Nicole Patti, Kirsty MacIver, Leslie Burkett, and Sigrid S. Glenn (University of North Texas)
115. **Getting College Students BACC on Track.** BRANDY GOODWIN, Rachel Skinner, and Stavros Natsopoulos (Western Michigan University)
116. **Implementing Computer-Based Training in a College Course in Behavior Analysis.** MOIRA McGLYNN, Jason Otto, and Mitch Fryling (Western Michigan University)

Monday, May 27

117. **Improving an Undergraduate Course Teaching Applied Behavior Analysis.** ANDREJA BRATINSCAK, Ann Chitren, and Deborah Curtis (Western Michigan University)
118. **Self-Management and the Graduate Record Examination.** ERIC CHUBB, Tami McDowell, and Jennifer Ramer (Western Michigan University)
119. **Self-Management versus Procrastination: The Battle of the Century.** HOLLY C. HARRISON (Western Michigan University)
120. **Teaching College Students Behavior Analysis: The Behavioral Systems Analysis Project.** TERESA KENNEY, Emily Helt, and Karly Walkenhorst (Western Michigan University)
121. **Teaching Computer Skills in the Behavioral Computer Workshop: A Subsystem of Behavior Analysis Training System.** YUKIKO WASHIO (Western Michigan University)
122. **The Behavior Analysis Training System.** HEATHER CUTLER, Holly C. Harrison, and Richard W. Malott (Western Michigan University)
123. **The Behavior Analysis Training System and the Elementary Principles of Behavior Websites at WMU.** JEFF YOST, Mick Needham, and Erin Niemi (Western Michigan University)
124. **The Behavioral Research Supervisory System: Help Graduate Students Avoid Procrastination.** ERIN SELIGSON, Rebecca Kehe, and Christen Rae (Western Michigan University)
125. **Using Behavior Analysis in College Teaching.** JEAN CLORE (Western Michigan University)

# 265 Symposium
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5/27/02

1:30 PM - 2:50 PM

Essex Ballroom

DDA

**Current Research in the Assessment of Stimulus Preferences**

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

- **Some Determinants of Changes in Preference over Time.** GREGORY P. HANLEY (University of Kansas), Brian A. Iwata and Stephen North (University of Florida), Eileen M. Roscoe (The Marcus Institute), and Scott Harris (University of Florida)
- **Stimulus Preference Assessments: Considerations in the Selection of Stimuli and Methods.** BRANDON McCORD (Arlington Developmental Center), Brian A. Iwata (University of Florida), and Bridget A. Shore (Arlington Developmental Center)
- **A Practitioners Guide to Conducting Stimulus Preference Assessments.** RICHARD B. GRAFF (New England Center for Children) and Iser Guillermo DeLeon (Kennedy Krieger Institute)
- **Analysis of Food and Drink Preferences.** JULIET CONNERS, Shannon Nichols, and Jason Grosser (Arlington Developmental Center), and Brian A. Iwata (University of Florida)

## # 266 Paper Session

5/27/02

1:30 PM - 2:20 PM

Grand Ballroom East Expansion

EAB

### EAB Applications

Chair: Paul Neuman (Bryn Mawr College)

- **Activity Anorexia: An Experimental Analysis.** PAUL NEUMAN, Jennie Utsinger, and Natalie Hansell (Bryn Mawr College)
- **Bridges to Nowhere (DDA).** ALAN POLING (Western Michigan University)

## # 267 Invited Event

5/27/02

1:30 PM - 2:20 PM

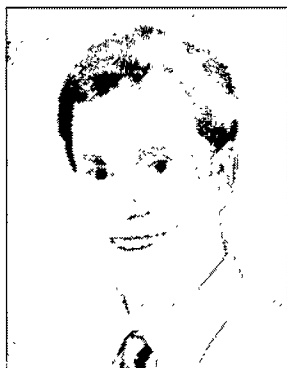
Dominion Ballroom North

AUT

### Early, Intensive Behavioral Intervention for Children with Autism: Implications for Theory and Practice

Chair: Jack Scott (Florida Atlantic University)

TRISTRAM SMITH (Children's Hospital at Strong)



Early, intensive behavioral intervention (EIBI) for children with autism has emerged from one of the most sustained, ambitious research programs ever conducted in the behavioral sciences. As such, it has important implications for broad theoretical issues such as the nature/nurture question: How much is people's behavior determined by biological factors, and how much can it be changed through experience? It also has important implications for applied questions such as how to translate research into practice. Studies on EIBI, including a large replication project that is nearing completion, suggest that behavior may be more changeable than most behavior scientists believe, although these studies also highlight important limitations of EIBI. Efforts to make EIBI generally

available in the community have shown the power of consumer advocacy. To continue making progress, professionals and consumers will need to overcome threats from infighting among ABA "camps" and from the large and growing fascination with fad treatments, and they will need to incorporate scientifically sound findings from disciplines outside ABA.

**Dr. Smith** is an assistant professor of pediatrics at the University of Rochester Medical Center (URMC). He serves as the research director for the Multisite Young Autism Project, which is a federally-funded study on intensive, behavioral early intervention based on the UCLA/Lovaas model for children with autism. He has authored or co-authored a number of the most widely-cited studies on treatment outcomes for individuals with autism spectrum disorders.

Monday, May 27

#### # 268 Paper Session

5/27/02

1:30 PM - 2:20 PM

York

TBA

#### **Innovations in Behavior Analysis Instruction**

Chair: David G. Born (University of Kansas)

- **Teaching Principles of Learning through Minimally Different Pairs of Examples (TPC).** RANDY WILLIAMS (Gonzaga University)
- **An Adaptation of Keller's PSI to Small Classes (EDC).** DAVID G. BORN (University of Kansas)

#### # 269 Paper Session

5/27/02

1:30 PM - 2:20 PM

Conference G

OBM

#### **New Themes in Organizational Behavior Management**

Chair: Judy Honeywell (Continuous Learning Group)

- **Group Ethos as a Predeterminant of Group Communication Behavior (VRB).** BRIAN ANSE PATRICK (University of Toledo)
- **Adding Value: The Behavioral Side of ERP Implementations.** BRIAN L. COLE (Continuous Learning Group)
- **A Systems Analysis of Programmatic Delivery Using Statistical Process Control Methods.** Kyle Ferguson and JOHN HANSEN (University of Nevada, Reno)

#### # 270 Panel Discussion

5/27/02

1:30 PM - 2:20 PM

Conference B

OTH

#### **Terrorism**

Chair: Steve Holburn (New York State Institute for Basic Research in Dev)

- JOHN W. JACOBSON (Sage College)
- MARK MATTAINI (Jane Addams College of Social Work, UIC)
- JOHN A. NEVIN (University of New Hampshire)

## # 271 Paper Session

5/27/02

1:30 PM - 2:20 PM

Elgin

CSE

### Token Economies in the Community

Chair: Gordon Henry (Indiana University Southeast)

- **Use of a Token Economy to Improve Program Participation at a Boys and Girls Club (OBM).** MARA ROHRER (University of Louisville) and Gordon Henry (Indiana University Southeast)
- **Token Economies in Community Service Settings (EAB).** DAVID COLEMAN (Center for Children's Services)

## # 272 Special Event

5/27/02

1:30 PM - 2:30 PM

Grand Ballroom West

OBM

### 2002 Tutorial – Behavioral Systems Analysis: Fundamental Concepts and Cutting Edge Applications

DALE BRETHOWER (Western Michigan University Emeritus)



Behavioral systems analysis is about interactions between O and E. Within a psychological perspective, O stands for Organism (or person); within a systems analysis perspective, O stands for Organization (or Organism). In both perspectives, interactions between the performances of O and E define destructive and constructive interactions.

Improvement goals include increasing constructive (win-win) and decreasing destructive (win-lose) interactions. Behavioral analysis deals with short-term interactions; behavioral systems analysis adds longer term interactions. Both short-term and long-term interactions are important to O and important in behavioral systems analysis. Basic and advanced tools and techniques for identifying and supporting constructive

interactions will be presented in the tutorial. Examples will be drawn from clinical, school, and organizational psychology to illustrate the tools and techniques. Examples will include something old, something new, and something blue-sky.

**Dr. Brethower** is a Professor Emeritus of Psychology, Western Michigan University. His degrees are from the University of Kansas (where he earned his B.A. and studied with Jack Michael); Harvard University (where he earned his M.A. and studied with B.F. Skinner); and the University of Michigan (where he earned his Ph.D. and was a colleague of George Geis and Geary Rummel). He serves as an editor for several professional journals, is widely published, and is a regular presenter at professional conferences. He is a member of the Board of Directors of Triad Performance Technologies. Dr. Brethower was the recipient of an Achievement award from the Organizational Behavior Management Network and is considered one of the thought leaders and pioneers of behavioral systems analysis/human performance technology/organizational behavior management. He has served on the faculty at the University of Michigan, Cleveland State University, and Western Michigan University.

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In addition to his academic work, he has been a consultant for more than 30 years, primarily in the United States. He was the 1999-2000 President of the International Society for Performance Improvement (ISPI). Many of his former students are among the thought leaders of ISPI and the Association for Behavior Analysis.

#### **# 273 International Paper Session**

5/27/02

1:30 PM - 2:50 PM

Conference D&E

VRB

#### **Advances in the Technology of Verbal Behavior**

Chair: Sebastien Bosch (CARD, Inc.)

- **The Use of Peer Manding to Facilitate Social Interactions with Peers and Siblings of Children with Autism (AUT).** RICHARD THOMSON (Innovative Behavioral Services)
- **Making the Tact a Fact in 'Tactless' Manders (AUT).** ALFRED STEINVIK and Per Holth (STI Center for Early Intervention)

#### **# 274 Symposium**

5/27/02

1:30 PM - 2:50 PM

Windsor East & West

DDA

#### **Assessment and Treatment in Natural Settings**

Chair: Tim F. McLaughlin (Gonzaga University)

Discussant: Stephanie M. Peterson (The Ohio State University)

- **Self-Monitoring in a First Grade Classroom.** SARAH MORTENSON, K. Mark Derby, and Kimberly Weber (Gonzaga University)
- **Generalization across Different Settings and Individuals.** BRYAN J. DAVEY, K. Mark Derby, and Kimberly Weber (Gonzaga University)
- **The Effects of a Token Economy within a Leveled Reinforcement System.** CHARLENE ALLEN, Kimberly Weber, and Mark Derby (Gonzaga University)

5/27/02

1:30 PM - 2:50 PM

Huron

CBM/EAB

### **Derived Transformation of Stimulus Function: Implications for Etiology and Treatment of Psychopathology**

Chair: David E. Greenway (University of Louisiana at Lafayette)

- STEVEN C. HAYES (University of Nevada, Reno)
- MICHAEL J. DOUGHER (University of New Mexico)
- LANNY FIELDS (Queens College, CUNY)
- DAVID R. PERKINS (University of Louisiana at Lafayette)

Basic research in recent years has produced an increasing body of knowledge regarding the derived transformation of stimulus function. Relatively clear demonstrations of the derived transformation of most antecedent and consequential stimulus functions have appeared in the learning literature, as well as demonstrations of contextual control of many of these stimulus functions. Derived transformation of function and its stimulus control may inform a basic understanding of complex human behavior, including those behaviors often described as 'pathological'. The panel discussion will address theory and research regarding the implications of derived transformation of function for the etiology and treatment of psychological problems often seen in adult outpatient settings.



**Dr. Hayes** is Nevada Foundation Professor and Chair of the Department of Psychology at the University of Nevada. An author of 20 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 to 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. Dougher** 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 boards 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. Perkins** received his undergraduate degree in psychology from the University of Arizona in 1989 and his Ph.D. in clinical psychology from the University of New Mexico in 2001. His dissertation was titled "The Contextual Control by Function and Stimulus Form of Equivalence-Based Transformation of Functions." He co-authored a journal article on the contextual control over transformation of function, and has made several conference presentations of stimulus equivalence research. He also co-authored a book chapter in *Clinical Behavior Analysis*, entitled "Interpretation in Clinical Behavior Analysis." Other areas of interest include rule-governed behavior, verbal behavior and clinical process in psychotherapy, and the generation of experimental analogues to bridge the gap between basic learning processes and

clinically relevant phenomena. Dr. Perkins is currently a faculty member in the Psychology Department at the University of Louisiana at Lafayette.



**# 276 Symposium**

5/27/02

1:30 PM - 2:50 PM

Simcoe & Dufferin

EDC

**Effects of Precision Teaching on Direct Instruction Programs for Special Needs/ At-Risk Learners**

Chair: James H. Cowardin (Millennium Community School)

Discussant: Morten Haugland (Otterbein College)

- **Direct Instruction and Precision Teaching: Horizons A/B with Fluency Work on Sounds, Words, and Story Reading.** KATIE C. LORSON and Kristine D. Haugland (Millennium Community School)
- **Direct Instruction and Precision Teaching: Decoding A with Fluency Work on Sounds, Words, and Story Reading.** KRISTINE PORTER and Katie C. Lorson (Millennium Community School)
- **Connecting Math Concepts B with Fluency Work on Number Skills and Basic Math Facts.** KATIE C. LORSON and Kristine D. Haugland (Millennium Community School)

**# 277 Symposium**

5/27/02

1:30 PM - 2:50 PM

Civic Ballroom South

EDC

**Enhancing Teacher Implementation of Behavioral Interventions**

Chair: Emma J. Martin (University of Oregon)

Discussant: Ronnie Detrich (Spectrum Center)

- **Translating Research into Practice: Variables Affecting Implementation of Behavioral.** FLINT L. SIMONSEN (Eastern Washington University), and George Sugai, Robert H. Horner, and Mike Bullis (University of Oregon)
- **Effects of Teachers' Reflection on Students' Correct Academic Responses.** PHILLIP L. GUNTER, Kim Adams, Cheri Campbell, Pam Isler, Jim Sellers, Troy Thomas, Martha L. Venn, and Julie Reffel (Valdosta State University)
- **Effects of Teacher Preference Regarding Performance Feedback.** KIMBERLY THEIR, Emma J. Martin, George Sugai, Teri Lewis-Palmer, and Robert H. Horner (University of Oregon)

## # 278 International Paper Session

5/27/02

1:30 PM - 2:50 PM

Civic Ballroom North

EDC

### **Helping College Students Build Competencies through Effective Instructional Strategies**

Chair: John Brown (Jacksonville State University)

- **Pot Luck: Applications of Learning in Academic Settings.** JOHN BROWN and Claudia Elisabeth McDade (Jacksonville State University)
- **Building Competencies in Psychology: An Interbehavioral Approach.** LETICIA RIVERA (Universidad Cristóbal Colón), and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)
- **Predicting Student Performances in PSI and Traditionally Taught Courses.** W. SCOTT WOOD and Maria Clapham (Drake University)

## # 279 Symposium

5/27/02

1:30 PM - 2:50 PM

Grand Ballroom East

EAB

### **Recent Issues in Delay Discounting**

Chair: Amy L. Odum (University of New Hampshire)

Discussant: James E. Mazur (Southern Connecticut State University)

- **Discounting of Delayed Hypothetical Alcohol, Food, and Monetary Outcomes.** AMY L. ODUM and Carla Patrakis (University of New Hampshire)
- **Assessing the Adequacy of Our Methods: Real versus Hypothetical Reinforcers.** GREGORY J. MADDEN, Bethany R. Raiff, Jamie Dake, Ashley Wegener, and Jeffery Bordenave (University of Wisconsin, Eau Claire)
- **Discounting of Delayed Food Rewards in Rats and Pigeons.** LEONARD GREEN, Joel Myerson, Daniel D. Holt, and John R. Slevin (Washington University in St. Louis)

## # 280 Symposium

5/27/02

1:30 PM - 2:50 PM

Kent

BPH

### **Self-Reported Drug Effects: Relationship to Discriminative-Stimulus Effects, Reinforcing Effects, and Drug Addiction**

Chair: Diana Walker (University of Chicago)

Discussant: Richard Lamb (University of Texas Health Science Center at San Antonio)

- **Clinical Neuropharmacology of Drugs of Abuse: A Methodological Review.** THOMAS KELLY, William Stoops, Andrea Perry, Mark Prendergast, and Craig Rush (University of Kentucky)

- **Are Reinforcing Effects of a Drug Better Indicators of Abuse Potential than Subjective Effects?** DIANA WALKER (University of Chicago)
- **On the Role of Euphoria in Opioid Abuse: Comparison of Effects in First-Time and Long-Term Users.** JAMES ZACNY (University of Chicago)

#### # 281 Symposium

5/27/02

1:30 PM - 2:50 PM

Kenora

TPC

#### **Studies in Skinner's Science and System**

Chair: Edward K. Morris (University of Kansas)

Discussant: Jay Moore (University of Wisconsin, Milwaukee)

- **Skinner's Empirical Contributions to the Experimental Analysis of Behavior.** NATHANIEL G. SMITH and Edward K. Morris (University of Kansas)
- **Skinner's Conceptualization of Punishment: Primary or Secondary Process?** KATHERINE L. STEWART, Edward K. Morris, and Dean C. Williams (University of Kansas)
- **When Skinner Wrote What about Biological Participation.** JUNELYN F. LAZO, Edward K. Morris, and Nathaniel G. Smith (University of Kansas)

#### # 282 Symposium

5/27/02

1:30 PM - 2:50 PM

Wentworth

DEV

#### **The Effects of Rules on the Performances of Adult Humans during Single and Concurrent Schedules of Reinforcement**

Chair: Richard Anderson (University of North Texas)

Discussant: A. Charles Catania (University of Maryland Baltimore County)

- **Evaluating the Effects of Instructions with Single-Response Experimental Preparations.** RICHARD ANDERSON, Jesus Rosales-Ruiz, and Yuka Koremura (University of North Texas)
- **The Maintenance of Instruction Following during Extinction and the Concurrent Operation of a FR-5 Schedule for an Uninstructed Performance.** YUKA KOREMURA, Jesus Rosales-Ruiz, and Richard Anderson (University of North Texas)
- **The Maintenance of Instruction Following under Varying Concurrent Schedules of Reinforcement for Instructed and Uninstructed Behavior.** JESUS ROSALES-RUIZ, Yuka Koremura, and Richard Anderson (University of North Texas)

Monday, May 27

## # 283 Panel Discussion

5/27/02

2:30 PM - 3:20 PM

City Hall

AUT/DDA

### **From Assessment to Treatment: The Management of Challenging Behaviors in the School, Home and Community**

Chair: Peter Gerhardt (Nassau Suffolk Services for Autism)

- DENISE LORELLI (The Eden II Programs)
- MARY E. McDONALD (The Genesis School)
- HELEN BLOOMER (Crossroads Center for Children)

## # 284 Symposium

5/27/02

2:30 PM - 3:50 PM

Dominion Ballroom South

AUT

### **A Behavior Analytic Approach to Teaching Play Skills to Children with Autism: Part Two**

Chair: Kristie M. Frissen-Thompson (Munroe-Meyer Institute)

Discussant: Susan Wilczynski (Munroe-Meyer Institute)

- **Teaching Beginning Socialization and Play Skills to Children with Autism Using a Verbal Behavior Approach.** HOLLY SMITH and Cherish Richards (Private Practice)
- **A Developmental Approach for Teaching Play to Children with Autism: A Review and Critique of Current Conceptualizations and Methodology.** AMY J. ELLIOTT, Susan Wilczynski, and Amber Hayes (Munroe-Meyer Institute)
- **Teaching Educators to Promote Generalization of Play Skills for Children with Autistic Spectrum Disorders.** BONNIE SEBASTIAN and Maria Agnew (Bancroft, Inc.)

## # 285 Symposium

5/27/02

2:30 PM - 3:50 PM

Dominion Ballroom North

AUT/DDA

### **Emerging Technologies to Improve the Social Behavior of Individuals with Autism**

Chair: Robert Stromer (UMMS Shriver Center)

Discussant: Patricia Krantz (Princeton Child Development Institute)

- **Teaching Youths with Autism to Seek Assistance When Lost: Use of a Tactile Prompt.** BRIDGET A. TAYLOR (Alpine Learning Group Inc.), Hannah Hoch (The Graduate Center, CUNY), and Carrie Hughes and Erin Richard (Alpine Learning Group Inc.)

- **Computer-Cued Activity Schedules as a Tool for Home-Based Teaching.** ELISABETH M. KINNEY (Northeastern University) and Robert Stromer (UMMS Shriver Center)
- **Using Video-Modeling to Teach Perspective Taking to Children with Autism.** LINDA A. LEBLANC and Caroline Morris (Western Michigan University)

#### # 286 International Symposium

5/27/02

2:30 PM - 3:50 PM

Grand Ballroom East Expansion

EAB

#### **Modeling Human Cognition with Relational Frame Theory**

Chair: Joanne Keaveney (National University of Ireland, Maynooth)

- **Fact and Fiction in Stimulus Equivalence Research: Some Empirical Implications.** DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
- **A Relational Network Approach to Instructional Control: Implications for a Behaviour-Analytic Interpretation of Syntax.** DENIS O'HORA and Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)
- **A Functional-Analytic Model of Metaphor Using the Relational Evaluation Procedure.** IAN STEWART, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)
- **An Empirical Investigation of Augmental Rule-Governed Behaviour.** ROBERT WHELAN, Dermot Barnes-Holmes, and Bryan Roche (National University of Ireland, Maynooth)

#### # 287 Symposium

5/27/02

2:30 PM - 3:50 PM

York

TBA

#### **Using Applied Behavior Analysis to Solve Everyday Problems: Teaching ABA to Teachers**

Chair: Janice Grskovic (Indiana University Northwest)

Discussant: Arlene Hall (Murray State University)

- **The Effect of Contingent Reinforcement on the Nature of Greeting Received.** ELISABETH NORMAN (Indiana University Northwest)
- **"May I Please Use the Telephone."** LOUIS Q. FREENEY, JR. (Indiana University Northwest)
- **Reducing Latency of Going to Sleep.** KRISTINA HILL (Indiana University Northwest)

Monday, May 27

## # 287a Paper Session

5/27/02

2:30 PM - 3:00 PM

Conference B

OTH

### Publication Trends of the *Journal of Applied Behavior Analysis*

Chair: Tawnya Smith (Mississippi State University)

- **Publication Trends of the *Journal of Applied Behavior Analysis*.** TAWNYA SMITH, Tonya Butler, T. Steuart Watson, and Frank Gresham (Mississippi State University)

## # 288 Invited Event

5/27/02

3:00 PM - 3:50 PM

Kent

BPH

### A Therapeutic Workplace for the Treatment of Heroin and Cocaine Addiction

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

KENNETH SILVERMAN (Johns Hopkins University School of Medicine)



Interventions that arrange monetary reinforcement for heroin and cocaine abstinence are highly effective, but they may be impractical. The Therapeutic Workplace is a potentially practical application of the abstinence reinforcement technology. This intervention integrates abstinence reinforcement contingencies into a work setting, using salary for work to reinforce drug abstinence. Under this intervention, poor and chronically unemployed adults with long histories of heroin and cocaine addiction are hired and paid to work in an income-producing Therapeutic Workplace business. To link salary to abstinence, participants are required to provide drug-free urine samples to gain daily access to the workplace. In this way, participants can work and earn salary, but only as long as they remain abstinent. Participants lacking job skills are given needed training at the start of the program. If the Therapeutic Workplace business is financially successful, it could sustain long-term employment and salary-based abstinence reinforcement at little or no cost to society. This presentation will review the scientific foundations of this intervention, research demonstrating its efficacy in promoting and maintaining abstinence from heroin and cocaine over extended periods of time, and data supporting the financial feasibility of the intervention. Supported by NIDA (R01DA09426, R01DA12564, R01DA13107) and the Abell Foundation.

**Dr. Silverman** received his Ph.D. from the University of Kansas in 1984. His doctoral training and research focused in the areas operant conditioning and behavior analysis. He completed a postdoctoral research fellowship in behavioral pharmacology at the Johns Hopkins University School of Medicine in 1991, and served as a staff fellow in the Clinical Trials Section in the National Institute on Drug Abuse's Intramural Research Program in Baltimore, MD from 1991-1993. He has maintained a faculty appointment in the Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine since 1991, and is currently an Associate Professor of Behavioral Biology. Dr.

Silverman's research at Johns Hopkins has been funded by grants from the National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism, and focuses on developing operant treatments to address the interrelated problems of poverty and substance abuse. His recent research has focused on the development and evaluation of abstinence reinforcement interventions for heroin and cocaine abuse in poor, chronically unemployed adults, and the integration of those abstinence reinforcement contingencies into model employment settings.

# 289 Panel Discussion

5/27/02  
3:00 PM - 4:20 PM  
Huron  
CBM

Clinical Roundtable - University of New Mexico

Chair: Brandi C. Fink (University of New Mexico)

- MICHAEL J. DOUGHER (University of New Mexico)
- ROBERT D. ZETTLE (Wichita State University)
- DANIEL J. MORAN (Valparaiso University)
- DAVID E. GREENWAY (University of Louisiana at Lafayette)

# 290 Symposium

5/27/02  
3:00 PM - 4:20 PM  
Conference F  
CBM/CSE

Comprehensive Tobacco Detoxification: Where Behavioral Approach and Alternative Therapy Can Make a Difference

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

Discussant: Allison Lord (Asian American Anti-Smoking Foundation)

- **Behavioral Computer Tobacco Detoxification.** SHERMAN YEN (Asian American Anti-Smoking Foundation)
- **Tobacco Prevention Outreach through Raffle System.** ALLISON LORD (Asian American Anti-Smoking Foundation)
- **Acupuncture and Behavioral Treatment of Tobacco Detoxification: An Innovative Combination.** YIJUN ZHANG and Hongzhi Liang (Asian American Anti-Smoking Foundation)

Monday, May 27

## # 291 Symposium

5/27/02

3:00 PM - 4:20 PM

Grand Ballroom East

EAB

### **Experimental Analysis of Choice: Species Continuity in Sensitivity to Delayed Consequences**

Chair: Eric A. Jacobs (Southern Illinois University, Carbondale)

Discussant: Peter Killeen (Arizona State University)

- **Risk Sensitivity in Humans: A Comparison of Different Delay Distributions.** MATTHEW LOCEY and Timothy D. Hackenberg (University of Florida)
- **Human Choice in Situations of Time-Based Diminishing Returns: A Negative Reinforcement Analog.** ERIC A. JACOBS (Southern Illinois University, Carbondale)
- **Animal Preferences between Equivalent Unit Prices.** GREGORY J. MADDEN and James Soldner (University of Wisconsin, Eau Claire)

## # 292 Panel Discussion

5/27/02

3:00 PM - 4:20 PM

Civic Ballroom North

EDC

### **Headsprout Reading Goes Public**

Chair: Janet S. Twyman (Headsprout)

- KENT JOHNSON (Headsprout)
- T.V. JOE LAYNG (Headsprout)
- GREG STIKELEATHER (Headsprout)
- KELLY A. HOBBINS (Headsprout)

## # 293 International Paper Session

5/27/02

3:00 PM - 4:20 PM

Simcoe & Dufferin

EDC

### **Historical and Conceptual Issues in Behavior Analysis**

Chair: Edward K. Morris (University of Kansas)

- **A History of Behavior Modification in Canada.** JOHN CONNORS (Canadian University College)
- **Behaviorists and Constructivists in Education: Can't We All Just Get Along?** (TPC). ERIC FOX (Arizona State University)
- **Skinner's Views on Intrinsic and Extrinsic Reinforcement in Education** (TPC). EDWARD K. MORRIS, Rachel H. Thompson, and Gregory P. Hanley (University of Kansas)



## # 294 Symposium

5/27/02

3:00 PM - 4:20 PM

Civic Ballroom South

EDC

### **Promoting Effective Behavioral Intervention Plans: Extending the Research-Base on Function-Based Support Planning**

Chair: Shanna Hagan-Burke (University of Georgia)

Discussant: Teri Lewis-Palmer (University of Oregon)

- **Increasing Treatment Integrity of Function Based Support Plans in Classroom Settings through Performance Feedback.** EMMA J. MARTIN and George Sugai (University of Oregon)
- **Generalized Effects of Functional Behavioral Assessment Training on Teacher-Recommended Intervention Strategies.** GRETCHEN JEFFERSON (Eastern Washington University)
- **Effects Explicit Strategy Instruction with Content Scaffolding on the Task Engagement of a General Education Student.** MACK BURKE and Shanna Hagan-Burke (University of Georgia), and George Sugai (University of Oregon)

## # 295 Symposium

5/27/02

3:00 PM - 4:20 PM

Essex Ballroom

DDA/AUT

### **Prompting and Preference-Assessment Strategies for Promoting Adaptive Behavior Change in Inclusive Settings**

Chair: Dennis H. Reid (Carolina Behavior Analysis and Support Center)

Discussant: Bridget A. Shore (Arlington Developmental Center)

- **Comparison of Within- and Extra-Stimulus Prompts to Establish Play Behaviors in an Early Intervention Program.** AMANDA M. VANDERHEYDEN, Patricia Snyder, Cynthia F. DiCarlo, Sarintha Stricklin, and Laura A. Vagianos (LSUHSC Early Intervention Institute)
- **Increasing Toy Play among Toddlers with Disabilities Using Choices of Preferred Toys and Prompting.** CYNTHIA F. DICARLO (LSUHSC Early Intervention Institute), Dennis H. Reid (Carolina Behavior Analysis and Support Center), and Sarintha Stricklin (LSUHSC Early Intervention Institute)
- **Assessing Preferences among Supported Workers with Autism for Working on One Task versus Alternating Tasks.** L. PERRY LATTIMORE and Marsha B. Parsons (Western Carolina Center) and Dennis H. Reid (Carolina Behavior Analysis and Support Center)

Monday, May 27

#### # 296 International Symposium

5/27/02

3:00 PM - 4:20 PM

Windsor East & West

DDA

#### **The Influence of Establishing Operations on Destructive Behavior: Implications for Analysis and Treatment**

Chair: Jennifer J. McComas (The University of Minnesota)

Discussant: Mark O'Reilly (University College, Dublin)

- **An Analysis of the Interaction between Positive and Negative Reinforcement during a Functional Analysis of Aberrant Behavior.** ANJALI BARRETTO (Gonzaga University), and David P. Wacker, Saïdy Waight, Jay W. Harding, and Wendy K. Berg (University of Iowa)
- **A Brief Assessment of Antecedent Events Influencing Noncompliance.** NATHAN A. CALL, David P. Wacker, Joel E. Ringdahl, and Eric W. Boelter (University of Iowa)
- **Consequent Analysis and Antecedent Treatment of Self-Injury.** HANNAH HOCH (The Graduate Center, CUNY) and Frank Cicero (Eden II Programs)

#### # 297 Symposium

5/27/02

3:00 PM - 4:20 PM

Elgin

CSE

#### **The University of Florida Applied Behavior Analysis/Family Safety Initiative**

Chair: Timothy R. Vollmer (University of Florida)

Discussant: Michael Stoutimore (Florida Department of Children and Families)

- **Project Overview.** JOHN C. BORRERO (University of Florida)
- **The Curriculum: Parenting Tools for Positive Behavior Change.** CAROLE M. VAN CAMP (University of Florida)
- **In-Home Behavior Analysis Services.** ANIBAL GUTIERREZ JR. (University of Florida)

#### # 298 Symposium

5/27/02

3:00 PM - 4:20 PM

Conference G

OBM

#### **Three Years Later the Development of a Private Residential School Based on the Principles of Applied Behavior Analysis, What Does the Data Tell Us?**

Chair: Stephen Luce (Melmark Inc.)

Discussant: Judith E. Favell (Advoserve)

- **Developing Behaviorally Based Interdisciplinary Teams: Application with Community-Based Program Development.** FRANK BIRD (Melmark New England)

- **Developing Quality Services during Initial Program Development: The Use of Performance-Based Training Systems.** HELENA MAGUIRE (Melmark New England)
- **Implementing Quality Assessment and Improvement Programs: The Application of Continuous Quality Improvement Practices during Initial Program Development.** RITA GARDNER (Melmark New England)

#### # 299 International Paper Session

5/27/02

3:00 PM - 4:20 PM

Kenora

TPC

#### Varieties of Behaviorism

Chair: Theresa Ann Foster (University of Florida)

- **Skinner's Research Programs: Propositions and Problems (EAB).** MARIA AMÁLIA ANDERY and Tereza Maria de A. P. Sério (Catholic University of São Paulo)
- **Medium as Metaphor: Similarities between Radical-Behaviorist Epistemology and Neil Postman's (1985) Communications Theory (VRB).** THERESA ANN FOSTER (University of Florida)
- **Computational Biobehaviorism: Towards a Postmodernist Understanding of Organisms (TPC).** JOSE E. BURGOS (University of Guadalajara-CEIC)

#### # 300 Paper Session

5/27/02

3:00 PM - 4:20 PM

Conference D&E

VRB

#### Variables Controlling Sensitivity to Reinforcement Schedules, Equivalence Class Formation, and Emission of Verbal Behavior

Chair: David F. Bicard (Florida International University)

- **History Effects of Strategic versus Tactical Rules on Adaptation to Changing Contingencies in Children with ADHD (EDC).** DAVID F. BICARD (Florida International University) and Nancy A. Neef (The Ohio State University)
- **Equivalence Relations, Naming, and Contextual Control (EAB).** TOM RANDELL and Bob Remington (University of Southampton)
- **The Effects of Toy Preference and Availability on the Linguistic Behavior and Interactions of Children (DEV).** KENNETH MACALEESE, Rebecca Walters, Alicia Grauvogel, Rebecca Flores, Heather Hoffman, and Patrick M. Ghezzi (University of Nevada, Reno)

## # 301 Panel Discussion

5/27/02

3:30 PM - 4:20 PM

City Hall

AUT/EDC

### Initiatives in ABA for Classroom Instruction for Children with Autism

Chair: Richard M. Foxx (Pennsylvania State University, Harrisburg)

- RICHARD M. FOXX (Pennsylvania State University, Harrisburg)
- KIMBERLY A. SCHRECK (Pennsylvania State University, Harrisburg)
- REBECCA P. F. MACDONALD (New England Center for Children)

## # 302 Invited Event

5/27/02

3:30 PM - 4:20 PM

Conference B

OTH/DEV

### Treating Persons with Dementia in Context

Chair: Linda A. LeBlanc (Western Michigan University)

JANE FISHER (University of Nevada, Reno)



Degenerative dementias such as Alzheimer's disease affect over 10 percent of older adults. Recent research suggests that many of the behaviors exhibited by dementia patients and labeled as "problems" are, in fact, adaptive responses to environmental stimuli when examined in the context of declining behavioral repertoires and increasingly challenging environmental demands. This paper will describe conceptual issues in the behavior analysis of dementia and discuss considerations in treatment planning given that the degenerative nature of dementia limits the utility of traditional standards of treatment generalization and maintenance.

Dr. Fisher received a B.S. from the University of Illinois, Champaign-Urbana in 1980 and a doctorate in clinical

psychology from Indiana University, Bloomington in 1987. She is currently associate professor of psychology at the University of Nevada, Reno. Dr. Fisher's research in behavioral gerontology has been supported by several agencies including the National Institute on Aging and the National Institute on Justice. She is co-editor of *Management and Administration Skills* (Academic Press), and *A History of the Behavioral Therapies: Founders' Personal Histories* (Context Press). Her research interests include applied behavior analysis, behavioral gerontology, the integration of behavioral healthcare into primary care and extended care settings, and environmental design.

## # 303 Special Event

5/27/02

4:30 PM - 5:30 PM

Grand Ballroom West and Center

### Presidential Address: Negative Effects of Positive Reinforcement

Chair: M. Jackson Marr (Georgia Tech)

MICHAEL PERONE (West Virginia University)



Procedures classified as positive reinforcement are generally regarded as more desirable than those classified as aversive—those involving negative reinforcement or punishment. I will argue that this is a crude test of the desirability of a procedure to change or maintain behavior. The problems can be identified on the basis of theory, experimental analysis, and consideration of practical cases. Theoretically, the distinction between positive and negative reinforcement has proven difficult (some would say the distinction is untenable). When the distinction is made purely in operational terms, experiments reveal that positive reinforcement has aversive functions. On a practical level, positive reinforcement can lead to deleterious effects, and it is implicated in a range of

personal and societal problems. These issues challenge us to identify other criteria for judging behavioral procedures.

**Dr. Perone** is a professor and chair of the Department of Psychology at West Virginia University, where he has worked since 1984. He was educated at the University of Maryland (B.S., 1975) and the University of Wisconsin-Milwaukee (M.A., 1977; Ph.D., 1981). He conducts basic research with rats, pigeons, and people in the areas of positive and negative reinforcement, schedule control, and conditioned reinforcement, with particular attention to bridging human and animal work. Mike also is interested in research methodology and co-edited, with Kennon A. Lattal, the *Handbook of Research Methods in Human Operant Behavior* (Plenum, 1998). He has served as President and Chair of the Board of Directors of the Society for the Experimental Analysis of Behavior, Associate Editor of the *Journal of the Experimental Analysis of Behavior*, co-chair of the ABA Convention Program Committee, and co-editor of the *Experimental Analysis of Human Behavior Bulletin*. He currently serves on the ABA Executive Council and represents ABA on the Federation of Psychological, Behavioral, and Cognitive Sciences.

## # 304 International Poster Session

5/27/02

5:30 PM - 7:00 PM

Sheraton Hall

AUT

1. **A Functional Assessment and Hypothesis-Based Intervention for Out-of-Seat Behavior (DDA).** NANCY A. PERHOT (New England Center for Children)
2. **A Survey of Television Watching and Parent Perceptions of Observational Learning: A Comparison of Children with Autism and Their Typically Developing Age-Mates (DDA).** SHARI SCHATZMAN, David Celiberti, and Terri Graunitz (The Eden II Programs)

3. **Age at Treatment Entry and Changes in Stereotypic Behavior in Young Children with Autism (DDA).** AMY S. GECKELER and Nicole Ciotti Gardenier (New England Center for Children), Gina Green (The Institute for Effective Education), and William L. Holcomb, Rebecca P. F. MacDonald, Renee Mansfield, and June M. Sanchez (New England Center for Children)
4. **An Analysis of Play Duration, Social Initiations and Problem Behaviors of a Child with Autism.** EINAR T. INGVARSSON and Shahla S. Ala'i-Rosales (University of North Texas)
5. **Behavioral Assessment and Treatment of Food Refusal (CSE).** HEATHER M. HAINES, Brett J. DiNovi, Renee Meeker, Kristin Vespe, Bonnie Sebastian, and Frances A. Perrin (Bancroft NeuroHealth)
6. **Decreasing Aggressive and Non-compliant Behaviors through the Use of an "Elapsation of Time" Stimulus.** JUSTIN DIDOMENICO (Advance, Inc.)
7. **Effects of Pivotal Response Training (PRT) on Language Acquisition and Reduction of Problem Behavior in a Child with Autism (DDA).** JENNIFER CHEEK, Dawn Hendricks, and Jane Carlson (VCU Autism Center of Virginia)
8. **Effects of Satiation on Post-Meal Rumination (DDA).** Cammarie Johnson, ATLI F. MAGNUSSON, Kimberly Keogh, and Lisa Mossner (New England Center for Children)
9. **Effects of Self-Monitoring by Students with Autism: Differential Effects of Self-Recording Accuracy and Time (EDC).** KOJI TAKEUCHI (University of Tsukuba)
10. **Inclusive Classrooms: Comparing Descriptive and Experimental Analysis Outcomes for a Child with Autism (EDC).** JENNIFER A. SELLERS, Jennifer M. Asmus, Maureen A. Conroy, and Julie M. Capasso (University of Florida)
11. **Integrating Behavioral Support into Residential Programming to Improve Behavioral Outcomes for Children with Autism (EAB).** KEEGAN TANGEMAN, Karen Wissig, Whitney Rodgers, and Doug Moes (Devereux Santa Barbara), and Vincent Winterling (Devereux Institute of Clinical Training and Research)
12. **Investigation of Increased Pica as a Possible Side Effect of Satiation Treatment for Ruminations (DDA).** Cammarie Johnson, KIMBERLY KEOGH, and Lisa Mossner (New England Center for Children)
13. **Joint Attention, Play, and Stereotypy in Young Children with Autism (DDA).** JUNE M. SANCHEZ, Amy S. Geckeler (New England Center for Children), Gina Green (The Institute for Effective Education), and William L. Holcomb, Rebecca P. F. MacDonald, Renee Mansfield, and Nicole Ciotti Gardenier (New England Center for Children)
14. **Practical Developmental Measures of Childhood Autism.** RENAY WEISS, Dennis Delprato, and Carla Zeiter (Eastern Michigan University)
15. **Rapid and Effective Toilet Training Using a Reinforcement-Based Procedure: A Case Study with a Four Year Old Student with Autism (DDA).** LAURIANN PUGLISI, Terri Graunitz, and Frank Cicero (Eden II Programs)
16. **Response Reduction, Self-Management, and Pro-Social Behavior Training for an Autistic Child.** RACHEL LEONARD and D. Doreen Granpeesheh (C.A.R.D)
17. **Teaching a Child with Autism to Say Positive Comments to Peers and Adults: Acquisition and Generalization Data.** BRIDGETTE A. ARNO, Sara C. Ernsbarger, and William L. Heward (The Ohio State University), and Jacqueline W. Wynn (Children's Hospital Autism Center)

18. **Teaching Receptive Discriminations (EDC).** DANA SALINGER and Erin Rosenthal (Northwest Behavioral Associates)
19. **The Factors Encouraging Interaction on Family Support for Children with Autism and PDD (DDA).** HIDEKI KUBOTA (NokoNoko Clinic), Koji Takeuchi and Ritsu Tsuchiya (University of Tsukuba), and Jun'ichi Yamamoto (Keio University)
20. **The Use of a Behavior Contract to Target Appropriate School Bus Behavior in a Student with Autism.** LAUREN RINALDI, Lori Gray, Randi Termo, and Randy Horowitz (The Eden II Programs)
21. **The Use of Behavioral Momentum to Facilitate the Acquisition of One Concept Commands in a Preschool Student with Autism.** KERI BERNTSEN and Randy Berntsen (The Eden II Programs)
22. **The Use of Differential Reinforcement, Non-Contingent Food, and Response Cost to Decrease Pica in a Student with Autism.** ANYA KURTZ, Mary E. McDonald, and Joelle Alesi (The Genesis School)
23. **Using Computer-Mediated Activity Schedules to Teach a Child with Autism to Play Creatively.** MELISSA DAUPHIN, Lisa Kinney, and Joseph Vedora (BEACON Services), and Robert Stromer (University of Massachusetts Medical School)

#### # 305 International Poster Session

5/27/02

5:30 PM - 7:00 PM

Sheraton Hall

DDA

24. **A Comparison of Two Interventions for Increasing Oral Reading Performance (EDC).** YASEMIN ERGENEKON, Ayten Uysal, and Serhat Yildirim (Anadolu University)
25. **A Treatment Analysis of Self-Injurious Behavior Maintained by Automatic Reinforcement.** LISA WINBORN, Wendy K. Berg, Joel E. Ringdahl, Dave Wacker and Kana Kitsukawa (University of Iowa)
26. **An Evaluation of a Behavioral Momentum Procedure to Increase Acceptance of Food in a Child with Pediatric Feeding Disorders.** MELANIE H. BACHMEYER, Heidi Lowe, Meeta R. Patel, and Cathleen C. Piazza (The Marcus Institute)
27. **An Evaluation of General Case Programming to Enhance Instruction-Following Skills (EAB).** KERRI L. WALTERS and Stephen W. Holborn (University of Manitoba), and James Ediger (St. Amant Centre)
28. **Behavioral Intervention for Developmental Disabilities as Taught to Parents and Professionals on Commercially Available Books (AUT).** DANIELA FAZZIO (Pontificia Universidade Católica de São Paulo, Brasil)
30. **Decreasing Rates of Self-Injury with Sensory Reinforcement (DDA).** KRISTIN VESPE, Melissa M. Hearn, Brett J. DiNovi, Sara Rogers, Renee Meeker, Mobolade Olaloye, and Danielle Singleton (Bancroft NeuroHealth)
31. **Effects of Voice-Output Technology on Requesting and Vocalizations.** JEFF SIGAFOOS (University of Texas at Austin) and Robert Didden (University of Nijmegen)

32. **Functional Analysis and Intervention to Reduce Self-Injurious and Agitated Behavior when Removing Protective Equipment for Brief Time Periods (CBM).** NICOLE MURRAY (National University of Ireland, Dublin), Giulio Lancioni (University of Leiden, The Netherlands), and Claire Lacey (National University of Ireland, Dublin)
33. **Functional Analysis of Bruxism (OTH).** MARK WILDMON, Jason Stricker, and Brandon McCord (Arlington Developmental Center), Brian A. Iwata (University of Florida), and Bridget Shore (Arlington Developmental Center)
34. **Further Evaluation of the Effects of Reinforcement.** ANTHONY DICESARE, Sean D. Casey, Kelly Murphy, Francis Jamison, Misty Simmons, and Tenessa Overton (Bancroft NeuroHealth)
35. **Identifying Reinforcers that Compete with Attention to Reduce SIB in a Child with Developmental Disabilities.** MELANIE DUBARD and Daniel Tingstrom (University of Southern Mississippi)
36. **Increasing Compliance with Wearing Corrective Lenses in Children with Developmental Disabilities.** BOBBI R. BONEY (Kennedy Krieger Institute), Iser Guillermo DeLeon (Johns Hopkins School of Medicine), and Vanessa Rodriguez-Catter and Dawn Resau (Kennedy Krieger Institute)
37. **On the Relationship between Rituals and Destructive Behavior (AUT).** DANA SWARTZWELDER, Wayne W. Fisher, Henry S. Roane, Ernest Whitmarsh, and Russell Coleman (The Marcus Institute)
38. **Reinforcement Schedule Thinning during Functional Communication Training (AUT).** ARTHUR WILKE (Kennedy Krieger Institute), SungWoo Kahng (The Johns Hopkins University School of Medicine), and Jennifer Scruggs and Maria Stevenson (Kennedy Krieger Institute)
39. **Response Acquisition under Positive Reinforcement and Stimulus Avoidance Procedures.** AMANDA J. OBERDORFF (The Marcus Institute), and Michael E. Kelley and Cathleen C. Piazza (The Kennedy Krieger Institute)
40. **Sequential and Matching Analysis of Self-Injurious Behavior.** JOHN HOCH, Dahl Norman, Jennifer J. McComas, and Frank Symons (University of Minnesota)
41. **The Assessment and Treatment of Aberrant Behavior Using Sensory Stimuli.** MISTY SIMMONS, Donna Heiser, and Deborah A. Napolitano (Bancroft NeuroHealth)
42. **The Effect of Observing Response in Word-Picture Matching-to-Sample.** HIROFUMI SHIMIZU (Meisei University) and Christopher S. McDonough (The Hawthorne Country Day School)
43. **The Effectiveness of Immediate and Delayed Feedback Procedure on the Acquisition of Systematic Instruction Skills (EDC).** DILEK DURUSOY ERBAS and Serife Yucesoy (Anadolu University)
44. **The Effects of Behavioral Staff Training on Skills of Icelandic Children with Developmental Disabilities (EDC).** ANNA-LIND PETURSDOTTIR (City of Reykjavik Pre-school Service) and Zuilma Gabriela Sigurdardottir (University of Iceland)
45. **The Use of Divided Attention Sessions in the Assessment of Aberrant Behavior of Persons with Developmental Disabilities.** LISA TYLER, Misty Simmons, Keith Davis, Nicholas Cifuni, Joseph Mitsch, Anthony DiCesare, and Deborah A. Napolitano (Bancroft NeuroHealth)



46. **The Use of Sensory Reinforcement to Decrease Self-Injurious Behavior (DDA).** KRISTIN VESPE, Brett J. DiNovi, Sara Rogers, and Renee Meeker (Bancroft NeuroHealth)
47. **Using a Preference Assessment to Treat Food Selectivity: Evaluating the Effects of Simultaneous Presentation of Preferred and Non-Preferred Foods.** MADUR T. SANCHEZI, Meeta R. Patel, Cathleen C. Piazza, and Christine M. Santana (The Marcus Institute)
48. **Using Establishing Operations to Assess the Function of Aberrant Behavior.** BRENDAN M. LEE, Frances A. Perrin, Kelly Hamilton, Laura O'Donnel, and Patrick R. Progar (Bancroft NeuroHealth), David McAdam (Kennedy Krieger Institute), and Deborah A. Napolitano (Bancroft NeuroHealth)
49. **When to Self-Correct Spelling Words: A Systematic Replication.** SUZANNE WALSHE (Rockdale County Public Schools) and Sheila Alber (The University of Southern Mississippi)

# 306 International Poster Session
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5/27/02

5:30 PM - 7:00 PM

Sheraton Hall

DEV

50. **Babies in Boxes: Histories from Three Generations of Air-Crib Users and Builders.** SCOTT D. BORN, David G. Born, and Kristin L. Born (University of Kansas)
51. **Beliefs Induced by a Human Modeling Predictive and Effective Tasks (EDC).** EMILIO RIBES-INESTA, Maria Antonia Padilla Vargas, and Carlos Martínez-Munguía (University of Guadalajara)
52. **Delayed Match to Sample Performance of Seniors with Dementia (EAB).** ROBERT PEYTON and David G. Born (University of Kansas), and Dean C. Williams (University of Kansas-Parsons Research Center)
53. **Functional Analysis of Social Abilities and Interactions: A Short Longitudinal Study (EDC).** CARLOS SANTOYO and María Celia Espinosa (Universidad Nacional Autónoma de México)
54. **Maintain Ability of Daily Life of an Elderly Cerebro Vascular Dementia Patient.** TOSHIE ATA (Psychology Unit, Department of Behavior Sciences Graduate School of Letters, Okayama University, Japan)
55. **Preliminary Data on the Use of Experimental Analyses to Assess Social Inhibition in Children with Cleft Lip and Palate.** GREGORY K. REED, Linda J. Cooper-Brown, David P. Wacker, Lynn Richman, Donna Stewart (University of Iowa)
56. **Some Factors that Affect Time Production in Children.** REBECCA A. FLAKE, John J. Chelonis, Donna J. Blake (University of Arkansas for Medical Sciences-Arkansas Children's Hospital), and Merle G. Paule (National Center for Toxicological Research)
57. **The Effectiveness of Behavior Management Program to a Tennis Trainer.** SULEYMAN ERIPEK (Anadolu University)
58. **Visual-Auditory Transfer of Different Stimuli Relations (VRB).** JULIO VARELA, Maria Antonia Padilla Vargas, and Carlos Martínez-Munguía (Universidad de Guadalajara), and Bernardo Jiménez-Santacruz and María Avalos-Latorre (Escuela Activa Integral)

Monday, May 27

5/27/02

5:30 PM - 7:00 PM

Sheraton Hall

EAB

59. **A Progressive-Force Schedule of Reinforcement: Effects of Ratio Value and Step Size.** OLIVER WIRTH, Todd W. Knealing, and William G. Lindsley (CDC/NIOSH)
60. **Assessing Haloperidol with the Barrier Choice Paradigm (PBH).** CARLOS F. APARICIO and Francisco Velasco (University of Guadalajara-CEIC)
61. **Behavioral Contrast in the Malaysian Sun Bear.** TED KOSTIUK and JAMES D. DOUGAN (Illinois Wesleyan University)
62. **Behavioral Variability as the Defining Property of a Response Class (TPC).** ADRIANA CRUVINEL (Pontifícia Universidade Católica de São Paulo)
63. **Classical Conditioning of  $\beta 1,3$ -(D)-Glucan-Induced TNF- $\alpha$  Gene Expression in Mouse Peritoneal Macrophages.** JENNIFER L. THOMAS, Kenneth W. Hunter, and Linda J. Hayes (University of Nevada, Reno)
64. **Conditional Discrimination Training in Human Subjects under a Matching-to-Sample Task: A Molecular Analysis.** ADRIANA R. RUBIO and Gerson Y. Tomanari (Universidade de São Paulo)
65. **Disruptive Behavior: The Teaching of Academic Skills (EDC).** VIVIANE ROSALIE DUARTE and Fátima Regina Pires de Assis (Laboratório de Psicologia Experimental- Pontifícia Universidade Católica de São Paulo)
66. **Do They All Look the Same: Habituation and Dishabituation of Faces Based on Racial and Emotional Content.** BRENT M. KING (University of North Dakota)
67. **EAHB-SIG Student Paper Award: Derived Stimulus Relations under Contextual Control Produce Association and Mediated Priming.** ROBERT WHELAN (National University of Ireland, Maynooth)
68. **Effect of Multiple Signals during Delay Interval on Response Acquisition with Delayed Reinforcement.** MARCO PULIDO, Benjamin Garcia, Luis Gomez, and Enrique Moran (Universidad Intercontinental, Mexico)
69. **Exclusion after Conditional Discriminations Relating Multiple Sample Stimuli to Single Comparison Stimuli and Vice-Versa (VRB).** ALINE ROBERTA A. COSTA, Camila Domeniconi, and Deisy G. de Souza (Universidade Federal de São Carlos), and William J. McIlvane (Eunice Kennedy Shriver Center)
70. **Geographic Equivalence (EDC).** KEVIN D. WILLIAMS, W. Larry Williams, and Michele R. Bishop (University of Nevada, Reno)
71. **Increase in the Probability of Non-Contingent Food Delivery as Positive Reinforcement.** THOMAS J. WALTZ and Philip N. Heline (Temple University)
72. **Interactions between Instructional Specificity, Instructional History and History of Consequences in Human Conditional Discrimination.** HECTOR MARTINEZ, Gerardo Ortiz, and Adriana Gonzalez (Universidad de Guadalajara, Mexico)
73. **Investigating the Conditioned Reinforcement Effects in Concurrent Chains Schedules.** BRUCE E. HESSE (California State University, Stanislaus)

74. **Learning and Awareness: A Systematic Replication.** KATHRYN SHUGRUE (Massachusetts College of Liberal Arts), and Erika Wicklund, Nicky Reid, Kim Geranios, Hope Hansen, Tom Byrne (Massachusetts College of Liberal Arts)
75. **Long-Term Reductions in Fixed-Ratio Pausing Following Punishment of Pausing (EAB).** JOSEPH RICHARDSON, Adam Derenne, and Alan Baron (University of Wisconsin, Milwaukee)
76. **Positive Induction Is Produced by the Upcoming Food-Pellets.** ERIN L. URAN and Jeffrey N. Weatherly (University of North Dakota)
77. **Psychological Time: The Effect of Task Complexity on the Human Estimation of Duration.** SIMON WEBBER, T. Mary Foster, James McEwan, and Catherine Sumpter (University of Waikato)
78. **Reinforcement Omission in Concurrent Fixed-Interval and Random-Interval Schedules (TPC).** TAKU ISHII and Takayuki Sakagami (Keio University)
79. **Relationships between Agonistic Behavior and Spatial-Temporal Swimming Patterns in *Betta splendens*.** KERRY SCHLEDEWITZ, Wayne Chan, and Joseph J. Pear (University of Manitoba)
80. **Rule-Governed versus Contingency-Governed Behavior in Problem Solving with Pigeons.** PAUL ROMANOWICH, Shawn R. Charlton, and Edmund J. Fantino (University of California, San Diego)
81. **Stimulus Functions in Token-based Choice Procedures.** THERESA ANN FOSTER and TIMOTHY D. HACKENBERG (University of Florida)
82. **Testing the Behavioral Momentum with Human Participants.** JAMES SLIVINSKI (University of Manitoba)
83. **Unit Price Sequence Effects in Humans.** JACK KEITH WILLIAMS and Cloyd Hyten (University of North Texas)
84. **Up or Down: The Influence of Upcoming Reinforcement on Consummatory and Operant.** BRENT M. KING and Jeffrey N. Weatherly (University of North Dakota)
85. **What About Cats? Assessing Preferences for Non-Food Items by Domestic Felines.** HOWIE REYER (The Graduate School and University Center of Queens College, CUNY)

# 308 Poster Session
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5/27/02

5:30 PM - 7:00 PM

Sheraton Hall

EDC

86. **A Comparison of Types of Graphic Feedback on College Student Performance.** COLIN PEELER (Florida State University)
87. **An Empirical Demonstration of Procrastination in Graduate Students (EAB).** LESLIE SHIER (Western Michigan University) and Timothy D. Ludwig (Appalachian State University)
88. **Assessing the Impact of Introductory Psychology on Critical Thinking.** MARIA LYNN KESSLER (The Citadel)
89. **Attending Optional versus Required Discussion Groups: Effects on Student Performance in PSI Based Psychology Course.** KENNETH MACALEESE, Amy L. Christensen, and Ramona Houmanfar (University of Nevada, Reno)

90. **Developing Higher-Order Thinking: Using Feedback and Bonus Points versus Feedback Only (TBA).** SABRINA M. BERRY, Tanya C. Walsh, Darlene Crone-Todd, and Joseph Pear (University of Manitoba)
91. **Does Order of Presentation of Instructional Material Matter? What Should Come First, Simulation or Concept?** MARCIE DESROCHERS and Mandy Newell (College of Charleston)
92. **Effect of Written Feedback on Student Answers in Computer-Aided Personalized System of Instruction Courses (TBA).** TOBY L. MARTIN, Kerri L. Walters, and Joseph J. Pear (University of Manitoba)
93. **Effects of Forward and Backward Chaining on Learning to Play Guitar from a Model (TPC).** GARY CATES (Eastern Illinois University)
94. **Fluency of Problem Solving in Mathematics.** DEIRDRE L. BEEBE FITZGERALD, Hortencia Garcia, Michelle Waters, and Meghan Wols (Eastern Connecticut State University)
95. **Positive Effects of Reward and Effort on Motivation and Performance (TPC).** JUDY CAMERON, Sylvia So, and W. David Pierce (University of Alberta)
96. **Response-Card Instruction and Student Learning in an Introductory Psychology Course.** CAMILLE WOODARD and Michael C. Clayton (Jacksonville State University)
97. **Responses to SAFMEDS and [www.AimChart.net](http://www.AimChart.net) in 2 Graduate Courses.** JENNIFER ZINKE (Illinois Institute of Technology)
98. **SAFMEDS and Precision Teaching for Graduate Students.** DOREEN VIEITEZ (National-Louis University)
99. **Student Access of Internet Course Material: Intrinsic or Interval Performance (EAB).** EMILY RUDRUD and Eric Rudrud (St. Cloud State University)
100. **The Effects of a Threaded Discussion Component on Satisfaction and Student Performance.** RYAN SAIN and Thomas A. Brigham (Washington State University)
101. **The Effects of Explicit Timing for Mathematics with College Students (EAB).** KATRINA RHYMER, Christie Nutkins, and Amanda Lee (Central Michigan University)
102. **The Relationship between Substantive Feedback and Final Examination Performance in CAPSI-Taught Undergraduate Courses (EAB).** Kirsten M. Wirth, Jeremy Gawryluk, Darlene E. Crone-Todd, and Joseph J. Pear (University of Manitoba)
103. **The Role of Experimenter Expectations and Reward on Intrinsic Motivation.** KATHERINE M. BANKO, Judy Cameron and W. David Pierce (University of Alberta)
104. **The Use of Self-Management Strategies to Decrease Procrastination in Undergraduate Students.** TAMI McDOWELL, Eric Chubb, and Jennifer Ramer (Western Michigan University)
105. **Use of the SCOOP Direct Observation System to Increase Instructor Behaviors in Graduate Classes in Applied Behavior Analysis (TBA).** TAMI McDOWELL (Western Michigan University), Jean Ott, Tara Leiblein, and Pamela G. Osnes (University of South Florida), and Richard W. Malott (Western Michigan University)

# 309 Poster Session

5/27/02

5:30 PM - 7:00 PM

Sheraton Hall

OBM

106. **An Application of Organizational Behavior Management Principles to Decrease Overtime Usage (OBM).** BRETT J. DINOVI, Heather M. Haines, Heather Storms, Stephen S. Bruce, Melissa M. Hearn, and Brendan M. Lee (Bancroft NeuroHealth)
107. **An Individualized Feedback System for Tennis Players (TPC).** GORDON HENRY (Indiana University Southeast)
108. **Balancing Academic, Professional and Financial Performance Measures: A Significant Application of the Total Performance System in an Academic Setting.** Ramona Houmanfar, KRISTEN MAGLIERI, Horacio Roman, Charna Mintz, Ryan Gingrich, and Wendy Bravo (University of Nevada, Reno)
109. **Daily Feedback versus Weekly Feedback: An Application in Retail.** RALPH N. PAMPINO JR., Jennifer E. MacDonald, Jill E. Mullin, and David A. Wilder (University of the Pacific)
110. **Effects of Prompts and Law Enforcement Strategies to Increase Safe Pedestrian and Driver Behaviors on a University Campus (CSE).** SHARLET BUTTERFIELD, Nealetta Houchins, Kristen Maglieri, Horacio Roman, and Thomas E. (Ted) Boyce (University of Nevada, Reno)
111. **Essential Reading for Industrial/Organization Graduate Students: A Survey of Editorial Boards (EDC).** TRACY E. ZINN, Ryan O'Leary, and Christopher Winkelspecht (Auburn University)
112. **Evolutionary Mating Behaviors and the Consumption of Fashion.** DIANE DICLEMENTE, Emily Furthman, and Nicole Stavropoulos (Dickinson College)
113. **The Effectiveness of Localized Incident Review Meetings in Reducing the Frequency of Student Injuries Due to Behavior Disorders.** JAMIE PAGLIARO, Michael Cullinan, Lisa Talley, David Ross, Jamie Gaffga, and Stephen Luce (Melmark, Inc.)
114. **The Effectiveness of Various Interventions Aimed at Increasing Direct Care Staff Completion of Everyday Duties (AUT).** GERIANNE LAURINO, Eileen Hopkins, Mary Sarli, and Craig Schlanger (Eden II Programs)
115. **The Effects of Immediate Feedback and a Monthly Lottery on the Maintenance of Tutoring Skills in a Behavioral Treatment Center for Autism (AUT).** GINGER WILSON, Travis McNeal, and Patrick M. Ghezzi (University of Nevada, Reno)
116. **The Labor Cooperative: A First Look at the Contingencies Involved in Cooperation (CSE).** CLAUDIA ROMANO (Catholic University of São Paulo)
117. **To Reach or Not to Reach? Effects of Pedestrian Prompts on Driver Yielding at a Busy Crosswalk (CSE).** MICHAEL RAMSETH (Center for Behavioral Safety at the University of Nevada, Reno), and Horacio Roman, Janita Jerup, and Thomas E. (Ted) Boyce (University of Nevada, Reno)
118. **Using Contingent Feedback to Increase the On-Task Behavior of Direct-Care Staff Working the Overnight Shift in Campus Homes.** JAMIE PAGLIARO, Michael Cullinan, and George Linke (Melmark, Inc.)

- 119. Women in Organizational Behavior Management.** HEATHER M. McGEE (Western Michigan University), Barbara R. Bucklin (Accelerated Multimedia Education), and Alyce M. Dickinson (Western Michigan University)

**# 310 International Poster Session**

5/27/02

5:30 PM - 7:00 PM

Sheraton Hall

VRB

- 120. A Combination of Behavioral Techniques to Treat a Mexican-American Male with Selective Mutism (EAB).** ALISHA DICKENS, SUSAN FASCIO, and T. Steuart Watson (Mississippi State University)
- 121. A Computerized Content Analysis of Derived Relational Responding in Clinical Behavioral Treatment.** JOHN HANSEN, Karin Turner, Elizabeth Gifford, and Steven C. Hayes (University of Nevada, Reno)
- 122. Activity-Based Intra-verbal Training for Preschoolers with Disabilities in an Inclusive Classroom (AUT).** JULIE SCHEPIS (The Ohio State University) and Bridgette A. Arno (Chateaugay Central)
- 123. Effects of Verbal Descriptions on Transference in One Matching to Sample Task.** DIANA MORENO RODRIGUEZ, Rosalinda Arroyo Hernandez, Maria Luisa Cepeda Islas, Patricia Plancarte Cansino, Olivia Tena Guerrero, and Hortensia Hickman Rodriguez (Facultad de Estudios Superiores Iztacala-UNAM)
- 124. General Verbal Responding Associated with Functional Communication Training.** VANESSA B. PATRONE, Elizabeth McGurdy, and Patricia F. Kurtz (Kennedy Krieger Institute)
- 125. Increasing the Use of the Tact Operant to Decrease Palilalia and Echolalia in Children with Autism (AUT).** EYLEEN ORTIZ (The David Gregory School) and Robin Nuzzolo-Gomez (Columbia University Teachers College)
- 126. Selective Imitation of the Passive Construction: Formation of Autoclitic Frames (EDC).** SUSAN M. SILVESTRI (The Ohio State University), Amy J. Davies Lackey (Teachers College), David C. Palmer (Smith College), and Janet S. Twyman (Headsprout)
- 127. The Relationship between Auditory Discriminations and Three Basic Language Skills (DDA).** CAROLE MARION, Tricia Vause, Garry L. Martin, Dickie C.T. Yu, and Gina Sakko (University of Manitoba)
- 128. Transfer of Verbal Operants during the Acquisition of the Discrimination between the Right and Left Side.** JOSÉ JULIO CARNERERO (Asociacion de Padres de Autistas de Cordoba, Spain), Francisco Jose Alos (University of Cordoba), Gladys Williams (Applied Behavioral Consultant Services, NY) and Luis Antonio Pérez-González (University of Oviedo)

**# 311 Special Event**

5/27/02

9:00 PM - 1:00 AM

Grand Ballroom West & Center

**ABA Social**

Dr. Richard Malott will present his slide show "In Search of the Soul of Toronto" at 9:30 PM. No one should miss this wonderful event!



# **Association for Behavior Analysis**

**an international organization**

**Tuesday, May 28**

**2002**

**Day Schedule  
Business Meetings  
Convention Sessions**

Tuesday, 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 :00 :30		1 PM :00 :30	
Lower Concourse	Sheraton Hall			ABA Cooperative Bookstore											
	Ballr'm Foyer			Exhibitors											
	GBR East					#322 EAB Ch: Aparicio*		#343 EAB Ch: Fields*		#359 EAB Ch: Fields*					
	GBR East Exp.					#319 EAB Ch: O'Hora *		#348 EAB Ch: Stewart*							
Con-course	Registration			On-Site and Pre-Registration											
Mezzanine	Windsor East & West					#324 DDA Ch: Robles		#342 DDA Ch: Sainato*		#362 DDA Ch: Luce*					
	Essex Ballr'm					#327 DDA Ch: DeLeon*		#340 DDA Ch: Eachus*		#353 DDA Ch: Patel*		#366 DDA Ch: Vietze*			
	Conference B			#314 Mid-Am. ABA		#328 OTH Ch: Bartizal*		#347 OTH Ch: Murphy*							
	Conference C			#313 JBE Ed. Board											
	Conference D&E			#315 Tenn ABA				#335 VRB Ch: Schepis							
	Conference F							#334 Ch: *		#352 CBM Ch: Woods*					
	Conference G					#317 OBM Ch: Harshbarger		#334 OBM Ch: Butterfield *		#356 OBM Ch: Harrison *		#368 OBM Ch: McNeal			
	York	GBR = Grand Ballroom Ch: = Chair  * = This event or a presentation within it is databased.  LEGEND			#329 TBA Ch: Van DeHey*										
Second Floor	Dominion Ballr'm South					#325 AUT Ch: Haugland *		#349 AUT Ch: Larsson *		#360 AUT Ch: Stahmer *					
	Dominion Ballr'm North					#323 AUT Ch: Newman		#344 AUT Ch: Horowitz		#357 AUT Ch: Eikseth*					
	City Hall					#332 AUT Ch: Kenneally*		#336 AUT Ch: Williams		#355 AUT Ch: Fabrizio*					
	Wentworth					#326 DEV Ch: Kaminski *		#346 DEV Ch: Keohane *		#361 DEV Ch: LeBlanc					
	Kenora					#321 TPC Ch: Kirkpatrick*		#337 TPC Ch: Ledoux		#350 TPC Ch: Schuster*		#364 AUT Ch: Street			
	Huron			#312 Gerontology SIG		#331 CBM Ch: Lerman*		#339 CBM Ch: Golden*		#354 CBM Ch: Hoodin*		#365 CBM Ch: Wesolowski*			
	Simcoe & Dufferin					#330 EDC Ch: Pelaez*		#345 EDC Ch: Weatherly*		#358 EDC Ch: Trojan*					
	Civic Ballr'm South					#318 EDC Ch: Harrison *		#333 EDC Ch: Kern*		#351 EDC Ch: Horner*		#367 EDC Ch: Cowardin*			
	Civic Ballr'm North			#316 Verbal Beh. SIG		#320 EDC Ch: Restauri*		#341 EDC Ch: Kamps*		#363 EDC Ch: Keohane*					



### # 312 Business Meeting

5/28/02

8:00 AM - 8:50 AM

Huron

#### **Gerontology Special Interest Group**

Chair: R. Mark Mathews (University of Kansas)

**Purpose:** The Gerontology SIG's annual business meeting will include a discussion of strategies to promote behavior analytic research on aging and evaluation of programs and services for older adults. The SIG publishes a bi-annual newsletter, sponsors an invited address, and provides an annual cash award to the best student poster or symposium presentation on a topic related to gerontology. Discussion will also focus on activities for the next year and election of SIG officers.

### # 313 Business Meeting

5/28/02

8:00 AM - 8:50 AM

Conference C

#### ***Journal of Behavioral Education*, Editorial Board Meeting**

Chair: Phillip Belfiore (Mercyhurst College)

**Purpose:** The *Journal of Behavioral Education* will hold an Editorial Board and information meeting regarding the new editorship of the Journal. The purpose of the meeting is twofold, (a) to update Board on current issues related to the direction of the Journal, and (b) to inform the general audience regarding the availability of the Journal as an outlet for scholarly works.

### # 314 Business Meeting

5/28/02

8:00 AM - 8:50 AM

Conference B

#### **Mid-American Association for Behavior Analysis**

Chair: Thomas S. Critchfield (Illinois State University)

**Purpose:** To plan the continued development of a regional behavior analysis organization in the Central Midwest (Wisconsin, Illinois, Michigan, and parts of Missouri, Indiana, Iowa, and Minnesota).

### # 315 Business Meeting

5/28/02

8:00 AM - 8:50 AM

Conference D&E

#### **Tennessee Association for Behavior Analysis**

Chair: Veronica Joker (Green Valley Developmental Center)

**Purpose:** To promote the analytical science of behavior and its associated technologies within the State of Tennessee.

### # 316 Business Meeting

5/28/02

8:00 AM - 8:50 AM

Civic Ballroom North

#### **Verbal Behavior Special Interest Group Business Meeting**

Chair: William F. Potter (CSU Stanislaus)

**Purpose:** 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 people 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.

### # 317 Panel Discussion

5/28/02

9:00 AM - 9:50 AM

Conference G

OBM/CSE

#### **The Cambridge Center Discussion: Taking Small Steps toward a Better World - What Have We Learned?**

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

Discussant: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

- R. DOUGLAS GREER (Colombia University Teachers College)
- HENRY S. PENNYPACKER (University of Florida and Mammatech, Inc.)
- JOSEPH PLAUD (Cambridge Center for Behavioral Studies)

### # 318 Paper Session

5/28/02

9:00 AM - 9:50 AM

Civic Ballroom South

EDC

#### **Using Sound Behavioral Principals for Effective Instruction**

Chair: Tina J. Harrison (The Ohio State University)

- **Finding Answers: Using Applied Behavior Analysis in Deaf Education to Increase Student Academic Responding and Achievement.** TINA J. HARRISON and Ralph Gardner III (The Ohio State University)
- **Applying Behavior Analysis to Schooling: Current Research from The Jigsaw School.** EMMA HAWKINS and Kate Grant (The Jigsaw School)

### # 319 International Symposium

5/28/02

9:00 AM - 10:20 AM

Grand Ballroom East Expansion

EAB

#### **Applying Relational Frame Theory to Human Language: Experimental Analysis**

Chair: Denis O'Hora (National University of Maynooth, Ireland)

- **Monitoring Derived Relational Responding in an Infant from 25 to 24 Months.** CARMEN LUCIANO-SORIANO, Inmaculada Gomez-Becerra, and Miguel Rodriguez Valverde (Universidad de Almeria)
- **Using Matching-to-Sample to Facilitate Recombinative Generalisation and Reading in Young Children.** JOANNE KEAVENEY, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **The Relational Frame of Comparison: A Systematic Analysis.** AGATA VITALE, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **A Cross-Sectional Analysis of Perspective-Taking as Relational Responding.** LOUISE McHUGH, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

### # 320 International Paper Session

5/28/02

9:00 AM - 10:20 AM

Civic Ballroom North

EDC

#### **Behavior Analysis Outside the Traditional Classroom**

Chair: Sherri L. Restauri (Jacksonville State University)

- **The Effect of the Parents Supporting Parents System in a Parent Education Program on the Quality of Interactions with their Children (CBM).** NATALIE ROLIDER (Emek Yezreel College)
- **An Analysis of Antecedents and Consequences Controlling Behavior at a Hands-On Exhibit.** SHERRI L. RESTAURI and Stephen C. Bitgood (Jacksonville State University)
- **Fluency and Roller Skating (OTH).** TRUDY POCOOCK, T. Mary Foster, James McEwan, and William Temple (University of Waikato)

### # 321 International Paper Session

5/28/02

9:00 AM - 10:20 AM

Kenora

TPC

#### **Behavior, Consciousness, and Emergence**

Chair: Michael Kirkpatrick (Wesley College)

- **Verbally Labeling Organisms as "Conscious": A Preliminary Study.** MICHAEL KIRKPATRICK (Wesley College)

- **Does Behavior Exist?** (TPC). JOSE E. BURGOS (University of Guadalajara-CEIC)
- **“Emergent” Behavior/Environment Relations: Science or Metaphysics?** TED SCHONEBERGER (Stanislaus County Office of Education)

#### # 322 International Paper Session

5/28/02

9:00 AM - 10:20 AM

Grand Ballroom East

EAB

##### Choice # 2

Chair: Carlos F. Aparicio (University of Guadalajara-CEIC)

- **The Temporal Dynamics of Choice.** DANIEL CERUTTI and John Staddon (Duke University)
- **Dynamic versus Steady-State Choice.** CARLOS F. APARICIO (University of Guadalajara-CEIC) and William M. Baum (University of California, Davis)
- **Dynamic Choice: The Effects of Haloperidol (BPH).** CARLOS F. APARICIO (University of Guadalajara-CEIC)

#### # 323 Panel Discussion

5/28/02

9:00 AM - 10:20 AM

Dominion Ballroom N

AUT/DDA

##### **Dual Diagnosis in Individuals Diagnosed with Autism: Coordinating ABA with Speech Therapy, Education, and Psychiatry**

Chair: Bobby Newman (Room to Grow/AMAC)

- BOBBY NEWMAN (Room to Grow/AMAC)
- MEREDITH NEEDELMAN (AMAC)
- FRANK CICERO (Eden II)
- RANDY HOROWITZ (Eden II)

#### # 324 Symposium

5/28/02

9:00 AM - 10:20 AM

Windsor East & West

DDA

##### **Empirical and Conceptual Roots of Common Clinical Practices**

Chair: Adel Robles (University of Nevada, Reno)

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

- **A Review of Response Cost as Treatment for Behavior Disorders.** MICHELE D. WALLACE (University of Nevada, Reno) and Brian A. Iwata (University of Florida)
- **A Review of Applied Research in Differential Reinforcement of Low Rate Behavior.** JONATHAN TARBOX and Linda J. Hayes (University of Nevada, Reno)
- **Discrete Trials Instruction.** PATRICK M. GHEZZI (University of Nevada, Reno)

### # 325 Symposium

5/28/02

9:00 AM - 10:20 AM

Dominion Ballroom South

AUT

#### **Enhancing ABA/DTT Therapy for Children with Autism Using Precision Teaching Procedures**

Chair: Morten Haugland (Otterbein College)

Discussant: Michael Fabrizio (Fabrizio/Moors Consulting)

- **The Effect on Retention, Endurance, Stability and Application of Skills Taught to Fluency versus Mastery.** JENNIFER LALUZERNE, Lori McArthur, Michele Ornes, Kristen Wilcock, and Morten Haugland (Otterbein College)
- **The Effect of Increased Fluency on Tools Skills on a Student's Performance with Addition and Subtraction Facts.** MICHELE ORNES, Jennifer LaLuzerne, Kristen Wilcock, Lori McArthur, and Morten Haugland (Otterbein College)
- **Teaching See/Say Names of the 50 States using PT, DTT or a Traditional Teaching Approach.** KRISTEN WILCOCK, Lori McArthur, Jennifer LaLuzerne, Michele Ornes, and Morten Haugland (Otterbein College)

### # 326 Symposium

5/28/02

9:00 AM - 10:20 AM

Wentworth

DEV/OTH

#### **Experimental Analysis of Behavior in Animals and Children in Applied Settings**

Chair: Barbara J. Kaminski (Johns Hopkins University School of Medicine)

Discussant: Kennon A. Lattal (West Virginia University)

- **Behavioral Principles and Their Use in Animal Training in Applied Settings.** EDDIE FERNANDEZ (North Texas University)
- **Behavior Analysis in an Applied Setting for the Care and Treatment of Children with Developmental Disabilities.** MATTHEW GOODWIN (The Groden Center)
- **On the Use of Technological Advances for Recording and Analyzing Animal and Child Behavior.** MARK LIPSITT (Lipsitt Training Services)

### # 327 Symposium

5/28/02

9:00 AM - 10:20 AM

Essex Ballroom

DDA

#### **Recent Research on Punishment to Decrease Problem Behavior: Stimulus Control, Stimulus Variation, and Treatment Preferences**

Chair: Iser Guillermo DeLeon (The Johns Hopkins University School of Medicine)

- **Functional Analysis and Treatment of a Foot Fetish in a Male Diagnosed with Autism.** CLAUDIA L. DOZIER, Brian A. Iwata, and April Worsdell (University of Florida)

- **Suppressive Effects of a Stimulus Correlated with Reprimands for Automatically-Maintained Eye Poking.** SCOTT McKENZIE, Richard G. Smith, Jason Simmons, and Michael Soderlund (University of North Texas)
- **Re-Evaluation of Constant versus Varied Punishers Using Empirically Derived Consequences.** LISA M. TOOLE (Kennedy Krieger Institute), Iser Guillermo DeLeon (The Johns Hopkins University School of Medicine), and Geri Ruffin and Susan N. Miller (Kennedy Krieger Institute)
- **Treatment Efficacy and Client Preference for Punishment and Extinction Components of Function-Based Interventions.** GREGORY P. HANLEY (University of Kansas), Kristen Maglieri (University of Nevada, Reno), and Cathleen C. Piazza and Wayne W. Fisher (The Marcus Institute)

#### # 328 Symposium

5/28/02

9:00 AM - 10:20 AM

Conference B

OTH

#### **Spurring Self-Management through Behavioral Strategies and Psychoeducation**

Chair: Denise Bartizal (Catawba Hospital)

Discussant: Teresa Lanahan (Catawba Hospital)

- **Using Self Management to Address Weighty Issues.** DENISE BARTIZAL (Catawba Hospital)
- **Volition versus Education: Teaching Inpatients to Manage Diabetes.** MICHELE EBRIGHT and Juanita Tucker (Central State Hospital)

#### # 329 Symposium

5/28/02

9:00 AM - 10:20 AM

York

TBA

#### **Stopping Procrastination with Performance Management**

Chair: Erin Van DeHey (Western Michigan University)

- **Performance Management as Used in the Behavior Analysis Training System.** TAMI L. McDOWELL, Eric Chubb, Jennifer Ramer, and Richard W. Malott (Western Michigan University)
- **Achieving Personal Goals through Performance Management.** MOIRA McGLYNN, Mick Needham, Kristin Grumbine, and Andreja Bratinscak (Western Michigan University)
- **Achieving Professional Goals through Performance Management.** TERRESA KENNEY, Brandy Goodwin, Rachael Guip, and Rachel Skinner (Western Michigan University)
- **The Behavioral Research Supervisory System: Completing a Thesis or Dissertation before the Deadline.** ERIN SELIGSON, Rebecca Kehe, and Richard W. Malott (Western Michigan University)

### # 330 Symposium

5/28/02

9:00 AM - 10:20 AM

Simcoe & Dufferin

EDC

#### **The Use of Correspondence Training in an At-Risk Elementary School**

Chair: Martha Pelaez (Florida International University)

Discussant: Martha Pelaez (Florida International University)

- **Effects of Correspondence Training with At-Risk Children to Improve On-Task Performance and Manage Disruptive Behavior in a Kindergarten Classroom.** JEAN OTT and Pamela G. Osnes (University of South Florida)
- **Correspondence Training Procedures as an Alternative to Medication for Treating Children Diagnosed with ADHD as Well as Children Who Were Suggested to Receive Evaluations for ADHD.** ALEXANDRA EDWARD and Pamela G. Osnes (University of South Florida)
- **Using Correspondence Training to Improve Behavior in a Kindergarten Class.** TARA L. LIEBLEIN and Pamela G. Osnes (University of South Florida)

### # 331 International Symposium

5/28/02

9:00 AM - 10:20 AM

Huron

CBM

#### **Translational Research: Turning Basic Knowledge into State-of-the-Art Clinical Practices**

Chair: Dorothea C. Lerman (Louisiana State University)

Discussant: Robert Stromer (Eunice Kennedy Shriver Center and Northeastern University)

- **Establishing Relational Responding in Accordance with Opposite as Generalized Operant Behavior.** YVONNE BARNES-HOLMES and Dermot Barnes-Holmes (National University of Ireland, Maynooth), Patrick C. Friman (University of Nevada, Reno), Bryan Roche (National University of Ireland, Maynooth), and Paul M. Smeets (Leiden University, Holland)
- **Evaluating Parent Training Procedures with Behavioral Feeding Protocols.** MICHAEL M. MUELLER, Cathleen C. Piazza, and Michael E. Kelley (The Marcus Institute)
- **Formal Education for Out-of-Home Adolescents: A Longitudinal Analysis of Length of Stay in Token Economy-Based Residential Care.** PATRICK C. FRIMAN (University of Nevada, Reno), and Daniel L. Daly, Robert Larzelere, Gail Smith, and Ron Thompson (Father Flanagan's Boys Home)

### # 332 Symposium

5/28/02

9:00 AM - 10:20 AM

City Hall

AUT/EDC

#### **Using Technology to Teach Students with Autism in Inclusive Settings**

Chair: Laura Kenneally (Advance, Inc.)

Discussant: Susan Milla (Yale School)

- **An Implementation of SUNY's Paperless Data Collection System and an Inclusive Preschool.** LAURA KENNEALLY, Jennifer Cornelly, and Linda Bjornson (Partners in Learning at Country Acres Preschool)
- **Using Walkie-Talkie Watches to Promote Independence and Social Interactions for Students with Autism.** HELENE CONROY and Lori Lorenezetti (Advance, Inc.)
- **Speech to Text: Improving Homework and Reducing Prompts.** JUSTIN DIDOMENICO and Kathleen McCabe-Odri (Advance, Inc.)

### # 333 Symposium

5/28/02

10:00 AM - 11:20 AM

Civic Ballroom South

EDC

#### **Longitudinal Outcomes of Functional Assessment-Based Intervention**

Chair: Lee Kern (Lehigh University)

Discussant: Robert H. Horner (University of Oregon)

- **A Universal and Individually-Referenced K-3 Behavior and Reading Intervention Model.** RUTH A. ERVIN, Steve Goodman, Margie McGlinchey, Amy Matthews, and Elizabeth Schaugency (Western Michigan University)
- **Evaluating the Utility of a Longitudinal Comprehensive Behavior Support Plan: An Illustrative Case Example.** SHELLEY CLARKE and Glen Dunlap (University of South Florida)
- **Long-Term Outcomes of Assessment-Based Support.** LEE KERN, Patty Lutz, Wesley Hickman, and Kristin Starosta (Lehigh University)

### # 334 Paper Session

5/28/02

10:00 AM - 11:20 AM

Conference G

OBM

#### **Managing Indirect-Acting Contingencies in Organizations**

Chair: Sharlet Butterfield (University of Nevada, Reno)

- **Using Tangible and Social Rewards for Reducing the Number of Belongings Left Behind by Elementary School Students (EDC).** MONICA GARLOCK and Ramona Houmanfar (University of Nevada, Reno)



- **The Effect of an Indirect-Acting Contingency on Consumer Feedback.** DEBRA MICHAEL and Ramona Houmanfar (University of Nevada, Reno)
- **Controlling Conditions for 'Escalating Behavior' in Stock Investment Situations (EAB).** BETH FOATE and Peter Harzem (Auburn University)

#### # 335 Symposium

5/28/02

10:00 AM - 11:20 AM

Conference D&E

VRB

#### **The Value of Skinner's Analysis of Verbal Behavior for Designing Language Interventions**

Chair: Julie Schepis (The Ohio State University)

Discussant: Jack Michael (Western Michigan University)

- **Conditional Discriminations and Advanced Language Training.** MARK SUNDBERG (Behavior Analysis, Inc.)
- **Training Tacts: Some Considerations.** WILLIAM F. POTTER and Michele Hedegaard (California State University Stanislaus)
- **What Is Your Language Intervention Really Teaching?** JULIE SCHEPIS (The Ohio State University)

#### # 336 Paper Session

5/28/02

10:30 AM - 11:20 AM

City Hall

AUT

#### **Autism Paper Session IV**

Chair: Betty Fry Williams (Whitworth College)

- **Autism: An Update on the Search for a Cause (DDA).** BETTY FRY WILLIAMS (Whitworth College)
- **A Relational Frame Account of Theory of Mind and Executive Functioning Deficits in Children with Autism and Related Disorders (TPC).** RICHARD LAITINEN (Tucci Educational Solution)

#### # 337 Paper Session

5/28/02

10:30 AM - 11:20 AM

Kenora

TPC

#### **Behavior, Natural Science, and Perception**

Chair: Stephen F. Ledoux (Social Sciences Department, SUNY Canton)

- **The Science of Behavior and the Definition of Natural Sciences (TBA).** STEPHEN F. LEDOUX (Social Sciences Department, SUNY Canton)
- **A View of Perception from the Shoulders of Giants: Skinner and Gibson.** CLAUDIA CARDINAL and Philip N. Himeline (Temple University)

### # 338 Paper Session

5/28/02

10:30 AM - 11:00 AM

Conference F

CBM

#### **Clinical Behavior Analysis: Conceptual Analysis**

Chair: Jennifer Harrington (University of New Mexico)

- **The Trouble with Thinking: A Behavior Analysis of Rumination (VRB).** JENNIFER HARRINGTON and Michael J. Dougher (University of New Mexico)

### # 339 International Paper Session

5/28/02

10:30 AM - 11:20 AM

Huron

CBM

#### **Impaired Emotional Development and Early Intervention in Children with Developmental Disabilities**

Chair: Jeannie Golden (East Carolina University)

- **Impaired Emotional Development: The Impact on Children's Behavior and Treatment Programs.** JEANNIE GOLDEN (East Carolina University)
- **Teaching Parents How to Implement Small Steps Early Intervention Program (DDA).** BUNYAMIN BIRKAN (Anadolu University)

### # 340 International Paper Session

5/28/02

10:30 AM - 11:20 AM

Essex Ballroom

DDA

#### **Skill Building for Children with Developmental Disabilities**

Chair: Todd Eachus (Success for Kids, Inc.)

- **Enhancing Operant Responding in Vegetative Children (EDC).** TODD EACHUS (Success for Kids, Inc.)
- **Establishing Computer Mouse Using Skills in Young Children with Developmental Disabilities.** CHRISTOPHER S. McDONOUGH (Hawthorne Country Day School) and Hirofumi Shimizu (Meisei University)
- **Discrimination Training of Appropriate Eating in a Child with Childhood Degenerative Disorder.** DANA TRAHANT, Melanie DuBard, Heather E. Sterling-Turner, Melissa Scoggins, Kathryn Harmon, Stephanie Hardwick, and Sarah LeStage (University of Southern Mississippi)

### # 341 Symposium

5/28/02

10:30 AM - 11:50 AM

Civic Ballroom North

EDC

#### **Academic and Behavioral Interventions for Students with Behavior Problems**

Chair: Debra Kamps (Juniper Gardens Children's Project)

- **The Effects of a Tutoring Program on Students Identified with Early Academic Problems.** HOWARD WILLS (University of Kansas, Juniper Gardens)
- **School and Home-Based Reading Tutoring: Effects for High Risk and Students with Behavior Disorders.** KRISTI ORTIZ-RAMOS (University of Kansas) and Debra Kamps (Juniper Gardens Children's Project)
- **Replication Study of the First Step to Success Early Intervention Program.** STEPHANIE LIEN (University of Kansas)
- **Functional Assessment as a Tool for Designing Interventions for Young Students.** Debra Kamps and Maura Duke (University of Kansas)

### # 342 Symposium

5/28/02

10:30 AM - 11:50 AM

Windsor East & West

DDA/AUT

#### **Early Intervention for Children with Autism and Developmental Disabilities**

Chair: Diane M. Sainato (The Ohio State University)

- **Baby DATA (Developmentally Appropriate Treatment for Autism): Measuring Outcomes for Toddlers with Autism.** ILENE S. SCHWARTZ and Gusty Lee Boulware (University of Washington)
- **Using Embedded Learning Opportunities to Increase Young Children's Ability to Imitate Motor Actions in the Preschool Environment.** CATHERINE A. CARLISLE (Hilliard City Schools), and Diane M. Sainato and Jennie Valk (The Ohio State University)
- **Proximity: A Measure of Early Social Behavior in Toddlers with Autism.** ANN N. GARFINKLE (Peabody College)
- **Adult Traffic Patterns in Classrooms for Young Children with Behavioral Disorders.** CAROL A. DAVIS (The University of Washington) and Joseph Wehby (Vanderbilt University)

### # 343 Symposium

5/28/02

10:30 AM - 11:50 AM

Grand Ballroom East

EAB

#### **Equivalence Class Formation under the Simultaneous Protocol: Training and Testing Variables**

Chair: Lanny Fields (Queens College, CUNY)

Discussant: William J. McIlvane (E.K. Shriver Center)

- **Effects of Serialized Trial and Error Training on Equivalence Class Formation under the Simultaneous Protocol.** NIDAL NAJJAR and Lanny Fields (Queens College, CUNY)
- **Serial and Errorless Acquisition Effects on Equivalence Class Formation under the Simultaneous Protocol.** DEBRA PAONE and Lanny Fields (Queens College, CUNY)
- **Effect of Emergent Relations Probes on Equivalence Class Formation under the Simultaneous Protocol.** LANNY FIELDS and Nidal Najjar (Queens College, CUNY)

### # 344 Panel Discussion

5/28/02

10:30 AM - 11:50 AM

Dominion Ballroom N

AUT

#### **Establishing Collaborative Relationships between Behavior Analysts and Parents of Children with Autism**

Chair: Adrienne Horowitz (Eden II Programs)

- CLARISSE DOMINGO (Eden II Programs)
- KATHY MANNION (Parent/ Association for Science in Autism Treatment)
- TANYA BAYNHAM (New Haven Learning Center for Children)
- SHEILA FURLONG (Parent)

### # 345 Symposium

5/28/02

10:30 AM - 11:50 AM

Simcoe & Dufferin

EDC

#### **Experimental and Conceptual Advances in the Study of Gambling Behavior**

Chair: Jeffrey N. Weatherly (University of North Dakota)

Discussant: W. Scott Wood (Drake University)

- **A Laboratory Investigation into the Environmental Factors Controlling Gambling Behavior Using a Within-Subject Design.** ANDREW E. BRANDT and Melanie Hulst (University of North Dakota), Mark R. Dixon (Southern Illinois University), and Jeffrey N. Weatherly (University of North Dakota)

- **All Losses Are Not Equal: Recent Developments in the Near-Miss Phenomena.** MARK R. DIXON (Southern Illinois University) and Patrick M. Ghezzi (University of Nevada, Reno)
- **Pathological Gambling, Impulse Control, and the Addictions.** CHARLES A. LYONS (Eastern Oregon University)

#### # 346 Symposium

5/28/02

10:30 AM - 11:50 AM

Wentworth

DEV

#### **Operant Conditioning on Infant-Parent Interaction**

Chair: Dolleen-Day Keohane (Columbia University Teachers College)

Discussant: Jacob L. Gewirtz (Florida International University)

- **Operant Conditioning to Increase Fathers and Infants Verbal Behavior during Meal Time Interactions.** LINA GILIC and R. Douglas Greer (Columbia University Teachers College)
- **Comparison of Continuous Reinforcement on Toy Play and Looking-at-Book Behaviors for a One-Year-Old Infant.** HSINHUI TSAI and R. Douglas Greer (Columbia University Teachers College)
- **A Two-Way Direction of Influence in Parent-Infant Interaction.** YASMIN LAROCCA and Jacob L. Gewirtz (Florida International University)

#### # 347 Symposium

5/28/02

10:30 AM - 11:50 AM

Conference B

OTH

#### **Some Basic Research Designs within Zoos**

Chair: Paula Murphy (University of North Texas)

Discussant: Jesus Rosales-Ruiz (University of North Texas)

- **Can Cotton-Top Tamarins Match to Sample?** HILLARY THOMPSON and Valeri Farmer-Dougan (Behavior Research Unit, Illinois State University)
- **Successive-Simultaneous Color Discriminations with Goats.** EDDIE FERNANDEZ, Nicole Dorey, and Jesus Rosales-Ruiz (University of North Texas)
- **Can Malaysian Sun Bears Match? The Matching Law as Behavioral Enrichment.** JAMES D. DOUGAN, Jan Outlaw, and Valeri Farmer-Dougan (Behavior Research Unit, Illinois State University)

#### # 348 International Symposium

5/28/02

10:30 AM - 11:50 AM

Grand Ballroom East Expansion

EAB

##### **Stimulus Relations and Stimulus Functions: An RFT Perspective**

Chair: Ian Stewart (National University of Ireland, Maynooth)

- **The Relative Effects of Emotional and Innocuous Stimuli on Equivalence Class Formation with a Clinical Population.** MARY VAUGHAN and Bryan Roche (National University of Ireland, Maynooth)
- **Using Derived Stimulus Relations under Contextual Control To Produce Mediated Priming.** ROBERT WHELAN and Veronica Cullinan (National University of Ireland, Cork)
- **Developing a Procedure for Investigating the Effects of Emotional Stimulus Functions on Derived Relational Responding.** IAN TYNDALL (National University of Ireland, Galway), Bryan Roche (National University of Ireland, Maynooth), and Jack James (National University of Ireland, Galway)
- **Relational Frame Theory and Stimulus Control Topography Coherence Theory: What's the Difference?** DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

#### # 349 International Symposium

5/28/02

10:30 AM - 11:50 AM

Dominion Ballroom South

AUT

##### **The Development of Generative Classes of Language Behavior in Intensive Early Intervention**

Chair: Eric V. Larsson (FEAT of Minnesota)

- **Discrimination of Auditory and Verbal Stimuli: Implications for Programming and the Definition of Verbal Stimuli.** SVEIN EIKESETH (Akershus College) and Sally Anne Bigham and Diane Hayward (Brunel University)
- **Overselective Responding or Incomplete Task Analysis? Review and Recommendations for Generative Language Training.** KARA RIEDESEL (University of Kansas) and Eric V. Larsson (FEAT of Minnesota)
- **A Technical Lexicon for Discriminated Operants in the Teaching of Complex Language Skills.** GAIL PETERSON (University of Minnesota) and Eric V. Larsson (FEAT of Minnesota)
- **The Emergence of Non-trained Verbal and Non-verbal Behavior in the Context of the Number of Trained Exemplars.** ASUN PUCHE (University of Ramon Llull)

## # 350 International Paper Session

5/28/02

11:30 AM - 12:20 AM

Kenora

TPC

### **Intelligent Behavior/Social Behavior**

Chair: Richard Schuster (Arizona State University and University of Haifa)

- **The Mechanisms and Measures of Intelligent Behavior: One Behavior Analysts Perspective.** JOHN LUBBERS (University of California, Riverside)
- **Cooperation as a Social Behavior: Experiments with an Animal Model of Coordinated Shuttling in Rats.** RICHARD SCHUSTER (University of Haifa)

## # 351 Symposium

5/28/02

11:30 AM - 12:50 AM

Civic Ballroom South

EDC

### **Establishing and Maintaining Proactive Discipline Systems at the School, Classroom, and Individual Student Levels within the Schools**

Chair: Robert H. Horner (University of Oregon)

Discussant: Joseph Wehby (Vanderbilt University)

- **School-Wide Behavior Support: Taking Applied Behavior Analysis to the Systems Level.** ROBERT H. HORNER, George Sugai, Teri Lewis-Palmer, and Anne Todd (University of Oregon)
- **Classwide Behavior Support Interventions: Using Functional Assessment Practices to Design Effective Interventions in General Classroom Settings.** ROBERT F. PULLMAN, Marcie H. Handler, Janette Rey, and Coleen O'Leary-Zonarich (The May Institute)
- **A Systems Approach to Facilitate the Implementation of Function-Based Support within Public School Settings.** TERI LEWIS-PALMER and George Sugai (University of Oregon)

## # 352 Symposium

5/28/02

11:30 AM - 12:50 AM

Conference F

CBM

### **Recent Research on Tourette Syndrome**

Chair: Douglas W. Woods (University of Wisconsin, Milwaukee)

Discussant: Patrick C. Friman (University of Nevada, Reno)

- **An Investigation of Tic Suppression and the Rebound Effect in Tourette Syndrome.** AMY MEIDINGER, Raymond G. Miltenberger, Michael B. Himle, Matthew Omvig, Casey Trainor, and Ross C. Crosby (North Dakota State University)

- **Effects of Tic-Related Conversation on Motor and Vocal Tics Associated with Tourette's in Siblings.** T. STEUART WATSON, Brad Dufrene, Andrea Delaney, Heather Collier, and Susan Fascio (Mississippi State University)
- **Treatment of Vocal Tics in Children with Tourette's Syndrome: Investigating the Efficacy of Habit Reversal.** DOUGLAS W. WOODS, Michael P. Twohig, Christopher Flessner, and Timothy Roloff (University of Wisconsin, Milwaukee)

#### # 353 Symposium

5/28/02

11:30 AM - 12:50 AM

Essex Ballroom

DDA

#### **Using Stimulus Fading Procedures to Increase Appropriate Behaviors in Children with Developmental Disabilities**

Chair: Meeta R. Patel (The Marcus Institute)

Discussant: Dorothea C. Lerman (Louisiana State University)

- **Evaluation of a Stimulus Fading Procedure for Increasing Variety in Food Consumption.** MICHAEL E. KELLEY, Michael M. Mueller, and Cathleen C. Piazza (The Marcus Institute)
- **Evaluation of an Operant Intervention for Pool Avoidance Using a Changing Criterion of Water Depth.** JOHN T. RAPP, Timothy R. Vollmer, and Alyson Hovanetz (University of Florida)
- **Differential Reinforcement with and without Instructional Fading.** Joel E. Ringdahl, Kana Kitsukawa, MARC S. ANDELMAN, Nathan A. Call, Lisa Winborn, Anjali Barretto, and Gregory K. Reed (University of Iowa)

#### # 354 Paper Session

5/28/02

11:30 AM - 12:20 PM

Huron

CBM

#### **Behavioral Treatment of Anxiety Disorders**

Chair: Flora Hoodin (Eastern Michigan University)

- **What Component of Systematic Desensitization Decreases Migraine-Related Pain Anxiety?** FLORA HOODIN, Rebecca Potter, and Abigail Bamford (Eastern Michigan University)
- **Comparison and Generalization of Behavioral and Cognitive-Behavioral One-Session Exposure Treatments for Small Animal Phobias.** ELLEN I. KOCH (University of Michigan Medical Center) and C. Richard Spates (Western Michigan University)



## # 355 Symposium

5/28/02

11:30 AM - 12:50 PM

City Hall

AUT

### **Current Developments in Fluency-Based Instruction for Learners with Autism**

Chair: Michael Fabrizio (University of Washington)

- **The Experimental Analysis of Error Correction Procedures in Fluency-Based Instructional Programs.** MICHAEL FABRIZIO (University of Washington) and Sara Pahl (Fabrizio/Moors Consulting)
- **Assessment on a Larger Scale: Measuring and Evaluating the Progress of Children with Autism through Curricular Sequences with Precision.** MICHAEL FABRIZIO, Sara Pahl, and Kristin Schirmer (Fabrizio/Moors Consulting)
- **Precisely Evaluating Learning Outcomes in Children with Autism: Empirically Validating Instruction with Precision Teaching.** MICHAEL FABRIZIO, Alison L. Moors, Sara Pahl, and AMY KING (Fabrizio/Moors Consulting)
- **Assessing the Instructional Efficiency of Discrete Trial Instruction and Timed Practices for Children with Autism and Related Disabilities.** Michael Fabrizio and SARA PAHL (Fabrizio/Moors Consulting)

## # 356 Symposium

5/28/02

11:30 AM - 12:50 PM

Conference G

OBM

### **Intervention and Training Issues in Safety: Overcoming the Improbable Natural Consequence**

Chair: Cristin D. Harrison (University of Nevada, Reno)

Discussant: Mark Alavosius (EduSafe, Inc.)

- **Using Goal Setting and Feedback to Increase Compliance with Universal Precautions.** SARA D. STEPHENS, Dana Rice, Nicholas Graham, and Timothy D. Ludwig (Appalachian State University)
- **Maximizing Safe Work Behaviors with Instructions and Observation Training.** MICHAEL R. JOHNSTON, Cristin D. Harrison, and Linda J. Hayes (University of Nevada, Reno)
- **Observation Training: An Alternate Approach to Safety Interventions?** CRISTIN D. HARRISON and Linda J. Hayes (University of Nevada, Reno)

### # 357 International Paper Session

5/28/02

12:00 PM - 12:50 PM

Dominion Ball Room North

AUT

#### Autism Paper Session V

Chair: Svein Eikeseth (Akershus College)

- **A Comparison Controlled Study of Intensive Behavioral Treatment for Four to Seven Year Old Children with Autism: Recent Follow-Ups (DDA).** SVEIN EIKESETH (Akershus College), Tristram Smith (University of Rochester School of Medicine and Dentistry), and Erik Jahr and Sigmund Eldevik (Akershus Sentral Hospital)
- **Initial Stages of the UCLA Reading and Writing Program (DDA).** SVEIN EIKESETH (Akershus College), Are Karlsen (Senter for Tidlig Intervensjon), and Sundeep Dhaliwal and Diane Hayward (Brunel University)

### # 358 Panel Discussion

5/28/02

12:00 PM - 1:20 PM

Simcoe & Dufferin

EDC/TBA

#### All You Ever Wanted to Know about Writing a Behavior Analysis Textbook But Didn't Think to Ask

Chair: Beth Trojan

- WILLIAM L. HEWARD (The Ohio State University)
- RICHARD W. MALOTT (Western Michigan University)
- RAYMOND G. MILTENBERGER (North Dakota State University)
- JOSEPH J. PEAR (University of Manitoba)

### # 359 Symposium

5/28/02

12:00 PM - 1:20 PM

Grand Ballroom East

EAB

#### Factors That Influence Generalized Categorization Repertoires, Generalized Transitivity Repertoires, and Linked Perceptual Classes

Chair: Lanny Fields (Queens College, CUNY)

- **Parameters that Influence the Immediate and Delayed Emergence of Linked Perceptual Classes.** PRIYA MATNEJA, Adrienne Fitzer, Kim Shamoun, and Lanny Fields (Queens College, CUNY)
- **Effect of Prior Discriminability Training on the Spontaneous Categorization of Stimuli in New Domains.** ADRIENNE FITZER, Pamela DeRosse, and Lanny Fields (Queens College, CUNY)

- **Effects Serial and Concurrent Testing on the Emergence of a Generalized Categorization.** KIM SHAMOUN, Adrienne Fitzer, Pamela DeRosse, and Lanny Fields (Queens College, CUNY)
- **Two Parameters that Influence the Emergence of a Generalized Transitivity Repertoire.** ANTONIOS VARELAS and Lanny Fields (Queens College, CUNY)

# 360 Symposium

5/28/02  
 12:00 PM - 1:20 PM  
 Dominion Ballroom South  
 AUT

**Parent Education and Empowerment: Focus on Families of Children with Autism**  
 Chair: Aubyn Stahmer (Children’s Hospital and Health Center, San Diego)

- **Targeting Joint Attention in Children with Autism Using Parent Education.** MARIE ROCHA and Laura Schreibman (University of California, San Diego)
- **Parental Empowerment and Parent-Child Interactions.** LAUREN I. BROOKMAN and Robert L. Koegel (Autism Research and Training Center, University of California, Santa Barbara)
- **Training Fathers as Therapists: Components of Effective Parent Education Interventions for Fathers of Children with Autism.** JAMIE M. WINTER and Laura Schreibman (University of California, San Diego)
- **First S.T.E.P: Development of a Service Delivery Model for Very Young Children with Autism Preliminary Results.** YVONNE E.M. BRUINSMA, ROSY M. FREDEEN, Robert L. Koegel, and Lynn Kern Koegel (Autism Research and Training Center, University of California, Santa Barbara)

# 361 Panel Discussion

5/28/02  
 12:00 PM - 1:20 PM  
 Wentworth  
 DEV/CBM

**Providing Services to Aging Adults: New Models for Service Delivery and Training**  
 Chair: Linda A. LeBlanc (Western Michigan University)

- DEBORAH E. ALTUS (Washburn University)
- JANE FISHER (University of Nevada, Reno)
- R. MARK MATHEWS (University of Kansas)

### # 362 Symposium

5/28/02

12:00 PM - 1:20 PM

Windsor East & West

DDA

#### **Suppressing Severely Dysfunctional Behavior without Full Access to Proven Procedures**

Chair: Stephen Luce (Melmark, Inc.)

Discussant: Judith E. Favell (Advoserve, Inc.)

- **Using a Discriminative Stimulus to Cue a Relaxation Sequence.** JAMIE PAGLIARO, David Ross, Lisa Talley, and Salena Nanopoulos (Melmark, Inc.)
- **A Comprehensive Behavioral Intervention to Decrease.** JUAN CARLOS LOPEZ, Christina Tipping, and Adriana Gonzalez-Lopez (Melmark, Inc.)
- **A School-Based Intervention to Reduce Severe Physical Aggression in a Student with Brain Injury.** JUAN CARLOS LOPEZ, David Andrulonis, and Adriana Gonzalez-Lopez (Melmark, Inc.)

### # 363 Internatioanl Symposium

5/28/02

12:00 PM - 1:20 PM

Civic Ballroom North

EDC/AUT

#### **Teachers' Analytic Repertoires, Research-Based Tactics, and Student Outcomes in CABAS® Schools for Students with Autism and for Students Who Are Culturally Disenfranchised**

Chair: Dolleen-Day Keohane (Columbia University Teachers College)

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

- **The Effects of Supervisor Learn Units and Observing Supervisor Learn Units on the Acquisition of Teachers' Scientific Tacts and Contingency-Shaped Repertoires.** ROBIN NUZZOLO-GOMEZ (The David Gregory School)
- **The Most Frequently Used Tacts for Students with Autism Spectrum Disorders in CABAS® Schools in the USA, Ireland, and the UK.** DENISE O'SULLIVAN, Celestina Rivera, Regina Spilotras, and Olive Healy (Cork Cabas School), and Jennifer O'Connor and Emma Hawkins (The Jigsaw School)
- **The Most Frequently Used Tactics in a CABAS® School for Middle School Students.** KATHERINE MEINCKE, Heather Gifaldi, Susan Lapidus, Katherine Eckland, Jessica Webb, and Dolleen-Day Keohane (Columbia University Teachers College)

### # 364 Symposium

5/28/02

12:30 PM - 1:50 PM

Kenora

TPC

#### **Instructivism and Constructivism in Education**

Chair: Warren Street (Central Washington University)

Discussant: Betty Fry Williams (Whitworth College)

- **Premodern, Modern, and Postmodern Thought.** WARREN STREET (Central Washington University)
- **Deconstructing Constructivism.** ELIZABETH STREET (Central Washington University)
- **The Reading and Math Wars.** ELIZABETH STREET (Central Washington University)

### # 365 Panel Discussion

5/28/02

12:30 PM - 1:50 PM

Huron

CBM

#### **Treating Noncompliance in Post-Acute Head Injury Rehabilitation**

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

- ARNIE ZENCIUS (Cornerstone Services, Inc.)
- STEPHEN LYDON (Helping Hands, Inc.)
- JEANNE BROWER (Cornerstone Services, Inc.)
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### # 366 Panel Discussion

5/28/02

1:00 PM - 1:50 PM

Essex Ballroom

DDA/TPC

#### **Behavior Analysis and Assistive Technology: Computerization, Communication, and Context**

Chair: Peter Vietze (New York State Institute for Basic Research in Developmental Disabilities)

- MAUREEN M. SCHEPIS (Center for Early Communication and Learning)
- CHARLES T. MERBITZ (Illinois Institute of Technology)
- STEVE HOLBURN (New York State Institute for Basic Research in Developmental Disabilities)

## # 367 Panel Discussion

5/28/02

1:00 PM - 1:50 PM

Civic Ballroom South

EDC

### **Direct Instruction and Precision Teaching in a Charter School Setting: Second Annual Millennium Community School Update**

Chair: James H. Cowardin (Millennium School)

- KRISTINE D. HAUGLAND (Millennium Community School)
- KATIE C. LORSON (Millennium Community School)

## # 368 International Paper Session

5/28/02

1:00 PM - 1:50 PM

Conference G

OBM

### **OBM and Health Care Management**

Chair: Travis McNeal (University of Nevada, Reno)

- **Behavior Analysis and Occupational Stress (OBM).** NED CARTER (University Hospital; Uppsala, Sweden), and Thomas E. (Ted) Boyce (University of Nevada, Reno)
- **The Role of Organizational Behavior Management in Integrated Healthcare Settings.** Kyle Ferguson and JOHN HANSEN (Department of Psychology, University of Nevada, Reno)

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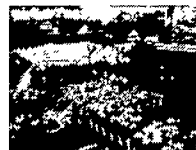
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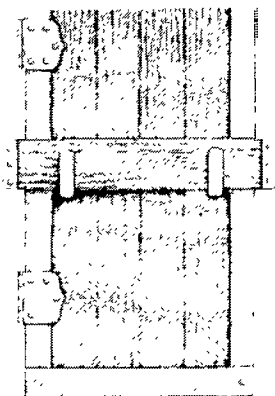
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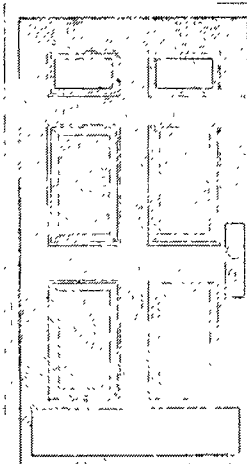
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Brandy Goodwin, Western Michigan University	Erin Van De Hey, Western Michigan University
Matthew S. Goodwin, Brown University	Aysley K. Verbeke, University of Manitoba
Kristin Grumbine, Western Michigan University	Agata Vitale, National University of Ireland, Maynooth
Rachael Guip, Western Michigan University	Kerri Walters, University of Manitoba
Betsy Hallam, University of Wisconsin, Eau Claire	Yukiko Washio, Western Michigan University
Jennifer A. Harrington, University of New Mexico	Barbara J. Webb, University of Nevada, Las Vegas
Holly Harrison, Western Michigan University	Jamie M. Winter, University of California, San Diego
Hannah Hoch, The Graduate Center, CUNY	Kirsten Wirth, University of Manitoba
Adrianne Horowitz, Rutgers University	J. Helen Yoo, University of Kansas
Amy Hund, Western Michigan University	Brian Young, Bucks County Intermediate Unit # 22
Maria Karekla, University of Albany, SUNY	
Markell Kelly, The Marcus Institute	
Artur K. Kieres, University of Buffalo	
Christine Kim, West Virginia University	

# 2002 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:*

ADDRESS (for all mailings)

ADDRESS

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 2002 calendar year. If you do not wish to renew your membership for 2002, you must register as a non-member. **Presenters and authors must register for the convention.**

## Registration for Entire 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 5/25	Sunday 5/26
Monday 5/27	Tuesday 5/28

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 and Materials

Toronto, Canada 2002 Logo

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

Short-Sleeved T's with 2002 Logo

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

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

Long-Sleeved T's with 2002 Logo

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

Toronto, Canada 2002 Mug \$8 each \$ \_\_\_\_\_

Donation to Support Student Presenters \$ \_\_\_\_\_

Registration for ABA 2002 Convention \$ \_\_\_\_\_

Workshop Registration Total \$ \_\_\_\_\_  
(from page 272)

Continuing Education Credit Fee  
For Workshops (\$10/hour) \*\* \$ \_\_\_\_\_

Continuing Education Credit Fee  
For Sessions (\$30) \*\* \$ \_\_\_\_\_

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

\*\* See page 7 for details on continuing education.

# ABA 2002 Workshop Registration Form

Enter the total fees at the bottom of page and on the reverse of this form by "Workshop Fee Total". DO NOT SELECT overlapping workshops. All fees may be paid by check or credit card. Receipts and registration materials will be 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 24th 10:00 AM – 5:00 PM

1. *A Transdisciplinary Approach to the Assessment and...*  
Members: \$135 Non-Members: \$150
2. *A Acceptance and Commitment Therapy...*  
Members: \$155 Non-Members: \$170
3. *Computer-Mediated Activity Schedules for Teaching...*  
Members: \$170 Non-Members: \$185
4. *Designing Effective Online Courseware with Designer's Edge*  
Members: \$160 Non-Members: \$175
5. *FBT: A Clinical Methodology for the Treatment...*  
Members: \$140 Non-Members: \$155
6. *FECT: A Behavioral Treatment for Depression*  
Members: \$155 Non-Members: \$170
7. *Guidelines for Professional Conduct and Ethical...*  
Members: \$165 Non-Members: \$180
8. *How to Use Fluency-Based Instruction Techniques...*  
Members: \$235 Non-Members: \$250
9. *Implementing Effective Parent Training for Delinquents...*  
Members: \$160 Non-Members: \$175
10. *Learning and Teaching Reading with the Morningside ...*  
Members: \$210 Non-Members: \$225
11. *Organizational Design and Development ...*  
Members: \$165 Non-Members: \$180
12. *Teaching Reading and Writing to Young Children...*  
Members: \$185 Non-Members: \$200
13. *Tools for Organizing Quality ABA Programs for...*  
Members: \$165 Non-Members: \$180
14. *Training Teachers and Paraprofessionals to Implement...*  
Members: \$155 Non-Members: \$170

## Friday, May 24th 6:00 PM – 9:00 PM

15. *Behavioral Interventions: From Functional Assessment...*  
Members: \$95 Non-Members: \$110
16. *Data Collection and Analysis Strategies Using Computer...*  
Members: \$210 Non-Members: \$225
17. *Effective Toilet Training for Children and Adults...*  
Members: \$95 Non-Members: \$110
18. *Ethical Issues in Applied Settings*  
Members: \$97 Non-Members: \$112
19. *Improve Your Oral Presentations*  
Members: \$90 Non-Members: \$105
20. *Integrating Behavior Analytic and Psychopharmacological...*  
Members: \$90 Non-Members: \$105
21. *Intensive Early Intervention for Autism: Individualized...*  
Members: \$97 Non-Members: \$112
22. *Life Quality for People with Profound, Multiple Handicaps*  
Members: \$145 Non-Members: \$160
23. *Overcoming the Challenges of Staffing a Center-Based ABA Program for Young Children with Autism*  
Members: \$100 Non-Members: \$115

24. *Radical Behaviorism and the Counseling Process: ...*  
Members: \$87 Non-Members: \$102
25. *Review of Behavioral Assessment in Applied Settings*  
Members: \$97 Non-Members: \$112
26. *Review of Observation and Measurement Methods...*  
Members: \$97 Non-Members: \$112
27. *The Role of Joint Control in Complex Verbal Behavior*  
Members: \$89 Non-Members: \$104
28. *Using Functional Activities to Promote Critical...*  
Members: \$125 Non-Members: \$140

## Saturday, May 25th 8:00 AM – 11:00 AM

29. *Behavior Analysis for the Undergraduate Student*  
Members: \$95 Non-Members: \$110
30. *Behavioral Foundations for Increasing Effectiveness of...*  
Members: \$85 Non-Members: \$100
31. *Changing Thoughts, Feelings, and Urges*  
Members: \$95 Non-Members: \$110
32. *Deploying the Pyramid Approach to Education...*  
Members: \$130 Non-Members: \$145
33. *Developing a Course in Positive Behavior Support...*  
Members: \$120 Non-Members: \$135
34. *Effective Supervision and Data Collection: Easy...*  
Members: \$150 Non-Members: \$165
35. *Facilitation from a Behavioral Perspective*  
Members: \$95 Non-Members: \$110
36. *Intensive Early Intervention for Autism...*  
Members: \$97 Non-Members: \$112
37. *Performance Management in Service Delivery for...*  
Members: \$185 Non-Members: \$200
38. *Review of Systematic Manipulations in Applied Settings*  
Members: \$97 Non-Members: \$112
39. *School-Wide Behavioral Intervention for Tackling Bullying*  
Members: \$90 Non-Members: \$105
40. *Using Skinner's Analysis of Verbal Behavior to Teach ...*  
Members: \$90 Non-Members: \$105

**Enter workshop numbers and fees.  
Enter total due below and on reverse side  
of this form.**

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

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

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

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

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

# Membership Information

## Membership Fees for International Members

We are excited to offer discounted fees for international members who live in countries that have per capita incomes of less than 75% of the United States'. Fees have been divided into four groups:

**Category A** fees are for members in countries with income per capita within 75-100% of the US'.

**Category B** fees are for members in countries with income per capita between 50% and 75% of the US' (Bahrain, France, Ireland, Israel, Italy, New Zealand, Saudi Arabia, Singapore, and Spain).

**Category C** fees are for members in countries with income per capita between 25% and 50% of the US' (Argentina, Greece, Korea, and Portugal).

**Category D** fees are for members in countries with income per capita <25% of the US' (Bolivia, Brazil, China, Colombia, Costa Rica, Mexico, Peru, Russia, Turkey, and Venezuela).

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, 1999. Source data is available on the Web at <http://ia.ita.doc.gov/wages/> or by calling ABA.

Your membership fee category is based on your permanent residency as determined by ABA and your mailing address. If you are a resident of a country in Categories B through D, use the membership forms on pages 277-282. These countries are: **Argentina, Bahrain, Bolivia, Brazil, China, Colombia, Costa Rica, France, Greece, Ireland, Israel, Italy, Korea, Mexico, New Zealand, Peru, Portugal,**

**Russia, Saudi Arabia, Singapore, Spain, Turkey and Venezuela.** If you are a resident of the U.S. or any country not listed in Categories B through D, use the membership form on page 273. If your resident country is not listed above, 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 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 274).

### **Affiliate Members**

Affiliate status is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member requirements.

Affiliate member dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst* and reduced convention registration fees.

Requirement: Send 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 2002 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 2002 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

## PERSONAL INFORMATION

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.

LAST NAME: \_\_\_\_\_

FIRST NAME & M.I.: \_\_\_\_\_

AFFILIATION: \_\_\_\_\_

GENDER: ☐ Male ☐ Female

AGE ☐ <25 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ >65

ADDRESS (for all ABA mailings): \_\_\_\_\_

CITY: \_\_\_\_\_

STATE/PROVINCE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

POSTAL ZIP CODE: \_\_\_\_\_

WORK TELEPHONE # (please include area and/or country codes): \_\_\_\_\_

HOME TELEPHONE # (please include area and/or country codes): \_\_\_\_\_

FAX # (PLEASE INCLUDE AREA AND/OR COUNTRY CODES): \_\_\_\_\_

E-MAIL: \_\_\_\_\_

WEBSITE: \_\_\_\_\_

## STUDENT MEMBER INFORMATION

STD'T TYPE: ☐ HIGH SCHOOL ☐ UNDERGRAD ☐ DOCTORAL ☐ MASTERS ☐ POST DOC

NAME OF SCHOOL YOU ATTEND: \_\_\_\_\_

PROGRAM NAME: \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_

## VERIFICATION OF STUDENT STATUS

I, \_\_\_\_\_, certify that \_\_\_\_\_  
is a full-time student, intern, or resident at (insert name of institution) \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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 such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.**

## MEMBERSHIP RENEWAL DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$254.00	<input type="checkbox"/> \$717.00
SUPPORTING	<input type="checkbox"/> \$138.00	<input type="checkbox"/> \$370.00
FULL	<input type="checkbox"/> \$104.00	<input type="checkbox"/> \$245.00
AFFILIATE	<input type="checkbox"/> \$104.00	<input type="checkbox"/> \$245.00
EMERITUS	<input type="checkbox"/> \$41.00	<input type="checkbox"/> \$89.00
STUDENT	<input type="checkbox"/> \$41.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36.00	<input type="checkbox"/> \$72.00
STUDENT TRANSITION*	<input type="checkbox"/> \$59.00	<input type="checkbox"/> \$200.00

\*If you were a student member last year and have received a graduate degree, you may apply for Full-member voting status at the student transition rate. Send vita and an official transcript (or letter from advisor) with this form and the information from page 274 under "Voting Member Status Determination." You may take advantage of this special rate once.

## NEW MEMBERSHIP DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$127.00	<input type="checkbox"/> \$590.00
SUPPORTING	<input type="checkbox"/> \$78.00	<input type="checkbox"/> \$309.00
FULL	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$201.00
AFFILIATE	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$201.00
EMERITUS	<input type="checkbox"/> \$28.00	<input type="checkbox"/> \$78.00
STUDENT	<input type="checkbox"/> \$28.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23.00	<input type="checkbox"/> \$63.00

## 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 on card: \_\_\_\_\_

Card Number: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

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

*Payment of dues is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.*

**New Members: Reason for becoming a new member:**

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

**Renewing Members: Reason for renewing your ABA membership:**

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

**Degree Held**

Most recent degree received: \_\_\_\_\_

Year Received: \_\_\_\_\_

Conferring Institution: \_\_\_\_\_

**Certification**

Are you a certified behavior analyst?

☐ Yes ☐ No

If yes, by whom? \_\_\_\_\_

**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
- ☐ 10 Parent
- ☐ 00 Other: \_\_\_\_\_

**Primary Activity**

Please check the one box that most closely describes the majority of your 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: \_\_\_\_\_

**Annual Income Range**

- ☐ <\$15,000
- ☐ \$15,000-\$34,000
- ☐ \$35,000-\$54,000
- ☐ \$55,000-\$74,000
- ☐ \$75,000-\$99,000
- ☐ \$100,000-\$149,000
- ☐ >\$150,000

**ABA SIGs of which you are a member (M) or about which you would like information (I).**

- ☐ Animal Trainer's Forum
  - ☐ Autism
  - ☐ Behavioral Gerontology
  - ☐ Behavioral Safety Network
  - ☐ Behaviorists for Social Responsibility
  - ☐ Behaviorists Interested in Gambling
  - ☐ Clinical Behavior Analysis
  - ☐ Crime and Delinquency
  - ☐ Development & BA
  - ☐ Direct Instruction
  - ☐ Experimental Analysis of Human Behavior (EAHB)
  - ☐ Health, Sports and Fitness
  - ☐ Instructional Design
  - ☐ Interbehaviorists in ABA
  - ☐ OBM Network
  - ☐ Parent-Professional Partnership
  - ☐ Rehabilitation & Independent Living
  - ☐ Society for the Quantitative Analysis of Behavior (SQAB)
  - ☐ Standard Celeration Charters
  - ☐ Teaching Behavior Analysis
  - ☐ Verbal Behavior
- Check any affiliated chapter(s) of which you are a member:**
- ☐ Alabama ABA
  - ☐ Argentina ABA
  - ☐ ALAMOC
  - ☐ Australian Association for Cognitive Behaviour Therapy
  - ☐ BA Association of Michigan
  - ☐ BA Society of Illinois
  - ☐ Behaviour Analysis in Ireland
  - ☐ Berkshire ABA & Therapy

- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK & Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine & Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of BA & Therapy

- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA

**During the past 12 months have you served as a member of a grant review committee?**

☐ Yes ☐ No

**Participation is needed on ABA Boards & Committees. Please indicate where you would be willing to volunteer:**

- ☐ Affiliated Chapters
- ☐ Education - Student Resources
- ☐ Education - Employment
- ☐ Membership - International Development
- ☐ Membership - Recruitment & Retention
- ☐ Program - Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications
- ☐ Not interested in volunteering at this time

# ABA 2002 Membership Form, Category B

For members in Bahrain, France, Ireland, Israel, Italy, New Zealand, Saudi Arabia, Singapore, & Spain

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

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.

LAST NAME: \_\_\_\_\_

FIRST NAME & M.I.: \_\_\_\_\_

AFFILIATION: \_\_\_\_\_

GENDER: ☐ Male ☐ Female

AGE ☐ <25 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ >65

ADDRESS (for all ABA mailings): \_\_\_\_\_

CITY: \_\_\_\_\_

STATE/PROVINCE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

POSTAL ZIP CODE: \_\_\_\_\_

WORK TELEPHONE # (please include area and/or country codes): \_\_\_\_\_

HOME TELEPHONE # (please include area and/or country codes): \_\_\_\_\_

FAX # (PLEASE INCLUDE AREA AND/OR COUNTRY CODES): \_\_\_\_\_

E-MAIL: \_\_\_\_\_

WEBSITE: \_\_\_\_\_

## STUDENT MEMBER INFORMATION

STUDENT TYPE: ☐ HIGH SCHOOL ☐ UNDERGRAD ☐ DOCTORAL ☐ MASTERS ☐ POST DOC

NAME OF SCHOOL YOU ATTEND: \_\_\_\_\_

PROGRAM NAME: \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_

## VERIFICATION OF STUDENT STATUS

I, \_\_\_\_\_, certify that \_\_\_\_\_

is a full-time student, intern, or resident at (insert name of institution) \_\_\_\_\_.

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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 such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.**

## MEMBERSHIP RENEWAL DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$193.00	<input type="checkbox"/> \$523.00
SUPPORTING	<input type="checkbox"/> \$104.00	<input type="checkbox"/> \$261.00
FULL	<input type="checkbox"/> \$79.00	<input type="checkbox"/> \$168.00
AFFILIATE	<input type="checkbox"/> \$79.00	<input type="checkbox"/> \$168.00
EMERITUS	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$56.00
STUDENT	<input type="checkbox"/> \$37.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36.00	<input type="checkbox"/> \$46.00
STUDENT TRANSITION*	<input type="checkbox"/> \$44.00	<input type="checkbox"/> \$148.00

\*If you were a student member last year and have received a graduate degree, you may apply for Full-member voting status at the student transition rate. Send vita and an official transcript (or letter from advisor) with this form and the information from page 274 under "Voting Member Status Determination." You may take advantage of this special rate once.

## NEW MEMBERSHIP DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$96.00	<input type="checkbox"/> \$443.00
SUPPORTING	<input type="checkbox"/> \$59.00	<input type="checkbox"/> \$232.00
FULL	<input type="checkbox"/> \$45.00	<input type="checkbox"/> \$150.00
AFFILIATE	<input type="checkbox"/> \$45.00	<input type="checkbox"/> \$150.00
EMERITUS	<input type="checkbox"/> \$28.00	<input type="checkbox"/> \$59.00
STUDENT	<input type="checkbox"/> \$28.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23.00	<input type="checkbox"/> \$47.00

## 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 on card: \_\_\_\_\_

Card Number: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

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

Payment of dues is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.

**New Members: Reason for becoming a new member:**

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

**Renewing Members: Reason for renewing your ABA membership:**

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

**Degree Held**

Most recent degree received: \_\_\_\_\_

Year Received: \_\_\_\_\_

Conferring Institution: \_\_\_\_\_

**Certification**

Are you a certified behavior analyst?

- ☐ Yes      ☐ No

If yes, by whom? \_\_\_\_\_

**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
- ☐ 10 Parent
- ☐ 00 Other: \_\_\_\_\_

**Primary Activity**

Please check the one box that most closely describes the majority of your 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: \_\_\_\_\_

**Annual Income Range**

- ☐ <\$15,000
- ☐ \$15,000-\$34,000
- ☐ \$35,000-\$54,000
- ☐ \$55,000-\$74,000
- ☐ \$75,000-\$99,000
- ☐ \$100,000-\$149,000
- ☐ >\$150,000

**ABA SIGs of which you are a member (M) or about which you would like information (I).**

- ☐ Animal Trainer's Forum
  - ☐ Autism
  - ☐ Behavioral Gerontology
  - ☐ Behavioral Safety Network
  - ☐ Behaviorists for Social Responsibility
  - ☐ Behaviorists Interested in Gambling
  - ☐ Clinical Behavior Analysis
  - ☐ Crime and Delinquency
  - ☐ Development & BA
  - ☐ Direct Instruction
  - ☐ Experimental Analysis of Human Behavior (EAHB)
  - ☐ Health, Sports and Fitness
  - ☐ Instructional Design
  - ☐ Interbehaviorists in ABA
  - ☐ OBM Network
  - ☐ Parent-Professional Partnership
  - ☐ Rehabilitation & Independent Living
  - ☐ Society for the Quantitative Analysis of Behavior (SQAB)
  - ☐ Standard Celeration Charters
  - ☐ Teaching Behavior Analysis
  - ☐ Verbal Behavior
- Check any affiliated chapter(s) of which you are a member:**

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ ALAMOC
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ BA Association of Michigan
- ☐ BA Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire ABA & Therapy

- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK & Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine & Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior

- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of BA & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA

**During the past 12 months have you served as a member of a grant review committee?**

- ☐ Yes      ☐ No

**Participation is needed on ABA Boards & Committees. Please indicate where you would be willing to volunteer:**

- ☐ Affiliated Chapters
- ☐ Education - Student Resources
- ☐ Education - Employment
- ☐ Membership - International Development
- ☐ Membership - Recruitment & Retention
- ☐ Program - Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications
- ☐ Not interested in volunteering at this time

# ABA 2002 Membership Form, Category C

*For members in Argentina, Greece, Korea, & Portugal*

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

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.

LAST NAME: \_\_\_\_\_

FIRST NAME & M.I.: \_\_\_\_\_

AFFILIATION: \_\_\_\_\_

GENDER: ☐ Male ☐ Female

AGE ☐ <25 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ >65

ADDRESS (for all ABA mailings): \_\_\_\_\_

CITY: \_\_\_\_\_

STATE/PROVINCE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

POSTAL ZIP CODE: \_\_\_\_\_

WORK TELEPHONE # (please include area and/or country codes): \_\_\_\_\_

HOME TELEPHONE # (please include area and/or country codes): \_\_\_\_\_

FAX # (PLEASE INCLUDE AREA AND/OR COUNTRY CODES): \_\_\_\_\_

E-MAIL: \_\_\_\_\_

WEBSITE: \_\_\_\_\_

## STUDENT MEMBER INFORMATION

STUDENT TYPE: ☐ HIGH SCHOOL ☐ UNDERGRAD ☐ DOCTORAL ☐ MASTERS ☐ POST DOC

NAME OF SCHOOL YOU ATTEND: \_\_\_\_\_

PROGRAM NAME: \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_

## VERIFICATION OF STUDENT STATUS

I, \_\_\_\_\_, certify that \_\_\_\_\_

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

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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 such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.*

## MEMBERSHIP RENEWAL DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$154.00	<input type="checkbox"/> \$431.00
SUPPORTING	<input type="checkbox"/> \$83.00	<input type="checkbox"/> \$222.00
FULL	<input type="checkbox"/> \$63.00	<input type="checkbox"/> \$147.00
AFFILIATE	<input type="checkbox"/> \$63.00	<input type="checkbox"/> \$147.00
EMERITUS	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$51.00
STUDENT	<input type="checkbox"/> \$37.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36.00	<input type="checkbox"/> \$43.00
STUDENT TRANSITION*	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$119.00

\*If you were a student member last year and have received a graduate degree, you may apply for Full-member voting status at the student transition rate. Send vita and an official transcript (or letter from advisor) with this form and the information from page 274 under "Voting Member Status Determination." You may take advantage of this special rate once.

## NEW MEMBERSHIP DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$77.00	<input type="checkbox"/> \$354.00
SUPPORTING	<input type="checkbox"/> \$46.00	<input type="checkbox"/> \$185.00
FULL	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$121.00
AFFILIATE	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$121.00
EMERITUS	<input type="checkbox"/> \$28.00	<input type="checkbox"/> \$46.00
STUDENT	<input type="checkbox"/> \$28.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23.00	<input type="checkbox"/> \$38.00

## 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 on card: \_\_\_\_\_

Card Number: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

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

*Payment of dues is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.*

**New Members: Reason for becoming a new member:**

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

**Renewing Members: Reason for renewing your ABA membership:**

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

**Degree Held**

Most recent degree received: \_\_\_\_\_

Year Received: \_\_\_\_\_

Conferring Institution: \_\_\_\_\_

**Certification**

Are you a certified behavior analyst?

- ☐ Yes ☐ No

If yes, by whom? \_\_\_\_\_

**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
- ☐ 10 Parent
- ☐ 00 Other: \_\_\_\_\_

**Primary Activity**

Please check the one box that most closely describes the majority of your 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: \_\_\_\_\_

**Annual Income Range**

- ☐ <\$15,000
- ☐ \$15,000-\$34,000
- ☐ \$35,000-\$54,000
- ☐ \$55,000-\$74,000
- ☐ \$75,000-\$99,000
- ☐ \$100,000-\$149,000
- ☐ >\$150,000

**ABA SIGs of which you are a member (M) or about which you would like information (I).**

- ☐ Animal Trainer's Forum
- ☐ Autism
- ☐ Behavioral Gerontology
- ☐ Behavioral Safety Network
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & BA
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Health, Sports and Fitness
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analysis of Behavior (SQAB)
- ☐ Standard Celeration Charts
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

**Check any affiliated chapter(s) of which you are a member:**

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ ALAMOC
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ BA Association of Michigan
- ☐ BA Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire ABA & Therapy

- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK & Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine & Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of BA & Therapy

- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA

**During the past 12 months have you served as a member of a grant review committee?**

- ☐ Yes ☐ No

**Participation is needed on ABA Boards & Committees. Please indicate where you would be willing to volunteer:**

- ☐ Affiliated Chapters
- ☐ Education - Student Resources
- ☐ Education - Employment
- ☐ Membership - International Development
- ☐ Membership - Recruitment & Retention
- ☐ Program - Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications
- ☐ Not interested in volunteering at this time

# ABA 2002 Membership Form, Category D

For members in Bolivia, Brazil, China, Colombia, Costa Rica, Mexico, Peru, Russia, Turkey, & Venezuela

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

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.

LAST NAME: \_\_\_\_\_

FIRST NAME & M.I.: \_\_\_\_\_

AFFILIATION: \_\_\_\_\_

GENDER: ☐ Male ☐ Female

AGE ☐ <25 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ >65

ADDRESS (for all ABA mailings): \_\_\_\_\_

CITY: \_\_\_\_\_

STATE/PROVINCE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

POSTAL ZIP CODE: \_\_\_\_\_

WORK TELEPHONE # (please include area and/or country codes): \_\_\_\_\_

HOME TELEPHONE # (please include area and/or country codes): \_\_\_\_\_

FAX # (PLEASE INCLUDE AREA AND/OR COUNTRY CODES): \_\_\_\_\_

E-MAIL: \_\_\_\_\_

WEBSITE: \_\_\_\_\_

## STUDENT MEMBER INFORMATION

STU'DT ☐ HIGH ☐ UNDERGRAD ☐ MASTERS  
TYPE: SCHOOL ☐ DOCTORAL ☐ POST DOC

NAME OF SCHOOL YOU ATTEND: \_\_\_\_\_

PROGRAM NAME: \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_

## VERIFICATION OF STUDENT STATUS

I, \_\_\_\_\_, certify that \_\_\_\_\_

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

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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 such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.**

## MEMBERSHIP RENEWAL DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$103.00	<input type="checkbox"/> \$287.00
SUPPORTING	<input type="checkbox"/> \$56.00	<input type="checkbox"/> \$148.00
FULL	<input type="checkbox"/> \$42.00	<input type="checkbox"/> \$98.00
AFFILIATE	<input type="checkbox"/> \$42.00	<input type="checkbox"/> \$98.00
EMERITUS	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$37.00
STUDENT	<input type="checkbox"/> \$37.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36.00	<input type="checkbox"/> \$37.00
STUDENT TRANSITION*	<input type="checkbox"/> \$37.00	<input type="checkbox"/> \$79.00

\*If you were a student member last year and have received a graduate degree, you may apply for Full-member voting status at the student transition rate. Send vita and an official transcript (or letter from advisor) with this form and the information from page 274 under "Voting Member Status Determination." You may take advantage of this special rate once.

## NEW MEMBERSHIP DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$127.00	<input type="checkbox"/> \$590.00
SUPPORTING	<input type="checkbox"/> \$78.00	<input type="checkbox"/> \$309.00
FULL	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$201.00
AFFILIATE	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$201.00
EMERITUS	<input type="checkbox"/> \$28.00	<input type="checkbox"/> \$78.00
STUDENT	<input type="checkbox"/> \$28.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23.00	<input type="checkbox"/> \$63.00

## 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 on card: \_\_\_\_\_

Card Number: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

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

Payment of dues is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.

**New Members: Reason for becoming a new member:**

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

**Renewing Members: Reason for renewing your ABA membership:**

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

**Degree Held**

Most recent degree received: \_\_\_\_\_

Year Received: \_\_\_\_\_

Conferring Institution: \_\_\_\_\_

**Certification**

Are you a certified behavior analyst?

- ☐ Yes ☐ No

If yes, by whom? \_\_\_\_\_

**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
- ☐ 10 Parent
- ☐ 00 Other: \_\_\_\_\_

**Primary Activity**

Please check the one box that most closely describes the majority of your 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: \_\_\_\_\_

**Annual Income Range**

- ☐ <\$15,000
- ☐ \$15,000-\$34,000
- ☐ \$35,000-\$54,000
- ☐ \$55,000-\$74,000
- ☐ \$75,000-\$99,000
- ☐ \$100,000-\$149,000
- ☐ >\$150,000

**ABA SIGs of which you are a member (M) or about which you would like information (I).**

- ☐ Animal Trainer's Forum
- ☐ Autism
- ☐ Behavioral Gerontology
- ☐ Behavioral Safety Network
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & BA
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Health, Sports and Fitness
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analysis of Behavior (SQAB)
- ☐ Standard Celeration Charts
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

**Check any affiliated chapter(s) of which you are a member:**

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ ALAMOC
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ BA Association of Michigan
- ☐ BA Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire ABA & Therapy

- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK & Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine & Behavior Modification

- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of BA & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA

**During the past 12 months have you served as a member of a grant review committee?**

- ☐ Yes ☐ No

**Participation is needed on ABA Boards & Committees. Please indicate where you would be willing to volunteer:**

- ☐ Affiliated Chapters
- ☐ Education - Student Resources
- ☐ Education - Employment
- ☐ Membership - International Development
- ☐ Membership - Recruitment & Retention
- ☐ Program - Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications
- ☐ Not interested in volunteering at this time





# Society for the Advancement of Behavior Analysis

The Society for the Advancement of Behavior Analysis (SABA) was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities and other areas.

SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA).

## **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 2003.

### ***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**

As a non-profit organization, SABA is exempt from federal income tax under Section 501 (c)(3) of the 1986 Internal Revenue Code as amended.

Contributions to SABA qualify for tax deductions to the full extent provided by law. The IRS identification number assigned to SABA is 38 2325364.

### **Ethical Standards**

The Society is deeply committed to the philosophy, science, and practice of behavior analysis and will support only those activities and programs consistent with this commitment. Behavior analysis activities and program supported by SABA must in turn conform to the ethical guidelines promulgated by the Association for Behavior Analysis. Such programs also must be consistent with the Association's policy on social justice.

### **Donations**

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