

San Francisco 2003

ABA Convention Program

Association for Behavior Analysis

an international organization

ABA Program

29th Annual Convention

May 23-27, 2003

San Francisco Marriott

55 Fourth Street

San Francisco, CA 94103

ABA

San Francisco 2003



The New England Center FOR CHILDREN

We Open Doors

Programs for children with autism

The New England Center for Children
uses principles of Applied Behavior Analysis
and educational programs to turn

disability into *ability*...

uneducated into *educated*...

incapable into *capable*...

disorder into *order*...

misbehavior into *behavior*...

dysfunctional into *functional*...

disconnected into *connected*...

uncommunicative into *communicative*.

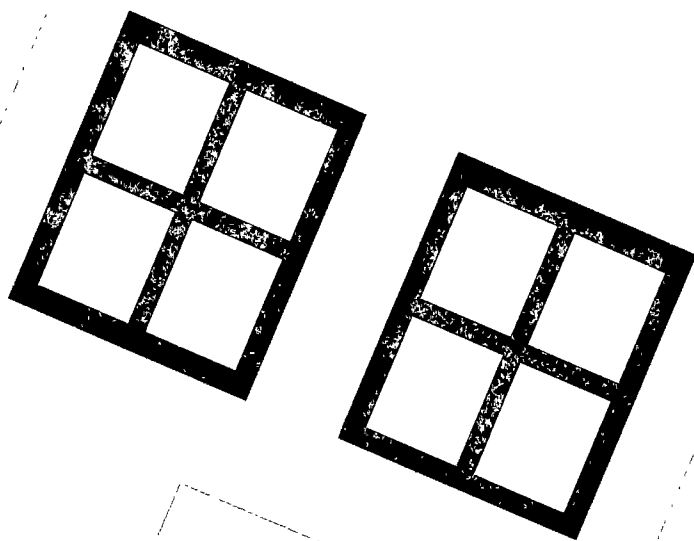
***We open doors to bring out
human potential
and create productive lives.***



33 Turnpike Road • Southborough, Massachusetts 01772-2108

Tel 508.481.1015 Fax 508.485.3421

www.necc.org



Friday, May 23 - Tuesday, May 27, 2003

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.

ABA

Acknowledgements

Program Board Coordinator

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

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 and CE Coordination for APA

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

CE Coordination for BACB

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

Area Coordinators

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Behavioral Pharmacology: Christine Hughes, Ph.D. (University of North Carolina, Wilmington) and Amy Odum, Ph.D. (University of New Hampshire)

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

Community Interventions; Social & Ethical Issues: Mark A. Mattalini, 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: John Austin, Ph.D. (Western Michigan University)

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. (Universidade do Minho)

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Convention Assistance

Jennifer Dau, Shakila Patel, Majda Seuss, and Amanda Wright (Association for Behavior Analysis), and Kathy Culig, Lori H. Miller and Kent Smallwood (Western Michigan University)

ABA Convention Presenters

This program contains the contributions of 2,165 participants from 32 countries. Thanks to their work, ABA can offer a program with 61 workshops, 45 business meetings, 67 paper sessions (including 215 papers), 228 symposia, 36 panel discussions, 714 posters, 53 Expo posters, 12 reunions/receptions, 22 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 2003 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. Heline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, M. Jackson Marr, 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 3,900 members, including a significant international representation. Membership applications are provided on pages 291-298.

Executive Council

President (2001-2004)

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

President-Elect (2002-2005)

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

Past President (2000-2002)

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

Applied Representative (2000-2003)

John Cooper Ph.D. (Ohio State University)

International Representative (2002-2005)

Ned Carter, Ph.D. (AFA, Stockholm, Sweden)

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 (2002-2005)

Tom Critchfield, Ph.D. (Illinois State University)

Past Student Representative (2000-2003)

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

Student Representative (2001-2004)

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

Student Representative-Elect (2002-2005)

Rachel Tarbox (University of Nevada, Reno)

Executive Director/Secretary-Treasurer (1993-2006)

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

Program Information

Presentation Formats

The ABA Expo is a special poster session for presentations of graduate training programs, internship and employment opportunities, special interest groups, affiliated chapters, ABA Boards and Committees, and behavioral organizations around the world.

Business Meetings are held 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. All may attend invited events.

Invited Tutorials are presented by distinguished scholars who will teach on a specific topic. The 2003 convention will include six 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 during 90-minute sessions to discuss the projects.

Reunions are social gatherings for schools, businesses, and other organizations.

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. Presentations may also 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

INT: Translated into Spanish or Japanese

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.

Visit the ABA Web site at

www.abainternational.org

to view the complete program on-line

New to the 2003 Program

ABA is excited to announce the addition of the International Track at the 2003 convention. Twenty-minute paper presentations identified as INT will be translated into Spanish (Pacific E) or Japanese (Pacific F), followed by a bilingual question and answer session.

Registration and Convention Services

Schedule

General Information

Friday, May 23

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

Saturday, May 24

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 25

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 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	Presidential Ad.
5:30 PM - 7:00 PM	Poster Sessions *
7:00 PM - 7:50 PM	Business Meetings
9:00 PM - 1:00 AM	ABA Social

Tuesday, May 27

9:00 AM - 1:50 PM	Sessions
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*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.

The **On-Site and Pre-registration Counters** are located in North Registration on the Lower B2 Level of the hotel. 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 23	7 AM - 7 PM
Saturday, May 24	7 AM - 5 PM
Sunday, May 25	8 AM - 5 PM
Monday, May 26	8 AM - 5 PM
Tuesday, May 27	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://apps.abainternational.org/convreg/Index.asp>.

Convention Registration

All convention fees and registration forms must reach the ABA office by May 6, 2003. On-line registration will be closed at 8:00 AM Eastern Standard Time on May 6th. **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 register before May 6, 2003 may pick up their convention packets at the **Pre-registration Counter** on the Lower B2 Level of the hotel.

Cancellations and Refunds

You may cancel convention registration, workshops, or other events prior to May 2, 2003, unless otherwise noted. A \$25 handling fee will be deducted from all refunds or exchanges. Handling fees will not be deducted for events cancelled by ABA. After May 2nd 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 per badge 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.abainternational.org/conv2003/registration.asp>

Early registrants will receive workshop ticket(s) in their registration packets. Workshop tickets may be purchased at the **On-site Registration Counter** located at North Registration on the Lower B2 Level.

Ethics

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

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 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 offered for approved pre-convention workshops. Sign in and out sheets and all other documentation will be available at each workshop. There is a \$10 per credit hour fee for CE for workshops, payable at the On-site Registration Counter.

Convention Sessions

ABA will offer CE for approved events during the convention. There is a \$10 per credit hour fee for convention sessions. Information packets will be available on-site at the **Continuing Education Desk** located at the South Registration on the Lower B2 Level. These packets will include:

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

ABA CE 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.

Visit **START**

**Service to Apply, Recruit
and Train**

at

[http://apps.abainternational.org/
start/index.asp](http://apps.abainternational.org/start/index.asp)

Exhibitors

Be sure to visit the exhibits at the ABA convention! ABA exhibitors will be located in Golden Gate B on the B2 level of the San Francisco Marriott. Exhibitors named as START (Service to Apply, Recruit and Train) Employers are recruiting behavior analysts for their organizations.

Exhibit Hours:

Friday, May 23.....10:00 AM – 7:00 PM
Saturday, May 24.....9:00 AM – 7:00 PM
Sunday, May 25.....9:00 AM – 7:00 PM
Monday, May 269:00 AM – 7:00 PM
Tuesday, May 279:00 AM – 12:00 PM

Following are descriptions of some of the 2003 ABA exhibitors. If you are interested in exhibiting, please contact ABA at (296) 492-9310.

(AI)², Inc.

Booth #10

1400 Bonnie Burn Circle
Winter Park, FL 32789
(407) 234-0045
rdray@rollins.edu

(AI)², 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.

Applied Behavior Consultants, Inc.

Booth #8

4540 Harlin Drive
Sacramento, CA 95826
(916) 364-7800 x114
tmorrow223@aol.com

ABC provides in-home autism and other behavioral services in the Sacramento, central valley and Los Angeles areas of California. Additionally, ABC operates day schools for children with autism in Sacramento (2) and Los Angeles. Other services include: Training and consultation in behavioral procedures for community care facilities, parents and school personnel. Training includes Positive Programming, PECS, discrete trials, task analysis and behavior management.

Association for Direct Instruction

Booth #13

805 Lincoln Street
Eugene, OR 97401
(541) 485-1213
brywick@adithome.com
www.adithome.com

The Association for Direct Instruction is a membership organization committed to dissemination of information on effective, research based educational methods and materials. This mission is achieved through publication of The Journal of Direct Instruction and The Direct Instruction News, conducting training conferences, distribution of materials and extensive online technical assistance (www.adithome.org). Visit our booth and learn how we can help you teach all of your students.

Autism Spectrum Therapies, Inc.

Booth #27

START Employer

3611 Motor Avenue
Suite 100
Los Angeles, CA 90034
(310) 841-0411
rmolko@autismtherapies.com
www.autismtherapies.com

Autism Spectrum Therapies (AST) provides early intervention and behavior support services to children with autism and their families. This nonpublic agency contracts with school districts, regional centers, and individually families to deliver a wide range of individualized programs. Within its

early intervention programs, AST provides a tailored mix of pivotal response training, discrete trial training, and direct play skills training. Our behavioral support services emphasize quality of life and independence.

START: AST is searching for interventionists with graduate-level coursework in applied behavior analysis, and experience working with clients with autism. AST provides all employees with initial training and intensive weekly supervision. This agency offers very competitive salaries, health benefits, 401(k), and profit sharing. For more information, please contact Dr. Ronit Molko or Dr. William Frea at (310) 841-0411. Send résumés to rmolko@autismtherapies.com.

B. F. Skinner Foundation

Booth #7

507-A Allen Hall
• West Virginia University
Morgantown, WV 26526-6122
(304) 293-2146
Info@bfskinner.org
www.bfskinner.org

The B. F. Skinner Foundation was established in 1987 to educate the public about B. F. Skinner's work, and to promote an understanding of the role of contingencies in human behavior. The programs for this mission currently include: distributing resource materials, servicing as a resource for scholars, collecting and preserving historical materials, and providing educational services including the publication of classics in the field.

Behavior Analysis Certification Board

Booth #1

7027 Duck Cove Road
Tallahassee, FL 32312
(850) 668-8757
Shook@bacb.com
www.bacb.com

The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit 501(c)(3) corporation that credentials practitioners at two levels: Board Certified Behavior Analysts™ must possess at least a Masters Degree, have specific Graduate-level coursework, meet experience requirements, and pass the BACB™ Examination. Board Certified Associate Behavior Analysts™ must have at least a Bachelors Degree, have specific coursework, meet experience requirements, and pass the BCABA™ Examination.

Behavior Development Solutions

Booth #9

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

BDS offers The CBA Learning Module Series – mastery training on material covered in the certification exam; FAB for School Settings – self-instructional learning package containing a model for a seven category diagnostic system. Earn 6 CEUs; SIDD – multimedia program that provides students of staff with opportunities to acquire skills in applied behavior analysis; and Teaching and Learning in Plain English – tutorial on standard celeration charting.

BIOBSERVE

Booth #20

Reuterstr 187
Bonn 53113
Germany
+49 228 2016020
christian.gutzen@biobserve.com
www.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 (Palm and PocketPC) for mobile behavioral data acquisition (the award winning "Spectator GO!"). A special reliability test module is available to compare result files of different observers.

California Association for Behavior Analysis

Booth #5

2220 Capitol Avenue

Sacramento CA 95816

(916) 447-7341

CalABA@sacadvocacy.com

www.calaba.org

California Association for Behavior Analysis is an organization dedicated to the advancement of Behavior Analysis through research, education and service for the promotion of social practices that benefit humankind, CalABA is an affiliate of the Association for Behavior Analysis (ABA).

The Children's Annex

Booth #22

START Employer

70 Kukuk Lane

Kingston, NY 12401

(845) 336-2616

wolff@ulster.net

www.childrensannex.org

The Children's Annex is a private, not-for-profit agency serving students with developmental disabilities ages 2-15. Located in the Hudson Valley of New York, The Annex serves children with autism spectrum disorders (ASD) in home, community and day school settings. Close family involvement is central to agency philosophy. Considered a model school, The Children's Annex has received state and national recognition for excellence in programming.

START: Highly trained Children's Annex staff work collaboratively in transdisciplinary settings. Annex programs employ and individualize multiple treatment strategies considered best practices in the field of educating students with ASD. Beginning in July 2003, there will be a full time vacancy for a certified school psychologist, licensed psychologist or board certified behavior analyst. Experience in functional behavior assessments, verbal behavior analysis and positive behavioral support is required. The position includes hands-on work with students and staff supervision. Excellent benefits package. Salary based on experience and education. Supervised internships are also available.

Geneva Centre for Autism

Booth #12

START Employer

250 Davisville Avenue

Suite 200

Toronto ONT M4S 1H2

(416) 322-7877

nwalker@autism.net

www.autism.net

Geneva Centre for Autism has a 27-year history of providing quality intervention and training to children with autism, their families and the professionals who support them. The Centre's exhibit booth will offer information on Geneva Centre for Autism services and model; a Geneva Centre for Autism Training Institute calendar of training events; consultation and in-service training services; and autism resource packages, including videos, books and articles.

START: Intensive Behavioural Intervention is one of the services provided to preschoolers with autism. We are currently seeking – Behavioural Psychologists, Supervisors and Instructor Therapists for this expanding program. Contact Neil Walker, Program Director at nwalker@autism.net.

Kinark Child and Family Services

Booth #18

START Employer

500 Hood Road, Suite 200

Markham, ON L3R 9Z3

Canada

(905) 474-9595

info@kinark.on.ca

www.kinark.on.ca

The exhibit for Kinark Child and Family Services will provide an overview of the Ontario, Canada Innovative Intensive Behavioral Program for Young Children (ages 2-6) with Autism. A program description and guidelines will be available, and clinical directors from around the province will be on site to discuss the program's evolution.

START: A range of positions are available in many locations throughout the province. These include (1) Clinical Supervisors (Ph.D. with background in ABA), (2) Senior Therapists (M.A.), and (3)

Instructor Therapists. Clinical Supervisors conduct eligibility assessments for children, supervise senior therapists and oversee program integrity; Senior Therapists supervise front line staff and provide parent training; Instructor Therapists provide direct intensive behavioral intervention to children.

Lovaas Institute for Early Intervention

Booth #23

START Employer

11500 W. Olympic Blvd.

Suite 460

Los Angeles, CA 90064

(310) 914-5433

sstevens@lovaas.com

www.lovaas.com

The Lovaas Institute for Early Intervention provides early and intensive behavioral intervention to children diagnosed on the P.D.D. spectrum. The program consists of 35-40 hours per week of daily intervention. Clinic based services are available on a limited basis while workshop services are readily available. Please contact us by calling (310) 914-5433 x113, or through our Website: www.lovaas.com.

START: The Lovaas Institute is continually hiring instructors at our offices across the nation. The position offers wonderful and valuable field experience for those seeking to work with children with special needs. The instructor provides the child's direct behavioral intervention, working one-on-one with the child in his or her home, school, and/or community. The job is fun, flexible, and offers a rewarding experience for both the instructor and child! No experience necessary; paid training is provided. Part time and full time opportunities are available. Competitive hourly wages; starting wages dependent upon education, experience, and location. For more information, please visit our Website: www.lovaas.com.

The Listening Center

Booths #6

START Employee

1399 Ygnacio Valley Rd

Suite 14

Walnut Creek, CA 94598

(925) 952-4724

lindsay@thelistingcenter.net

www.thelistingcenter.net

The Listening Center is a diagnostic treatment center that specializes in the Tomatis Method. The Tomatis Method, an auditory stimulation program used in Europe for over 50 years, is a therapeutic application designed to re-educate that auditory system. The focus of auditory stimulation is on re-educating the auditory pathways. This is accomplished through the modification and/or modulation of music & sound. Auditory re-education is based upon the neurological effect of sound upon the nervous system. Changes in the brain take place for the direct application of sound frequencies. The Tomatis method uses classical music with the primary purpose of this music being the delivery of filtered and non-filtered high frequencies to the ear and brain. The goal is improved auditory tonal processing resulting in cognitive, behavioral and physical changes.

START: The Listening Center is looking to spread the knowledge of the program and its many benefits. We also offer conferences and clinics in the areas of auditory re-education as well as Auditory Processing Disorders. We are always looking to add professionals in the learning, behavior, and speech and language areas. Please feel free to contact us at (925) 952-4724.

May Institute

Booths #14 & 15

111 Elm Street #2

W. Springfield, MA 01089

(413) 734-0300 x206

alan_harchik@mayinstitute.org

www.mayinstitute.org

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 children and adults with autism, developmental disabilities, brain injury, and mental illness. We offer APA-accredited pre-doctoral internships, post-doctoral opportunities, and mentoring and supervision. Services are provided to adults, children, and their families at home, school, work, and the community. Our locations are in Massachusetts, Maine, New Hampshire, Connecticut, New Jersey, Georgia and Florida.

Melmark, Inc.

Booths #16 & 17

2600 Wayland Road
Berwyn, PA 19312
(610) 325-4969
pjm@melmark.org
www.melmark.org

Melmark's approved private school provides residential, educational, therapeutic and recreational services for children and adults with mild to severe developmental disabilities, which include autism and neurological impairment. Our ABA-based model ensures that classroom lessons emphasizing communication and functional living skills are reinforced through 24-hour learning. Residential options accommodate varying needs, with staffing ratios from 1:1 to 1:4. Ongoing communication among school, residential, and health-care staff integrates students' treatment, education, and socialization activities.

The New England Center for Children, Inc.

Booths #2 & 3

33 Turnpike Road
Southboro, MA 01772
(508) 481-1015 x3009
jaustin@necc.org
www.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, our goal is to open doors to bring out human potential and create productive lives for the children we serve. To accomplish this, 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 ensure 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.

Pacific Child and Family Associates

Booth #11

410 Arden Ave., Suite 203
Glendale, CA 91203
(818) 241-6780 X209
vnyl@vcnet.com
www.pacificchild.com

Pacific Child and Family Associates provides services to children with autism and other developmental disabilities in four offices in both Northern and Southern California. We are actively seeking employees committed to providing high quality services to this population. Knowledge of applied behavior analytic principles and treatment techniques, as well as experience in this field is required for our supervisory positions. We provide competitive salaries and excellent benefits, including health, dental, and retirement plans. Please stop by our booth for a prospective employee packet.

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ProLex Medical Services, LLC

Booth #4

122 Lee Parkway Drive
Suite 105
Chattanooga, TN 37421
(423) 296-4224
ProLexMed@aol.com

ProLex Medical Services, A leader in providing model program treatment for people with MR/DD, we recruit and employ only those qualified Behavior Analysts and Specialists who are attuned to the special needs of this population. Through innovative treatment modalities and maintaining the highest standards of care, our mission is to help individuals achieve their greatest potential and participate as fully as possible in community life.

**Stepping Stones Center for
Autism Spectrum Disorder**

Booth #21

START Employer

1017 Yates Way
San Mateo, CA 94403
(650) 357-0571
vivdavid@hotmail.com
www.steppingstones.com

Stepping Stones Center for Autistic Spectrum Disorders, Inc. is a Non-Public Agency (NPA) that designs individualized behavioral, educational, social, speech and language programs for individuals with autism and related disorders. These services include but are not limited to: onsite behavior management consultation and implementation, in-home ABA programs and speech and language services that include assessment and therapy.

START: Stepping Stones Center for Autistic Spectrum Disorders, Inc. is currently seeking Behavior Consultants/Case Supervisors, Senior Behavior Therapists and Junior Behavior Therapists. Therapists will provide 1:1 behavioral support services along with social skills training to children diagnosed in the autism spectrum. Excellent pay offered. Requirements include the following:

Behavior Consultant/Case Supervisor: Minimum of a Masters Degree in Psychology, Special Education or related field with at least four years experience in Applied Behavior Analysis as a senior therapist and/or case supervisor.

Senior Therapist: Bachelors Degree in Psychology, Special Education or related field with at least one year of experience in Applied Behavior Analysis.

Junior Therapist: Bachelors Degree in Psychology, Special Education or related field. Some knowledge of Applied Behavior Analysis preferred, but not required.

Teach Your Children Well

Booth #26

208-210 Front St.; 2nd Floor
Belleville, ON K8N 5B6
Canada
(877) 368-1513 or (613) 967-0220
michaelmaloney2@sympatco.ca
www.teachyourchildrenwell.ca

Teach Your Children Well Inc. is a division of Quinte Learning Centre Ltd., a Canadian company which pioneered the integration of Applied Behavior Analysis, Direct Instruction, Precision Teaching and Practice into an integrated teaching technology in the 1970's. Its products include the Teach Your Children to Read Well series, a K-8 reading program that is showing strong results with normal and disadvantaged children. It also has developed The Literacy Toolbox Reading Series for adult learners. It has re-released its award-winning Scholastic's Math Tutor series as the Teach Your Children Math Well software series (DI on a disk) for children learning elementary math.

TheraCare
Booth #33
START Employer

116 W 32nd St., 8th floor
New York, NY 10001
(212) 564-2350 x2139 or 2163
parvin_sharma@theracare.com
www.theracare.com

TheraCare is a multi-service healthcare and educational organization that provides rehabilitation, developmental and educational services within the five boroughs of New York, and Westchester, Putnam, Orange, Rockland, Nassau and Suffolk counties. We are rapidly growing and expanding into new states.

START: TheraCare, Inc., a 4410 SEIT Preschool Special Education Program licensed by the NYS Education Department, is looking for ABA (Applied Behavior Analysis) Teachers (Bilingual-Spanish Preferred). Teachers will provide ABA services to preschool children in day care/early childhood settings, as well as give prompts and assess results of teaching children as part of TheraCare's Early Intervention Program. Full time positions are available from September to June (approx. 180 school days), and flexible part time and hourly employment is also available. Certification by New York State as a Special Education Teacher is required for this position. Benefits are provided for full time employees. Please e-mail or fax resume to Parvin Sharma at recruiter@theracare.com or (212) 643-8497.

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and
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Established 1978
25 YEARS
OF APPLIED BEHAVIOR ANALYSIS
IN THE WORKPLACE
Reception from 8:00 p.m. to 10:00 p.m.
Sunday, May 25, 2003
Salon 5/6

Convention Bookstore

The ABA bookstore is pleased to offer over 1,000 titles relating to the field of behavior analysis at the 2003 annual convention. The ABA convention bookstore will be located in Golden Gate C on the B2 level of the hotel. Books in the following categories will be represented:

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

Bookstore Hours

Friday	May 23 9:00 a.m. - 7:00 p.m.
Saturday	May 24 9:00 a.m. - 7:00 p.m.
Sunday	May 25 9:00 a.m. - 7:00 p.m.
Monday	May 26 9:00 a.m. - 7:00 p.m.
Tuesday	May 27 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.

Promotional 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.

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, 2003. 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.

Additionally, books may be ordered on-line prior to the convention, to be picked up at the convention at:

www.abainternational.org/conv2003/bookstore.asp

Contact

For inquiries related to the 2003 ABA convention bookstore, please contact:

Kent Smallwood
ABA Convention Bookstore Coordinator
1219 S. Park Street
Kalamazoo, MI 49001

Telephone: (269) 492-9310.

E-mail: mail@abainternational.org



Stepping Stones

Center for Autistic Spectrum Disorders, Inc.

(650) 357-0571 Office
(650) 357-0676 Fax
www.steppingstonesca.com
Vivian David, PsyD
Clinical Director

P.O. Box 6637
San Mateo, CA 94403

START

ABA's Service to Apply, Recruit, & Train will help you find:

JOBS INTERNSHIPS GRADUATE PROGRAMS & APPLICANTS

ABA's START program is dedicated to recruiting and placing behavior analysts in behavior analysis organizations to support the growth and vitality of behavior analysis through research, education, and practice.

ABA offers to schedule interviews between employers and applicants on-site. To participate, post your resume, job, or internship in the START system (www.abainternational.org/start) prior to or during the convention. Make sure you check in at the START desk, located Golden Gate Registration Area, when you arrive to the convention.

Applicants

Stop by the START area to view behavioral analysis jobs, internships, and graduate programs & have ABA schedule interviews for you!

- Post your resume on-line before (or during) the convention=Student Members: Free; Others:\$15
- Interview with behavior analysis employers on-site

Employers

Stop by the START area to view applicants by interest area and training level & have ABA schedule interviews for you!

- Post a job on-line before (or during) the convention=\$50 per job posting for 2 months
- Post an Internship=Free!
- Have ABA schedule interviews for you on-site=Free!

www.abainternational.org/start

START will be located in the Golden Gate Registration Area



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exposition hall and
join us at the May
hospitality suite

aba.mayinstitute.org

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Post-doctoral opportunities
Mentoring and supervision



Tuition-reimbursed ABA master's programs at
several universities; some include housing



University affiliations
Active research agenda



For consideration, please send your resume to:

May Institute
One Commerce Way
Norwood, MA 02062

Email: abajobs@mayinstitute.org
Fax: (781) 440-0414

Wednesday, May 21, 2003

Workshop #1

5/21/03

10:00 AM - 5:00 PM

Off-Site: San Francisco SPCA

2500 16th St.

San Francisco, CA 94103-4213,

Tel: (415) 554-3000)

Chickens as Training Models

BOB BAILEY (Animal Behavior Enterprises,
Retired)

Description: This is an intensive training experience composed of six 15-minute lectures and six 30-minute hands-on-training periods. Students will test and develop their mechanical skills while teaching chickens to make discriminations. Costs cover all lecture and training materials, lunch and chicken boarding (kept at SFSPCA).

Objectives: Bob Bailey's philosophical point of view on teaching animal training is that training is a mechanical skill and the understanding and skillful practicing of a few simple behavioral principles are keys to trainer success.

Activities: Bob uses lectures, discussions, and animal models to teach the principles of animal behavior. The hands-on exercises using chickens as training subjects allow the student to learn by doing.

Audience: Professional animal trainers, animal training hobbyists, those interested in learning more about animal training, and any persons interested in learning more about shaping in general.

Level: Introductory - Advanced

Cost to Members: \$269 Non-Members: \$284

*Shape
their
Future*



T TheraCare
Shape their future, touch their hearts.

TheraCare is the largest provider of developmental, educational and evaluation services to children from birth through 5 years old. We serve the Greater NYC Metropolitan area.

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- Special Education Teachers
- ABA Teachers
- Teachers of Speech & Hearing Handicapped
- Speech Language Pathologists
- Occupational Therapists
- Physical Therapists

All positions require NYS Certification.

Quality supervision provided.

Bilingual (Spanish) a plus.

We offer a generous compensation package for all positions. Full-time employees receive comprehensive benefits including tuition assistance, health and 401K. Please forward resumes to: TheraCare, 116 West 32nd Street, 8th Floor, New York, NY 10001; Fax: (212) 643-8497; Call: (212) 564-2350, ext 2139; E-mail: recruiter@theracare.com EOE M/F/D/V.

www.theracare.com



Friday, May 23

Day Schedule

Workshops

ABA

Friday, May 23

		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
B2 Level		Golden Gate B							2003 Exhibitors							
		Golden Gate C						ABA Cooperative Bookstore								
Lower B2 Level		Salon 1														
		Salon 2														
		Salon 3														
		Salon 4														
		Salon 5														
		Salon 6														
		Salon 7	#1 SQAB													
		Salon 8														
		Salon 9														
		Salon 10	<div>#W = Workshop CE = Available for CE for behavior analysts NOTE: All pre-convention workshops are available for CE for psychologists</div>													
		Salon 11														
		Salon 12														
		Salon 13														
		Salon 14														
		Salon 15														
		Nob Hill A	LEGEND													
		Nob Hill B														
		Nob Hill C														
		Nob Hill D														
Fourth Floor		Pacific A	#W13 CIPANI										CE			
		Pacific B	#W7 LETSO										CE			
		Pacific C	#W3 BARBIN, et al.										CE			
		Pacific E	#W14 MAGEE, Delgado, Hartman, Jamai & Lee										CE			
		Pacific F														
		Pacific H	#W11 WEINBERG & Fox										CE			
		Pacific I	#W2 WILSON, Wilson & Weinstein										CE			
		Pacific J	#W15 MOORS, et al.										CE			
Fifth Floor		Sierra A	#W6 RIEDESEL, Simon, Standal & Larsson										CE			
		Sierra B	#W4 WOOD & Zecchin										CE			
		Sierra C	#W9 ROBINSON, Osnes, & Toro										CE			
		Sierra E	#W14a BOSCH, Normand, Saltzman & Granpeesheh										CE			
		Sierra F	#W14b KOHLENBERG, et al.										CE			
		Sierra H	#W8 FUQUA & Spates										CE			
		Sierra I	#W12 RICHARDS & Kibbe													
		Sierra J	#W5 LAITINEN, et al.										CE			
		Sierra K	#W10 GERENSER, Bloomer, Bergen, Forman & Lynch										CE			

Friday, May 23

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	
Golden Gate B	2003 Exhibitors													
Golden Gate C	ABA Cooperative Bookstore													
Salon 1														
Salon 2														
Salon 3														
Salon 4														
Salon 5														
Salon 6														
Salon 7	#1 SQAB													
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Salon 13														
Salon 14														
Salon 15														
Nob Hill A														
Nob Hill B														
Nob Hill C														
Nob Hill D														
Pacific A	#W13 CIPANI, cont'd								#W20 BONDY & Sulzer-Azaroff					CE
Pacific B	#W7 LETSO, cont'd								#W30 WEINBERG, et al.					CE
Pacific C	#W3 BARBIN, cont'd								#W18 LARSSON, et al.					CE
Pacific E	#W14 MAGEE, cont'd								#W22 JOHNSON & Langer					CE
Pacific F														
Pacific H	#W11 WEINBERG, cont'd								#W29 ROLIDER					CE
Pacific I	#W2 WILSON, cont'd								#W24 HOLMES					CE
Pacific J	#W16 FABRIZIO, et al.						CE		#W26 MICHAEL & Sundberg					CE
Sierra A	#W6 RIEDESEL, cont'd								#W19 FABRIZIO, et al.					CE
Sierra B	#W4 WOOD, cont'd								#W31 CARTER, Boyce & Nilsson					CE
Sierra C	#W9 ROBINSON, cont'd								#W25 SEBASTIAN, Villone & Savage					CE
Sierra E	#W14a BOSCH, cont'd								#W28 RAY					CE
Sierra F	#W14b KOHLENBERG, cont'd								#W42 FOVEL, et al.					CE
Sierra H	#W8 FUQUA, cont'd								#W23 IVANCIC					CE
Sierra I	#W12 RICHARDS, cont'd								#W27 NEWMAN					CE
Sierra J	#W5 LAITINEN, cont'd								#W17 ANDRONIS, Layng & Robbins					CE
Sierra K	#W10 GERENSER, cont'd								#W21 SHARPE & Koperwas					CE

B2
Level

Lower B2 Level

Fourth Floor

Fifth Floor

Workshop #2*(available for CE for behavior analysts)*

5/23/03

10:00 AM - 5:00 PM

Pacific I

Acceptance and Commitment Therapy: Core Treatment Strategies

KELLY G. WILSON, Ph.D., Dianna Wilson and Jonathan Weinstein (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 a variety of techniques derived from other therapeutic schools; however, these techniques are understood and modified according to the underlying behavioral theory on which ACT is based. Both general strategic and tactical issues will be examined.

Objectives: Workshop participants will learn to use metaphor, paradox and experiential exercises to help clients:

- 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.

Activities: Workshop activities will include didactic instruction, and experiential exercises. We will focus significant time this year on consultation and role play with cases provided by attendees.

Audience: Behavior analysts working in applied settings where clients or client guardians face substantial psychological barriers to effective living. The workshop will also target treatment development researchers and clinical supervisors.

Level: Intermediate

Members: \$144 Non-Members: \$159

Workshop #3*(available for CE for behavior analysts)*

5/23/03

10:00 AM - 5:00 PM

Pacific C

Data-Based Strategies to Promote Adolescents and Adults with Autism into Community Settings

JANE BARBIN, Ph.D. (Behavioral Directions), Randy Horowitz, M.S.Ed., S.A.S. (The Genesis School), Linda Meyer, Ed.D., MPA and Erin Richard (Alpine Learning Group, Inc.), Ruth Donlin, M.S. (The Genesis School) and Carrie Hughes, B.S. (The Alpine Learning Group, Inc.)

Description: As individuals with autism enter adolescence and adulthood, it becomes increasingly important for them to participate and become successfully integrated into the community. One of the challenges in this area is identifying and prioritizing the areas of need and providing appropriate and effective programming leading to inclusion outside of the classroom. Individuals with autism may often engage in challenging behavior when asked to participate in integrative settings, thus limiting their opportunities for learning skills in this area. This workshop will focus on designing and implementing effective skill acquisition and behavior reduction programs that prepare individuals with autism for success on the job and in the community. Particular attention will be paid to selecting skills that occur across multiple environments. Programs to be addressed include functional academics (i.e., handling money, shopping in the community), vocational programming (i.e., job sampling, work tolerance), decreasing challenging behaviors in the community and promoting a healthy, safe and active lifestyle (i.e., preparing nutritious meals, inclusion in fitness programs, going to the dentist). Areas such as social awareness (i.e., being lost in the community) and decreasing inappropriate behaviors in a non-stigmatizing manner will also be discussed. Ways to successfully incorporate advances in technology, such as the Internet and cell phones will also be described. Case study data and videotapes will be used to describe interventions.

Objectives: Participants will gain an understanding of:

- Important skill areas to consider when programming for adolescents and adults with autism, as well as preparing children who are approaching adolescence.

- How the principles of applied behavior analysis can be applied in "real life" settings to effect change and increase independence and integration.
- The importance of assessment and intervention occurring in natural settings and how to develop and implement specific programs to foster community integration in this population.

Activities: Participants will be involved in didactic presentations and discussion.

Participants are encouraged to come with questions and case examples as an interactive, problem-solving session will be included. Participants will obtain specific program sheets provided by instructors.

Audience: Parents and professionals working with individuals with autism. Participants should have some knowledge of applied behavior analysis and a desire to learn ways to increase community participation for individuals with autism.

Level: Introductory

Members: \$129 Non-Members: \$144

Workshop #4 (available for CE for behavior analysts)

5/23/03

10:00 AM - 5:00 PM

Sierra B

Designing an ABA Classroom Using Skinner's Analysis of Verbal Behavior

KELLE WOOD, M.Ed., BCBA (The Horizon Clinic)
and Gina Zecchin (Associate: Dr. Vince Carbone)

Description: This workshop is designed to provide the attendees information on how to teach language based on B. F. Skinner's analysis of verbal behavior within a classroom setting. An emphasis will be placed on assessment, IEP, lesson plans, classroom organization and data collection systems. In addition, attendees will be provided with a copy of *The Assessment of Basic Language and Learning Skills (ABLLS)* by Drs. Partington and Sundberg to develop IEP's and lesson plans based on case studies and video examples.

Objectives: Participants will be able to:

- Use the ABLLS for assessment and development of appropriate IEP's.
- Write intensive teaching and natural environment lesson plans including circle time and group activities.

Activities: Lecture, an extensive handout, videotapes of classrooms and interactive

discussion will be conducted throughout the session. Hands on practice using the ABLLS's, writing lesson plans and IEP's will be emphasized to insure that each participant has a working knowledge of the information presented.

Audience: BCBA's, BCABA's, consultants, special education teachers, school administrators, school psychologists, parents and anyone who is interested in working with children with autism or other developmental delays in a school setting.

Level: Introductory

Members: \$229 Non-Members: \$244

Workshop #5 (available for CE for behavior analysts)

5/23/03

10:00 AM - 5:00 PM

Sierra J

From Match-to-Sample to Theory of Mind: Utilizing Relational Frame Theory to Enhance Intensive Early Intervention Programs for Young Children with Autism

RICHARD LAITINEN Ph.D. (Tucci Learning Solutions, Inc.), Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Nicholas M. Berens (University of Nevada, Reno, Center for Advanced Learning)

Description: This workshop will provide participants with the tools and competencies that will allow them to teach and monitor a child's ability to derive progressively more complex conditional discriminations within intensive early intervention curriculums. Public domain early intervention curricula do not currently include an explicit focus on teaching learners how to derive simple and complex, arbitrarily applicable conditional relations and networks of relations. However, instructional strategies such as intraverbal "fill ins"; and match-to-sample, as well as explicit programs such as "Negation", "Opposites", and "Same/Different" often result in the establishment of frames of coordination, opposition, distinction, comparison, and other more complex frame families. The research base supportive of RFT suggests that conceptualizing intensive early intervention programs as "teaching children to frame events relationally" will allow program providers to (1) accurately and efficiently target a child's strengths and challenges in deriving untaught conditional relations, (2) effectively and efficiently test for the emergence of such abilities throughout the course of a child's program, and (3) to organize the scope and

sequence of instructional goals, materials and procedures so that progressive program goals (e.g., prepositions, negation, opposites, same/different, here/there, etc.) establish the derivational abilities required of terminal "Theory of Mind" and "Executive Functioning" competencies.

Objectives: Participants will be able to:

- Describe fundamental operant mechanisms underlying relational responding.
- Identify, name and describe foundational relational concepts and frame families.
- Organize intensive early intervention curriculums within a progressive scope and sequence framework that accounts for the simple and complex conditional relations that should result from beginning, intermediate, and advanced curricular goals and objectives.
- Identify relational contingencies that account for psychological processes (e.g., Theory of Mind) deemed important to the understanding and treatment of autism.
- Administer assessments such as the Assessment of Basic Learning Abilities (ABLA) to determine a child's pre-treatment abilities to derive untaught conditional relations.
- Carry out procedures that verify the emergence and extent of derived relational responding established via beginning, intermediate, and advanced curricular goals and objectives.

Activities: Attendees will participate in identification of relational contingencies such as entailment, mutual entailment, etc. within early intervention curriculum goals and in identification of relational contingencies that are typically taught via early intervention instructional procedures.

Attendees will analyze beginning, intermediate and advanced levels of early intervention curricular goals to determine relational families and networks that are typically established and to determine how to establish relational families and networks that support outcome goals related to developing a child's competencies in Theory of Mind and Executive Functioning skills. Each person will receive a complete packet of materials used to conduct relational frame analysis of early intervention curriculum, including programs, data-sheets, and database (using Microsoft's Word, Excel, and Access). The sheets will be reviewed in enough detail so that

the participant can make their own individual curricular adaptations.

Audience: Persons performing the responsibility of supervising intensive early intervention programs for young children with autism.

Level: Intermediate

Members: \$149 Non-Members: \$164

Workshop #6

(available for CE for behavior analysts)

5/23/03

10:00 AM - 5:00 PM

Sierra A

Intensive Early Intervention: A Comprehensive Staff Training System for Behavior Therapists

KARA RIEDESEL, M.A., Jennifer Simon and Leslie Standal (University of Kansas) and Eric Larsson (FEAT of Minnesota)

Description: In order to deliver effective early intervention services to a child with autism, the staff must possess a complete set of behavior analysis skills. The purpose of this workshop is to identify the comprehensive variety of the required skills and present specific training programs which have been developed and validated to establish these skills and to manage the staff's behavior so that they are used consistently throughout the child's program. A particular challenge is to train staff to use independent clinical judgment and make the dynamic programming decisions on a daily basis that support optimal rates of child behavior development. In addition, the team leaders must possess the skills to organize and maintain consistent staff programming as the child's behavior rapidly develops. The skills necessary in the third year of programming are much more complex and varied than are those in the first year of programming. This workshop will present the competencies needed for effective child behavior therapy, and the methods used to train staff. The workshop will make extensive use of videos of actual staff training activities. The workshop will also present a data-collection system for staff management at the child and programmatic levels.

Objectives: Participants will be presented with the detailed information necessary to identify a comprehensive array of staff competencies, effective methods for teaching these competencies and a system of management to integrate consistent staff behavior across a group of teams.

Activities: Attendees will participate in didactic presentations, discussions and problem-solving sessions. Video models of actual staff training activities will be used extensively. Participants will obtain specific program materials provided by the instructor.

Audience: 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.

Level: Intermediate

Members: \$131 Non-Members: \$146

Workshop #7 (available for CE for behavior analysts)

5/23/03

10:00 AM - 5:00 PM

Pacific B

Organizational Design and Development of Autism Service Programs

SUZANNE LETSO, M.A., BCBA (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 in the United States, and creating a budget and time-line 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, 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 be discussed.

Objectives: The objectives of the workshop are to:

- Provide basic information about the organizational development, design, and leadership of autism service organizations.
- Provide participants with an outline of the business-start-up process and an opportunity to delineate an organizational purpose.
- Provide guidelines regarding the financial and physical requirements of an educational facility.
- 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. 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 new service organizations or programs for individuals with autism and related disorders.

Level: Introductory

Members: \$159 Non-Members: \$174

Workshop #8 (available for CE for behavior analysts)

5/23/03

10:00 AM - 5:00 PM

Sierra H

Professional and Research Ethics for Behavioral Psychologists

R. WAYNE FUQUA, Ph.D. BCBA, and Richard Spates (Western Michigan University)

Description: This workshop is designed to introduce students, practitioners and researchers to the professional and ethical standards that impact the practice of psychology and the conduct of psychological research. With the help of case studies, participants will become familiar with critical ethical codes including the APA's Ethical Standards for Psychologists, and Ethical Principles for Research with Human Participants. The first part of the workshop will focus on ethical issues in the practice and teaching of psychology. The second part of the workshop will focus on ethical issues in research

including: HSIRB guidelines, scientific misconduct, conflicts of interest, mentor/mentee relationships and social responsibility of researchers.

Objectives: Participants will:

- Become familiar with ethical standards for professional practice, teaching and research in behavior analysis through the application of these standards to real and hypothetical case studies.
- Be sensitized to ethical issues that they encounter in their professional activities.
- Identify a range of strategies for promoting adherence to high ethical standards.

Activities: Through discussion of real and hypothetical cases, participants will become more familiar with ethical codes and the complexities of applying those codes in specific situations. Participants will be encouraged to offer examples of ethical dilemmas (with appropriate concern for confidentiality) for discussion with workshop participants and leaders.-

Audience: Behavior analysts, behavioral psychologists and advanced students in behavior analysis who are engaged in professional practice, research and/or the study of ethics.

Level: Introductory

Members: \$124 Non-Members: \$139

Workshop #9

(available for CE for behavior analysts)

5/23/03

10:00 AM - 5:00 PM

Sierra C

Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services

SARAH ROBINSON, Ph.D., BCBA (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 workshop content will include a review of background history and foundations for codes of ethics, differences between legal and ethical behavior, interactive exercises, and discussion of ethical dilemmas. Participants will also receive copies of relevant ethics codes and guidelines from the American Psychological Association, the

National Association of Social Workers, the National Association of School Psychologists, the Behavior Analyst Certification Board, the American Association on Mental Retardation, and Standards for the Preparation and Licensure of Special Educators.

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.
- 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; and issues relevant to development and implementation of individual education plans.
- Be able to recognize and pursue strategies to avoid and resolve legal and ethical issues.

Activities: Participants will engage 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: 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.

Level: Introductory

Members: \$144 Non-Members: \$159

Workshop #10*(available for CE for behavior analysts)*

5/23/03

10:00 AM - 5:00 PM

Sierra K

Promoting Speech and Language in Children with Autism: Integrating ABA and Speech Language Pathology

JOANNE GERENSER, M.A. (The Eden II Programs), Helen Bloomer (Crossroads Center for Children), Amy Bergen and Bonnie Forman (Eden II Programs), and Laura Lynch (Crossroads Center for Children)

Description: Children with autism typically demonstrate deficits in speech, language and communication (Lord & Paul, 1997). There have been significant gains made in the past fifteen years using the principles of applied behavior analysis to address these deficits (Lovaas, 1987). However, despite intensive behavioral intervention, for some children, these deficits remain severe and complex. Almost 30 percent of children with autism do not develop functional speech (Bryson, 1996), while others demonstrate challenges with abstract language or social language. Although children with autism demonstrate these complex deficits in the area of speech and language, speech-language pathologists are often not included in the behavioral intervention team. Historically, this has been due to the speech pathologist's reluctance to rely on behavior analysis as the model for intervention, preferring to utilize developmental or pragmatic approaches (Prizant & Wetherby, 2000). Therefore, traditional behavioral programming may lack critical input in areas such as the anatomy of speech production, supra-segmental aspects of speech, morphology and syntax. This workshop will provide a model for integrating research in the area of speech production, language development and disorders and communication within behavioral programming for children with autism. Specific programs to target oral motor development, verbal skills, vocabulary, abstract language and social language will be presented.

Objectives: Participants will:

- Gain a broad understanding of how developmental, neurological and psycholinguistic information from the speech-language research literature relates to the speech-language and communication deficits present in learners with autism.

- Learn how to incorporate this information in programming for children with autism using the principles of applied behavior analysis.
- Be provided with programs that integrate speech-language research and applied behavior analysis in the areas of oral motor skills, speech development, vocabulary development, abstract language and communication.
- Review assessment procedures in the areas of speech and language and adapt these tools for use within a behavioral program.

Activities: Participants will be involved in didactic presentation as well as discussion.

Audience: Educators, behavior analysts, speech-language pathologists, and other clinicians working with children on the autism spectrum.

Level: Intermediate

Members: \$149 Non-Members: \$164

Workshop #11*(available for CE for behavior analysts)*

5/23/03

10:00 AM - 5:00 PM

Pacific H

Teaching Reading and Writing to Young Children with Autism

MICHAEL WEINBERG, Ph.D., BCBA (Central Florida Community Behavior Health) and Susan Fox (Independent Practice)

Description: This workshop is designed to provide participants with the basic methods and concepts in teaching reading and writing to young children with autism. The instructors will provide direct feedback and promote interactive discussion as each stage of developing a 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 disorders and discussion will explore the differences in the interventions needed for the child.

Objectives: Upon completion of the workshop, participants will:

- Demonstrate the ability to use basic components of the reading and writing program for children with visual preferences and articulate the state-of-the-art technology in the acquisition and generalization of reading and writing skills for children with autism.
- Demonstrate the ability 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).
- Demonstrate ability to describe and utilize discrete trial training for facts and mands in written word and incorporating the auditory components to develop and build intraverbal skills when possible.
- Demonstrate understanding of the importance and use of discrimination training.
- Receive exposure to an introduction of keyboarding skills for children that may have fine motor difficulties or visual preferences with written expressive.

Activities: Participants will view real video and actively discuss the interventions presented and discuss and generate alternative or varieties of interventions for each stage of developing a reading and writing program, utilizing presented samples.

Audience: BCBAs, BCABAs, teachers, parents, psychologists, and others interested in teaching reading and writing to young children with autism.

Level: Introductory

Members: \$119 Non-Members: \$134

Workshop #12

5/23/03

10:00 AM - 5:00 PM

Sierra I

Teaching Verbal Behavior to Children with Autism

CHERISH RICHARDS, B.A., BCABA and Holly Kibbe, B.A., BCABA, (Associates of Dr. Carbone)

Description: This workshop is designed to provide tutors, therapists and parents who serve as their child's primary therapist with guided demonstrations in implementing the methods described in Dr. Vincent Carbone's well-known

workshops on verbal behavior. The participants are provided with video examples and demonstrations.

Audio taping is allowed—please refrain from videotaping.

Objectives: Participants will be able to:

- Establish instructional control with an unwilling learner.
- Manipulate establishing operations (EO) during teaching opportunities to maintain learner attention.
- Score the ABLLS.
- Manipulate EOs to teach early to advanced manding skills.
- Teach early to advanced receptive, tacting, motor imitation and intraverbal skills.
- Teach reciprocal conversation skills in advanced learners and verbal behavior across all settings.

Activities: Lecture, video examples and demonstrations.

Audience: People who are guiding and implementing verbal behavior programs for children with autism or other related developmental disabilities. Participants should bring a copy of the ABLLS.

Level: Intermediate

Members: \$134 Non-Members: \$149

Workshop #13

(available for CE for behavior analysts)

5/23/03

10:00 AM - 5:00 PM

Pacific A

The Cipani Child Behavior Management Systems

ENNIO CIPANI, Ph.D. (Alliant International University)

Description: This workshop is a must if you provide parent training services! It will present a comprehensive behavioral treatment package for parent training called The Cipani Child Behavior Management Systems (CCBMS). In contrast to a generic presentation on behavioral assessment and treatment, this workshop will cover behavior-specific interventions for an in vivo serve delivery model. The first part of the workshop will cover the following programs from the CCBMS: Parental compliance repertoire (with sit and decide), compliance and non-compliance barometers, rule violation stipend program, daily report card, time out and the Premack Principle for chores and tasks. Each program is accompanied with parent

handouts, protocols and forms for the participant for maximizing training efforts and quality control.

The next part of the workshop will detail advice packages for parents that cover problem areas such as homework, sibling rivalry, interrupting others, getting ready for school, complying with simple requests and others. Finally, a structured training program for developing sustained performance and attention, called the Sustained Performance Curriculum (SPC), will be presented.

Objectives: Participants will be able to utilize the training protocols for the behavioral treatments in the CCBMS (e.g., non-compliance barometer, daily report card, etc.).

Activities: Participants will fill out the protocol sheets and forms for real or hypothetical clients. Demonstration and role-play practice will be provided where applicable, (e.g., games of the SPC).

Audience: BCBA's, BCABA's, licensed professionals, and graduate students.

Level: Intermediate

Members: \$131 Non-Members: \$146

Workshop #14 *(available for CE for behavior analysts)*

5/23/03
10:00 AM - 5:00 PM
Pacific E

Training Teachers and Paraprofessionals to Implement Behavioral Technology in Schools
SANDY MAGEE, BCBA, Veronica Delgado, Carrie Hartman, Nadia Jamai and Coral Lee (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: 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, roleplaying 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: BCBA's, BCABA's 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; behavior consultants and other professionals currently working in schools or engaged in parent training.

Level: Introductory

Members: \$124 Non-Members: \$139

Workshop #14a *(available for CE for behavior analysts)*

5/23/03
10:00 AM - 5:00 PM
Sierra E

Autism: A Comprehensive Behavior Analytic Treatment Package

SEBASTIEN BOSCH, Ph.D., BCBA, Matthew Normand, M.A., M.S., BCBA, Marla Saltzman and Doreen Granpeesheh, Ph.D. (Center for Autism & Related Disorders/CARD, Inc)

Description: This workshop will provide an overview of a state of the art approach to programming for children diagnosed with autism. The audience will see a humorous introduction highlighting the "do's and don'ts" in ABA treatments with children with autism. The workshop is organized into three content areas: The first targets techniques for building repertoires. Specifically, we will focus on reinforcer assessment methodology, reinforcement, motivational operations, prompting and fading. The second area targets curriculum and programming issues. There, we will present a comprehensive, functional, cumulative and hierarchical language program excerpted from the CARD, Inc. curriculum. We will present the curriculum content (the specific programs) as well as its structure (the underlying verbal functions targeted within each programs). Finally, the third area of this workshop targets data collection and analysis for individuals implementing DTT, NET and behavior reduction procedures.

Objectives: Participants will learn basic language programming skills and the methods used for teaching verbal operants. Additionally, participants will develop an understanding for the cumulative-hierarchical nature of programming and the detail of the

task analyses necessary to generate "spontaneous" language. Participants will also learn to perform reinforcer assessments, increase reinforcer effectiveness, and prompt and fade prompts for various behaviors via modeling and role play. Finally, participant will learn to take appropriate data for specific target behaviors. Participants will obtain program material during the workshop.

Activities: The instructors will present the training objectives through lecture, guided observation and guided practice.

Audience: Parents, therapists, consultants and students. Participants should have a basic understanding of behavior analytic terms.

Level: Intermediate

Members: \$169 Non-members: \$184

Workshop #14b	<i>(available for CE for behavior analysts)</i>
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5/23/03

10:00 AM - 5:00 PM

Sierra F

The Client-Therapist Relationship in Psychotherapy: The Pot of Gold at The End of a Functional Analysis

ROBERT J. KOHLENBERG Ph.D., Chauncey Parker, Madelon Y. Bolling, Reo Wexner, Christine Terry, and Ursula Whiteside (University of Washington)

Description: This workshop is for behavior analysts who want to apply functional analytic principles to outpatient mental health treatment and it is for practicing clinicians who want to incorporate functional analysis in their work. Clinicians that are new to functional analysis or FAP are welcome and we aim to present topics that go beyond the basics. We explain how a functional analysis of psychotherapy leads to a focus on the client therapist relationship, and overview the basic principles of Functional Analytic Psychotherapy (FAP). Strategies and techniques that help use the client-therapist relationship as a therapeutic tool will be introduced and practiced. In addition, we will demonstrate how FAP can be used to conceptualize a number of useful strategies and interventions from other treatment modalities. We will present how FAP can be integrated with other approaches such as cognitive therapy or motivational interviewing and discuss why this can be a good idea. Finally, we will address issues in training and supervising therapists. Participants will have time to discuss ways of tailoring FAP to their needs and to address

challenges and concerns about focusing on the client-therapist relationship.

Objectives: This workshop will overview the basic principles of Functional Analytic Psychotherapy and introduce strategies and techniques to apply these principles. A central objective is to 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 clinical outcomes. Participants will practice strategies and discuss how these principles can be applied to their own clients. This workshop will train clinicians to use a functional analysis to assess and interpret client behavior and develop treatment plans. The workshop will introduce considerations for supervision and discuss difficulties in training therapists and applying the suggested strategies. By the end of the workshop, attendees should be able to use a number of FAP strategies, including case conceptualizing, identifying and evoking clinically relevant behaviors, assessing the effects of interventions, and focusing on the therapeutic relationship.

Activities: This workshop is a combination of didactic presentation, videotaped clinical case material, and a variety of exercises and activities. Participants will be encouraged to discuss ways to tailor FAP principles to their own clients. Attendees will practice with materials frequently used in or adapted for FAP. Materials will be provided to help participants apply the workshop strategies to their own practice. FAP is unique in that the treatment is tailored to the needs, history, and abilities of each client; the workshop presenters will use FAP strategies and techniques to tailor the workshop to the needs, history, and abilities of the attendees.

Audience: The workshop is aimed the behavior analyst who is interested in an introduction to therapy techniques and a behavior analytic interpretation of the therapeutic process. Another audience is the therapist who is interested in applying functional analysis in his/her approach to treatment. Although the focus of the workshop will be on working with adult, mental health 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.

Level: Intermediate

Members: \$119 Non-Members: \$134

Workshop #15*(available for CE for behavior analysts)*

5/23/03

10:00 AM - 1:00 PM

Pacific J

Developing Fluent Language Skills for Children with Autism - Part I: Beginning Language Skills

ALISON MOORS, M.A., BCBA, Amy King, Kristin Schirmer, Michael Fabrizio, Kelly Ferris and Sara Pahl (Fabrizio/Moors Consulting)

Description: This workshop will focus on using the techniques of fluency-based instruction to teach beginning language skills to children with autism. The highlighted skills serve as the necessary foundations for success within the more advanced skills of tacting, intraverbal and autoclitc responding. We will present skill descriptions, scope and sequence charts showing component/composite relationships between skills, suggested skill frequency aims, descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill, and methods for empirically validating critical instructional outcomes such as skill retention, endurance, stability and application. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate each of the key skills discussed. All participants will receive copies of our workshop handouts along with a CD-ROM containing all workshop materials, including all sample videos

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

- List and describe important foundational language skills within the echoic, tact, intraverbal and motor repertoires.
- Describe the relationship between those skills and other more advanced curriculum areas.
- Generate teaching examples that account for a scope and sequence-teaching outline for at least one skill each from the echoic, tact, intraverbal and motor skills repertoires.
- Describe the advantages offered by using a fluency-based instruction arrangement to teach verbal behavior to children with autism.

Activities: Throughout the workshop, participants will discuss the material with the presenters, practice developing scope and sequence teaching outlines, practice generating teaching examples of their own and develop

plans for teaching verbal responses within a fluency-based instruction arrangement.

Audience: Anyone interested in teaching language skills to children with autism, or the use of fluency-based instruction to teach skills derived through a verbal behavior analysis of language. It will be particularly helpful for persons designing or supervising language intervention programs for youth with autism. Participants should have at least rudimentary facility with Skinner's (1957) primary verbal operants and the tenets of Precision Teaching including reading and writing on the Standard Celeration Chart (SCC).

Level: Intermediate

Members: \$217 Non-Members: \$232

Workshop #16*(available for CE for behavior analysts)*

5/23/03

2:00 PM - 5:00 PM

Pacific J

Developing Fluent Language Skills for Children with Autism Part II: Intermediate and Advanced Language Skills

MICHAEL FABRIZIO, M.A., BCBA, Sara Pahl, and Kelly J. Ferris (Fabrizio/Moors Consulting) and Holly C. Almon (University of North Texas)

Description: This workshop will focus on using fluency-based instruction to teach intermediate and advanced language skills to children with autism. Once children have gained facility with basic language skills, such as rudimentary tacting and question answering (one form of intraverbal responding), they still have much to learn to acquire verbal repertoires of sufficient extensity to allow them to maximally benefit from most instruction. We will present skill descriptions, scope and sequence charts showing component/composite relationships between skills, suggested skill frequency aims, descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill, and methods for empirically validating critical instructional outcomes such as skill retention, endurance, stability and application. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate each of the key skills discussed. All participants will receive copies of our workshop handouts along with a CD-ROM containing all workshop materials, including all sample videos

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

- List and describe Important intermediate and advanced language skills within the tact, intraverbal and autoclitic repertoires.
- Describe the relationship between those skills and other curriculum areas such as reading comprehension and social language development.
- Generate teaching examples that account for all skill critical and variable stimulus features and a scope and sequence teaching outline for at least one skill each from the tact, intraverbal and autoclitic repertoires.
- Describe the advantages offered by using a fluency-based instruction arrangement to teach verbal behavior to children with autism.

Activities: Throughout the workshop, participants will discuss the material with the presenters, practice developing scope and sequence teaching outlines, practice generating teaching examples of their own, and develop plans for teaching verbal responses within a fluency-based instruction arrangement.

Audience: Anyone interested in teaching advanced language skills to children with autism, or the use of fluency-based instruction to teach skills derived through a verbal behavior analysis of language. It will be particularly helpful for persons designing or supervising language intervention programs for youth with autism. Participants should have at least rudimentary facility with Skinner's (1957) primary verbal operants.

Level: Intermediate - Advanced

Members: \$217 Non-Members: \$232

Workshop #17

(available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Sierra J

A (Re)introduction to Goldiamond's Constructional Approach

PAUL THOMAS ANDRONIS, Ph.D. (Northern Michigan University), T. V. Joe Layng (Headsprout) and Joanne Robbins (Morningside Academy)

Description: The functional analysis of behavior has become the generally accepted standard for initial behavioral assessment in the delivery of human services by public agencies and many institutions throughout the United States. At the same time, perhaps because of the demands of rapid and widespread dissemination, the procedures associated with this approach have become formalized around a relatively "simplified" cluster of basic analytic questions confined to a unilinear contingency analysis, often in the service of mostly topical treatment procedures, themselves aimed primarily at eliminating troublesome behavior. Goldiamond (1974, 1975, 1976, 1977, 1979 & 1984) elaborated a more thoroughgoing matrix for a functional analysis of behavior that includes linear and nonlinear contingency relations, and may be addressed explicitly to both topical and systemic treatment programs. This affords a coherent, comprehensive, and seminal basis for the functional analysis of behavior, which has been, nevertheless, largely neglected by behavior analysts.

This workshop will provide an overview of Goldiamond's (1974) Constructional approach to social and personal problems, including examples from clinical and organizational casework, an introduction to Constructional Analysis and programming, and their extension to linear and nonlinear relations, and topical and systemic programs. The theoretical model used in this workshop treats human behavior as a rational and adaptive outcome of individuals' unique personal histories (including both social and biological endowments). Accordingly, we will discuss ways in which behavior usually benefits individuals in personal ways, and how a Constructional approach can thus "make sense" of behavior which, from other perspectives, is classified as irrational, maladaptive, dysfunctional, pathological, and so on.

Objectives: Participants will be able to:

- Describe the behavioral sense of the rationality of behavior, useful for making sense of troublesome behavior in clinical, educational, and other practical settings
- Describe Goldiamond's Constructional approach, and critically distinguish it from other behavioral approaches to analyzing and changing behavior.
- Distinguish between linear and nonlinear contingency relations, and between topical and systemic programming strategies.
- Identify important assessment and programming variables through use of the Constructional Questionnaire.
- Identify linear and nonlinear contingency relations; Define disturbing behavior patterns in terms of their functions as successful operants.
- Describe the basic elements of Constructional programming.

Activities: After a presentation of the model, participants will discuss key elements of the Constructional approach, its differences from those procedures that characterize conventional functional analysis, and the importance and utility of distinguishing between linear and nonlinear contingency relations, and between topical and systemic procedures. With materials supplied to them, the participants will work in small groups to analyze clinical or other applied vignettes in Constructional terms, identify the appropriate contingency matrices, suggest the outlines for Constructional interventions in those cases, and then present their analyses to the workshop as a whole for further discussion.

Audience People working in clinical, educational, or other applied settings with various populations, and those looking for a humane, effective, and radically behavioral approach to helping others who engage in challenging or disturbing behavior. Participants should have a basic understanding of the consequential governance of behavior.

Level: Intermediate

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

Workshop #18

(available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Pacific C

Building Naturalized Play Skills for Children with Autism

ERIC V. LARSSON, Ph.D., Angela M. Keene, Julie A. Waldoch and Terri Newton (FEAT of Minnesota) and Michelle Berni (FEAT of Nebraska)

Description: Commonly, childhood friendships are developed through mutual interests and interactions during countless hours of play. Due to the social impairments often displayed with children with autism, a lack of cooperative play skills and, thus, mutual friendships are not developed without specialized intervention. The purpose of this workshop will focus on the developmental progression of play, effective behavioral techniques and procedures to develop creative and spontaneous play skills, problem-solving strategies to enhance the acquisition of play skills, and generalization of play skills from highly structured environments to naturalized environments.

Objectives: Participants will receive the information necessary to teach the developmental levels of play skills that include: independent play, parallel play, associative play, cooperative play, imaginative play, social congruent play, social language play, gross motor play and peer play; ecologically valid play activities for older elementary-age children; behavioral techniques and procedures to teach play skills; and generalization procedures to promote naturalized play skills.

Activities: Attendees will participate in didactic presentations, discussions and problem-solving sessions and will obtain specific program sheets provided by the instructor.

Audience: Consultants, lead therapists, line therapists, parents and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention.

Level: Introductory

Members: \$164 Non-Members: \$179

Workshop #19*(available for CE for behavior analysts)*

5/23/03

6:00 PM - 9:00 PM

Sierra A

Charting on the Standard Celeration Chart

MICHAEL FABRIZIO M.A., BCBA (University of Washington), Abigail B. Calkin (Calkin Learning Center), Henry S. Pennypacker (University of Florida), Allison L. Moors (Fabrizio/Moors Consulting), Clay Starlin (University of Oregon), Jesus Rosales-Ruiz (University of North Texas) and Kris F. Melroe (Morningside Academy)

Description: This workshop will teach participants to monitor human performance on the Standard Celeration Chart (SCC). Participants will learn important features of the chart, the rationale for monitoring rate of performance, charting conventions used with the SCC, how to chart performance across varying lengths of counting time, and how to analyze performance on the chart to assist in making data-based decisions. The presenters will draw from long and varied histories of success using the SCC in a range of settings to illustrate key concepts taught in the workshop. Examples from the areas of university teaching, intervention with children with autism, educational intervention with students with learning disabilities, general public school education, and the monitoring of private events will be used. All participants will receive a copy of all materials used in the workshop including a CD-ROM containing additional copies of the presentation materials, forms, example videos, and an animation-based tutorial.

Objectives: Participants will be able to:

- Read human performance data charted on all versions of the SCC.
- Chart human performance data charted on all versions of the SCC.
- Describe data on the SCC in terms of its frequency (level), celeration (trend), and bounce (variability).
- Describe performance management systems helpful in maintaining consistent use of the SCC in clinical and educational settings.

Activities: Applying principles derived from Behavior Analysis of well-designed instruction, our world class group of workshop presenters will use a range of activities to ensure participants learn the key skills targeted in the objectives. Participants will engage in choral responding and paced practice, timed practice

on key concepts and skills, and both small and large group discussion.

Audience: This workshop is intended for anyone seeking an introduction (or refresher!) to the Standard Celeration Chart, including those persons interested in using the SCC to improve their own teaching or clinical practice, as well as individuals planning to take the BACB examination.

Level: Introductory

Members: \$167 Non-Members: \$182

Workshop #20*(available for CE for behavior analysts)*

5/23/03

6:00 PM - 9:00 PM

Pacific A

Consulting the Behavioral Way: The Pyramid Approach to Shaping Performance in Autism Educational Services

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

Description: This workshop focuses on how to be an effective consultant to programs for children with autism and related disabilities. We will address how to use behavioral strategies to shape the performance of people providing services within school, community, and home-based settings. Critical topics will include identifying key antecedents to both the behavior of the consultant and of those being advised. Important behavioral targets for various people responsible for serving children will be noted. Finally, we review reinforcement strategies designed to help maintain the performance of service providers. We also plan to discuss our views on appropriate ethical conduct for consultants. Each of these elements is based upon our work, *The Pyramid Approach to Education in Autism* (Bondy & Sulzer-Azaroff, 2002).

Objectives: Workshop participants will be able to provide written examples of:

- Appropriate antecedents associated with the performance of the service provider as well as the consultant.
- Critical target behaviors of the service provider, support personnel, as well as the consultant.
- Strategies for identifying and using powerful reinforcers for service providers and support personnel.
- Ethical issues associated with providing behaviorally-based consultation.

Activities: Participants will receive a copy of The Pyramid Approach to Education as well as other supportive material. We will review the basic structure for this approach to organizing educational factors for children with autism and related disabilities. We summarize the rationale for introducing the Pyramid elements in a sequential fashion. Participants will go over forms designed to help implement the model as well as help service providers plan to use central principles of applied behavior analysis. Participants will have an opportunity to begin to plan how to use the structure in their current consultancies. Forms are provided that are designed to help service providers plan their day around functional activities while embedding functional communication goals. Participants will begin to identify critical reinforcers associated with the service providers they consult, including key personnel with regard to the service provider.

Audience: Consultants, supervisors, or advisors to staff working with children with autism or related disabilities or be about to embark in such activities. Participants should be well versed in the fundamentals of applied behavior analysis.

Level: Intermediate

Members: \$107 Non-Members: \$122

Workshop #21	<i>(available for CE for behavior analysts)</i>
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5/23/03

6:00 PM - 9:00 PM

Sierra K

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

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 (a) recommended procedures when collecting time-based data in the live setting and from videotape records, and (b) computer generated discrete and sequential

descriptions, graphic and statistical analyses, and reliability comparisons of discrete and sequential data. Participants will be provided with a complimentary copy of the complete software package on CD ROM, and a copy of a compatible research methods text published by Sage Publications 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 using multiple measurement methodologies and interpret Z score transformations.
- Create and edit graphic data representations and apply relevant visual and statistical analyses
- Conduct reliability and treatment fidelity analyses.
- Apply a variety of data record edit and merge functions when operating with complex multiple event category systems.

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; and 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 situations where study of multiple behaviors and events, multiple participants, and changing setting variables are present. 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.

Level: Introductory - Intermediate

Members: \$192 Non-Members: \$207

Workshop #22 (available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Pacific E

Discrimination Training Curriculum for Students with Autism Spectrum Disorders
CAMMARIE JOHNSON, M.A., BCBA and Susan N. Langer (New England Center for Children)

Description: This workshop will provide the basic terminology, hierarchy of skills and stimulus control considerations necessary to design and implement effective tabletop match-to-sample instruction for students with autism spectrum disorders. Some of the applications for this instruction are in the curricular areas of simple and conditional discriminations, including identity matching and arbitrary matching, which are the foundation for communication and academic skills. An emphasis will be placed on the learning characteristics of children with autism spectrum disorders, guidelines for preparing stimuli for discrimination sessions, errorless prompting procedures, data collection and making data-based curricular decisions.

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

- Identify key terms in match-to-sample discrimination curriculum.
- Identify the hierarchy of discrimination skills.
- Learn the components of a discrete trial.
- Prepare stimuli for a match-to-sample program based on their students' learning characteristics.
- Use errorless teaching procedures to teach conditional discrimination.
- Record data on student performance, and serve as a secondary observer for IOA and procedural integrity measures.
- Implement back-up procedures if errors do occur.
- Monitor students' performance through trial-by-trial data.

Activities: This workshop will include didactic instruction, interactive discussion, viewing videotaped discrimination training to obtain reliable data and procedural fidelity recording, and role playing implementation of a match-to-

sample session. Handouts will be provided and will include an extensive bibliography.

Audience: Behavior analysts, teachers or educational service providers, graduate students, parents and anyone else who can benefit from a review of the terminology and hierarchy of discrimination skills and the design and implementation of an effective match-to-sample curriculum.

Level: Intermediate

Members: \$79 Non-Members: \$94

Workshop #23 (available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Sierra H

Life-Quality Programming for People Unable to Provide Preferred Experiences to Themselves

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

Description: People who are unable to independently contact the things they enjoy in their lives are dependent upon other people for their life-quality. Behavior technologies have become quite skillful in identifying reinforcers, preferences and happiness indices for people, but these procedures have been typically used only as a means to developing more complex skills. For people who are not expected to increase their current life-quality by acquiring new skills, this workshop offers programming for life-quality that considers contacting preferred stimuli as an end in-and-of-itself. The programming divides a participant's day into nine intervals. The task for the care provider is to generate predefined approval or satisfaction responses (approach, happiness indices, etc.) from the participant. Higher percentages of these satisfaction responses are considered an indication of higher-life quality for that person. Data can be managed to identify and then schedule toward more preferred experiences and away from less preferred events. Quality assurance and validity for this programming is based on an ongoing participant "voice" (i.e., across the day satisfaction reports) about the quality of his or her daily experiences. Such programming may be the essence of what many who work for disabled populations call "person-centeredness."

Objectives: Participants will:

- Learn how to determine the programming level with the highest potential for progress by reviewing the parameters of habilitation found in skill acquisition programming, reinforcer assessment, preference assessment, happiness indices and "Golden Rule Therapy."
- Be able to identify individuals who may benefit from this form of life-quality programming based on their current skills.
- Review the behavioral techniques available for providing Life-Quality Programming (single, paired and multiple-stimulus choice; contingent vs. noncontingent experiences; increasing happiness; decreasing unhappiness or discomfort).
- Be able to state the "clinical conundrum" which forbids ever eliminating training opportunities but maximizes immediate life-quality regardless of skill acquisition potential.
- Review Life-Quality Tracking Programs and Shopping Programs designed to provide immediate life-quality across the day, every day, to people who cannot bring their life-quality to themselves.
- Study data provided by 32 individuals currently receiving Life-Quality Programming for clinical and management issues.
- Receive copies of and practice the definitions, goals based on self-direction, programs, data-sheets, and data bases necessary to conduct this programming.

Activities: Enrollees will participate in discussion of the rationale of life-quality programming as well as critique suggested definitions for life-quality reports for their conventional validity (e.g., a smile) and make suggestions for supporting evidence for definitions considered less conventional (e.g., opened eyes).

Audience: Persons responsible for providing life-quality for an individual or group of people who are unable to bring the things they like to themselves because of development (e.g., profound, multiple handicapped) accident (e.g., head-injured), or illness (e.g., Alzheimer's or Advanced-Parkinson's disease).

Level: Introductory

Members: \$147 Non-Members: \$162

Workshop #24

(available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Pacific I

Maintaining the Fidelity of Applied Behavior Analysis Within Community Based Services for Individuals with Autism

DAVID HOLMES, Ph.D. (Eden Family of Services)

Description: Improvement of behavior that is of social significance to an individual is one of the core foundations of applied behavioral analysis. To this end, programs/agencies that provide services to individuals with developmental disabilities using the methodologies of applied behavioral analysis meet this core foundation. There is comprehensive research in the literature supporting the positive effects of applied behavioral analysis strategies for individuals with autism (Green, 1996, Harris and Weiss, 1998, McEachin, et al., 1993). Applying this research and maintaining fidelity is the ultimate challenge of ABA service providers. This workshop will outline how the Eden Family of Services provides "birth to death" community based services for individuals with autism and has successfully maintained fidelity to the principles of applied behavioral analysis. This workshop will further describe the various accountability systems that are in place within the Eden Family of Services to ensure this fidelity while addressing the unique needs of individuals with autism across their lifespan.

Objectives: Workshop participants will:

- Understand the challenges in the implementation of ABA strategies across the lifespan of individuals with autism.
- Be exposed to a specific model of a functional behavioral assessment, the Eden Decision Making Model.
- Learn how to design accountability systems to monitor staff training, staff performance, progress of individuals served and behavior change.

Activities: The workshop presenters will lecture on the above described topic. The presentation will also include case studies that will demonstrate the effectiveness of ABA Strategies on individuals with Autism across the lifespan as well as a question and answer period.

Audience: Service providers, administrators, behavior analysts, special educators and psychologists.

Level: Intermediate

Members: \$67 Non-Members: \$82

Workshop #25

(available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Sierra C

Serving Children with ASD in the Public Schools; Providing Clinical Support in the Least Restrictive Environment

BONNIE (MARY) SEBASTIAN, Ed.D., Kristen M. Villone, Ph.D. and Kelly Savage, MSW
(Bancroft NeuroHealth)

Description: Facilitating a variety of options to support the inclusion of children with autism spectrum disorder in the public school is a pressing issue in special education today. One of the challenges is developing ways to support the public system in developing appropriate programs and services. Based on the principles of applied behavior analysis, this workshop will include three hours of explanation and instruction in the organization and implementation of site-based programs for preschool and elementary aged children with autism spectrum disorders. Based on experiences at the Center for Children and Families at Bancroft NeuroHealth, this workshop will discuss different approaches to including children with ASD in public school. All models combine the use of clinical consultants who work with the public school design and deliver clinically rich programs in the least restrictive environment. The models explore supporting an individual child with ASD in a typical classroom, setting up a self-contained classroom in the public school and operating a private school classroom within a public setting.

Objectives: The workshop participants will achieve knowledge of:

- Different models for serving children with autism spectrum disorders with the least restrictive environment of the public school setting.
- The training components for school personnel (i.e. the basics of applied behavior analysis, discrete trial instruction, functional behavioral assessment and behavior plan development).
- Program/classroom design for self-contained classrooms.

- Curriculum development and developing behavior plans for individual students in both self-contained and typical classroom placements.
- **Activities:** The participants will experience didactic instruction, group discussion and interactive activities. Videos will supplement the lecture and discussion.

Audience: Administrators, teachers, psychologists, behavior analysts, para-professionals and parents interested in the inclusion of children with autism spectrum disorders in public schools. Administrators who want to better serve the autistic student in the LRE and clinicians in working in the public setting.

Level: Introductory

Members: \$92 Non-Members: \$107

Workshop #26

(available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Pacific J

Skinner's Analysis of Verbal Behavior: Beyond the Elementary Verbal Operants

JACK MICHAEL, Ph.D. (Western Michigan University) and Mark L. Sundberg, Ph.D. (Behavior Analysts, Inc./STARS School)

Description: Following Skinner's introduction of the elementary verbal operants in Chapters 3-8 of *Verbal Behavior* (1957), we present an analysis of multiple control, autoclitics, self-editing, logical and scientific verbal behavior, and thinking. The current workshop will focus on these advanced topics, as well as other complexities presented in the book, such as Skinner's analysis of private events and extensions of verbal behavior. In addition, the distinction between Skinner's analysis of language and other theoretical orientations to the topic of language will be discussed.

Objectives: Participants will be able to explain how:

- Multiple variables control most forms of verbal behavior.
- Verbal behavior is manipulated by speakers with autoclitic responses.
- Verbal behavior is edited by speakers.
- Stimuli that arise within the body control verbal behaviors.
- Thinking relates to verbal behavior.
- Skinner's analysis of language differs from other theoretical analyses of language.

Activities: Attendees will participate in didactic presentations, discussions, and exercises in the analysis of complex verbal behavior. Handouts will be provided that will provide information on each topic, as well as exercises related to those topics.

Audience: Participants should have at least a working knowledge of the elementary verbal operants and bring their copy of Skinner's *Verbal Behavior* to the workshop.

Level: Intermediate

Members: \$82 Non-Members: \$97

Workshop #27

(available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Sierra I

Taking It to Them: Teaching Applied Behavior Analysis through Classic Literature

BOBBY NEWMAN, Ph.D., BCBA (Room to Grow/AMAC)

Description: Classic literature has the ability to shape perspectives on particular disciplines.

From *Brave New World* through 1984 and *A Clockwork Orange*, a popular picture of applied behavior analysis has emerged. This picture, however, is often both inaccurate and uncomplimentary to ABA. In this workshop, attendees will learn that this is not the total picture as portrayed in classic literature.

Attendees will be exposed to materials that will demonstrate that a fuller understanding of these and other works of classic literature actually can be used to portray a far more accurate and positive picture of ABA, and to teach students to appreciate many of its core concepts.

Objectives: Attendees will become familiar with classic pieces of world literature that have historically been used, or could potentially be used, to make statements regarding applied behavior analysis. They will be exposed to criticism of these pieces, and a framework for analyzing other works. This will allow them to use such literature to accurately portray ABA and to instruct students in its basic concepts.

Activities: Attendees will read selected pieces from original literary works, as well as commentary on those sources. They will engage in discussion and exploration of works meant to make commentary on ABA, and will learn to construct outlines of their own short stories to help teach classes in concepts on ABA.

Audience: Those teaching ABA to students on the college or graduate level.

Level: Introductory

Members: \$82 Non-Members: \$97

Workshop #28

(available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Sierra E

Teaching Intro Courses with Adaptive Instructional Tools

ROGER RAY, Ph.D. (Rollins College)

Description: In the typical undergraduate introductory course, and especially in large-enrollment classes, textbook readings are assigned as supplements to an instructor's lectures on the same chapter-level topics. In the best of cases, readings are assigned as antecedents to a lecture in the hope that the instructor is addressing "prepared learners" who are already familiar with vocabulary and other fundamentals, thus allowing the instructor to address more abstract and/or applied issues. Unfortunately, instructors rarely know whether students even read these assignments, much less how well they understood the material. This workshop introduces the use of Internet-delivered adaptive instructional services anywhere and anytime as one means for overcoming such preparation deficits in students. By focusing on adaptively delivered text, tutorials with varying levels of required response complexity, and on-line mastery certification PRIOR to a student attending class, teachers may then explore alternative ways of generating in-class active responding to supplement this more active out-of-class set of behaviors.

Objectives: Attendees will learn:

- Why, how and when they should supplement or even replace Introductory Psychology classes and/or assignments with Internet delivered adaptive instructional services based on advanced artificially intelligent systems.
- 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.
- When and how to assess students' developing concept networks using Verplank's association test format, now expanded to include multiple modalities of representation.
- 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: A multimedia presentation will start the workshop, with interactive audience participation being integrated into the presentation. This includes demonstrations in the use of "annotated video viewings" to take participants through an active review of the behavioral principles underlying adaptive instruction as defined in this workshop. Demonstrations of the various activities and services experienced by students in completing outside reading or mastery assignments will be used to prompt group discussion of strengths and weaknesses of this alternative to traditional textbooks and quizzes. Finally, the group will discuss alternative uses of adaptive instructional tools and alternative classroom activities it allows once students become more prepared for class activities.

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.

Level: Introductory

Members: \$67 Non-Members: \$82

Workshop #29

(available for CE for behavior analysts)

5/23/03

6:00 PM - 9:00 PM

Pacific H

Teaching Parents to Effectively Intervene by Identifying Their Children's Evoking Triggers and Maintaining Consequences

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

Description: In this workshop, a unique parent group training model (The Smart & Sensitive Parenting Program) that emphasizes teaching parents to rearrange significant context variables and to discover the triggers and functions of their children's most-burdensome behaviors will be presented. Parents are subsequently trained to select and apply an effective approach aimed at changing their children's inappropriate behaviors based on their discovery of triggers and maintaining consequences.

Objectives: Participants will learn to teach parents to:

- Identify behaviors and typical parental responses associated with: the termination of a preferred activity or reinforcer, refusal or inability to provide a preferred activity or reinforcer, demand situations, wait situations, transition from preferred activity to non-preferred activity and elicited emotional outbursts.
- Identify the function of their children's inappropriate behavior and the function of typical parental incorrect responses.
- Understand the essential foundations of behavior analysis in friendly and conversational style.
- Prepare children to meet their challenging triggers and other difficult situations.
- Select an appropriate response based on the function of their children's inappropriate behavior.
- Use effectively this model to deal with children's most common inappropriate behaviors in the home setting, including lack of cooperation and non compliance, tantrums and aggression, over-dependence and school-related problems.

Activities: Participants will receive handouts listing typical triggers which evoke or elicit children's inappropriate behaviors in home setting, a set of diagnostic tools and fourteen scenarios describing typical confrontational situations between parents and children.

Additionally, specific home situations will be described with examples of effective interventions suggested by parents after mastering the art of functional analysis. The participants will be encouraged to bring additional examples which will be analyzed and discussed according to the presented model.

Audience: Individuals who work with children and adolescents in home setting who exhibit a variety of destructive behaviors and/or with ADHD.

Level: Introductory

Members: \$72 Non-Members: \$87

Workshop #30	<i>(available for CE for behavior analysts)</i>
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5/23/03

6:00 PM - 9:00 PM

Pacific B

Using Organizational Behavior Management Skills to Develop Programs for Human Service Organizations

MICHAEL WEINBERG, Ph.D., BCBA (Devereux Florida Network), and Richard Weissman, Ileana Helwig and Joseph Cautilli (The Children's Crisis Treatment Center)

Description: Given the recent rapid increase in acceptance of behavioral methodologies in the workplace, and growth of graduate training programs in organizational behavioral management (OBM), there will be a growing number of behavioral practitioners applying their craft to a variety of workplace arenas. Among these arenas are organizational management and human resources (HR) applications. One particular area of interest for behavioral practitioners will be OBM. OBM conceptualizes and empirically solves organizational problems. This workshop will provide participants with the concepts and knowledge to increase their potential for professional behavioral consultation to human services organizations. Operation issues plague most mental health and service industry professions. It is our experience that OBM has much to offer traditional operations in job design, analysis and HR management. This workshop focuses on applying the basics of OBM to the development of successful service operations. Management involves the acquisition and use of resources. OBM redefines management from control of the person to control of the context/environment and systems in which the person works. It has developed powerful techniques for a range of management areas, and can be used to

improve the integrity and quality of treatment approaches being used in a human services organization. (Cautilli & Clarke, BAT, 2000).

Objectives: Participants in this workshop will acquire the skills to:

- Develop management by team objective programs.
- Analyze performance problems from a traditional operations perspective.
- Learn ways that OBM can enhance this approach.
- Learn Operations and HR approaches to enhance employee performance, and to achieve a company's strategic goals.
- Learn how OBM in operations can be used to enhance treatment integrity.
- Learn how to integrate OBM into TQM.
- Learn how to use statistical process control to determine when to intervene. (P Chart)
- Learn how to set up functionally based programs with the supervision of all staff as the cornerstone.
- Learn how to set up benchmarks and define outcomes for successful interventions.

Activities: Attendees will participate in small group activities including the design of an organizational structure in OBM for a hypothetical human services organization. Students will devise performance management systems and expectations with specifics on how to evaluate and shape employee performance. In addition, attendees will devise a system for effective management of their organization utilizing OBM principles. They will be encouraged to utilize and solve real problems within their own organizations using OBM principles.

Audience: Behavioral practitioners who have an interest in learning the basic concepts and principles of OBM application to the administration and management of human services organizations.

Level: Intermediate

Members: \$77 Non-Members: \$92

Workshop #31*(available for CE for behavior analysts)*

5/23/03

6:00 PM - 9:00 PM

Sierra B

Improve Your Oral Presentations

NED CARTER, Ph.D. (AFA), Thomas E. (Ted) Boyce (University of Nevada, Reno) and Kenneth Nilsson (Beteendeanalysgruppen)

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

Objectives: Participants will learn:

- How to identify high probability audience behaviors and requests.
- Techniques to initiate and promote audience participation.
- Techniques for dealing with situations such as stage fright, "losing your place" and aggressive questions will be taught.
- To identify and control extraneous stimuli in order to maximize audience attention.

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

Audience: Behavior analysts who desire to improve their presentation skills at meetings, conferences and in teaching. Novices and experienced public speakers. Participants are encouraged to bring real-life examples for use in role-playing exercises.

Level: Advanced

Members: \$72 Non-Members: \$87

Workshop #42*(available for CE for behavior analysts)*

5/24/03

6:00 PM - 9:00 PM

Sierra F

Inclusion: Programming the Transition from Individual Work to Classroom Groups in Children with Autism

J. TYLER FOVEL, M.A., BCBA (Strategic Alternatives), Melissa Tott and Maryanne Harmuth (Madison Public Schools), Katie Vincenzo (District 17 School District), Heather Baker and Susan Allander (LEARN ABA) and Janis W. Fovel (Wellesley Public Schools)

Description: For those working with children with autism and PDD, this workshop will focus on the analysis of structured group activities in classrooms and the creation of comprehensive direct instruction spanning the development of skills from individual work to inclusion in whole-class activities. Based on their analysis, the authors will present several basic formats of activities from which most group activities are constituted: stories/presentations, constructions, interactions, explorations and cooperative activities. Students with autism must exhibit skills in each of these formats if they are expected to actively participate in classroom groups. Yet, performance by students in the group interaction skills relevant to each format (talking to others, raising hands, looking at the speaker, etc.) is also inextricably linked to content, since most classroom group activities are centered around a theme or topic. Thus, there is an important need for curriculum developers to comprehensively identify and teach prerequisite vocabulary, verbal concepts, and other important content likely to be encountered by the student. The workshop will discuss the process of establishing these prerequisites individually and carefully programming a transition to mixed skill activities, small groups, and, ultimately, whole-class groups. Field-tested direct instruction curriculum materials will be provided to participants as well as video examples.

Objectives: As a result of attending this workshop the participant will be able to:

- Analyze a sample classroom group activity into its basic components and target skills.
- Describe the characteristics of five formats of structured classroom groups in terms of component group interaction skills.
- Analyze a given content area (theme or topic) into component performances.

Activities: Participants will watch a video of classroom group activities and identify/discuss relevant target behaviors related to engagement and participation. Participants will create and organize outlines of direct instruction materials for chosen topics reflecting gradual acquisition of both group interaction skills and

content, starting with individual work and progressing in gradual steps to structured classroom groups.

Audience: People involved with teaching children with developmental disabilities to participate in regular classroom groups, including special educators, regular classroom teachers, paraprofessionals, consultants, parents, related-service personnel and administrators. A familiarity with basic behavioral and direct instruction methodology and terminology is assumed.

Level: Intermediate

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

1 International Special Event

5/23/2003

7:00 AM - 10:00 PM

Salon 7

SQA

Society for the Quantitative Analyses of Behavior

Chair: Armando Machado (University of Minho, Portugal)

The SQAB schedule is located on pages 44-45.

2 Special Event

5/23/2003

4:00 PM - 6:00 PM

Off-site

Mission Possible: A Night of Sport Climbing (Off-site Event at Mission Cliffs)

Chair: Richard Fleming (University of Massachusetts Medical School).

Participants will take a cab to Mission Cliffs, an indoor climbing gym in San Francisco. After signing the Mission Cliff's waiver and paying the gym fee of \$23.00, Rick Fleming will provide guidance (demonstration and shaping of climbing technique) so you can enjoy an afternoon/evening out "on the rocks." The climbing challenges range from very basic to advanced, so there is something for everyone. The group will be limited to twelve participants



Society for the Quantitative Analyses of Behavior

26th Annual Meeting, May 22 – 24, 2002

San Francisco Marriott, San Francisco, CA USA

Thursday Evening, May 22

Salon 7

Cash Bar & Registration

Friday, May 23

Salon 7

Registration, Coffee & Pastries

Armando Machado – President's Introduction

William Baum – Molar and molecular views of Choice.

Michael Davison – Choice and interresponse times.

James E. Mazur – Concurrent-chains schedules as tools to test theories of choice.

Barbara Mellers – Emotions, beliefs, and choice.

Gordon R. Foxall – The behavioral economics of consumer brand choice

Howard Rachlin – Reinforcement contingencies in the Prisoner's Dilemma.

Ron Weisman – Contributions of the quantitative analysis of behavior to understanding the evolution of auditory perception

Julian C. Leslie – Drug effects on extinction of operant behavior in mice: Implications for theoretical accounts of extinction.

Pitts & Febbo – Quantitative analyses of stimulant effects on "Self-Control" choices: implications for elucidating behavioral mechanisms of drug action.

Green & Myerson – Discounting of delayed and probabilistic rewards: processes and traits.

White & Ong – Amount-dependent temporal discounting?

Friday Evening, May 23

Salon 7

Poster Session & Cash Bar



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

26th Annual Meeting, May 22 – 24, 2002

San Francisco Marriott, San Francisco, CA USA

Saturday Morning, May 24

Salon 7

Registration, Coffee & Pastries

Charles Shimp – Categorizing moving targets and grammatical strings

Todd Maddox – Multiple systems of category learning

Edmund Fantino – Behavior-analytic approaches to decision-making

Richard Schuster – A behavior analyst returns to cooperation learning

Saturday Afternoon, May 24

Salon 7

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

SQAB is sponsoring the following **Invited Preeminent Tutorials** during the normal ABA program. These tutorials will also be available as inexpensive videotapes for classroom use.

John Wixted – Utility of Signal Detection Theory

Chair: Tony Nevin

Armando Machado – Probability

Chair: Peter Killeen

Peter Killeen – Analyses of Response Times

Chair: Armando Machado

Alliston Reid – Understanding Response Sequences

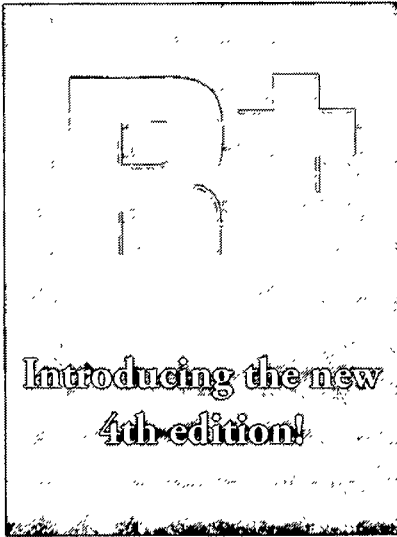
Chair: Allen Neuringer

For further information, visit the ***∫*SQAB** website at:

<http://sqab.psychology.org> or contact

Randolph Grace, *∫*SQAB Program Chair, at

r.grace@psych.canterbury.ac.nz



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Jessica E. Mafera, M.S. BCBA
(Voice) 772-633-3205 (Fax) 321-676-6122
jmafera@the-pinnacle-group.com



Saturday, May 24

Day Schedule

Workshops

Opening Event/SABA Awards

Sessions

Business Meetings


Reunions/Receptions

ABA Expo

ABA

Saturday, May 24

		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	
B2 Level	Golden Gate A														
	Golden Gate B/C					ABA Cooperative Bookstore and 2003 Exhibitors									
Lower B2 Level	Salon 1			#W60 PARTINGTON				CE						#12 EAB Ch: McComas	
	Salon 2			#W32 ABERNATHY										#20 EAB Ch: Barnes-Holmes	
	Salon 3			#W48 McELWEE, et al.				CE						#15 CBM Ch: Murrell	
	Salon 4					#4 Affiliated Chapter Mtg.								#14 CBM CE Ch: Stoutimore	
	Salon 5					#6 International Development Brunch									
	Salon 6													#21 DEV Ch: Hoerger	
	Salon 7			#3 SQAB										#8 SQA MACHADO	
	Salon 8													#18 AUT CE Ch: McEachin	
	Salon 9									#7 SABA Awards CE					
	Salon 10			#W35 CALKIN				CE						#26 OTH CE Ch: Cautilli	
	Salon 11			#W49 HIGBEE, Hager & Stenhoff				CE						#13 AUT CE Ch: Laitinen	
	Salon 12			#W36 COHEN-ALMEIDA & Campbell				CE						#17 AUT CE Ch: Celiberti	
	Salon 13			#W41 BEZDEK, Hughes & Randich				CE							
	Salon 14			#W38 ROMANCZYK, Gillis & Lockshin				CE						#16 AUT CE Ch: Wood	
	Salon 15			#W50 BARNES-HOLMES				CE							
	Nob Hill A			#W37 GALIATSATOS & McNamera				CE						#24 TBA Ch: Pumroy	
	Nob Hill B			#W43 CICERO & Pfadt										#30 EDC CE Ch: Robbins	
	Nob Hill C			#W52 SYLVA & Ferko										#25 EDC Ch: Griffin	
	Nob Hill D			#W40 SCHELL & Ivancic				CE						#29 EDC Ch: Ray	
Fourth Floor	Pacific A			#W58 BONDY & Frost				CE						#23 CSE CE Ch: Anderson	
	Pacific B			#W39 LAYNG & Andronis				CE							
	Pacific C			#W44 DIVELBISS, et al.				CE						#31 TPC HINELINE	
	Pacific E													#10 INT FANTINO	
	Pacific F														
	Pacific H					#5 Newcomers Session								#22 VRB CE Ch: Pettursdottir	
	Pacific I			#W47 CARLSON, St. Amand & Hendricks				CE	= Special and Invited Events				#19 DDA CE Ch: Ahearn		
	Pacific J			#W45 FITZSIMONS-AUSTIN & Palazzo				CE					#27 DDA Ch: Green		
	Fifth Floor	Sierra A			#W46 FABRIZIO, et al.				CE	#W = Workshop CE = Available for CE for behavior analysts NOTE: All pre- convention workshops are available for CE for psychologists Ch: = Chair LEGEND					
Sierra B				#W59 GUENTHER & Juravsky											
Sierra C				#W53 ANDERSON, Jablonski & Knapp				CE							
Sierra E				#W56 BECHNER, Fisher & Gans				CE							
Sierra F				#W57 DAHL OLERUD				CE							
Sierra H				#W55 JOHNSON, et al.				CE						#28 VRB Ch: Whelan	
Sierra I				#W34 WYATT				CE							
Sierra J				#W33 ADAMS, Stein & Adams				CE	#9 OBM Ch: Quinn					#32 OBM Ch: Gale	
Sierra K				#W51 PACLAWSKYJ											#11 OBM Ch: Pounds

 = Special and
Invited Events

#W = Workshop

CE = Available for CE
for behavior analysts

NOTE: All pre-
convention workshops
are available for CE
for psychologists

Ch = Chair

LEGEND

Saturday, May 24

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 - 10 PM	
Golden Gate A					POSTER SESSIONS		ABA EXPO 10 PM - 12 AM	B2 Level
Golden Gate B/C	ABA Cooperative Bookstore and 2003 Exhibitors							
Salon 1	#12 Cont'd	#52 EAB Ch: O'Reilly	#91 EAB CE Ch: Perone				#117 Columbia University & CABAS	
Salon 2	#20 Cont'd	#47 EAB Ch: Wulfert	#79 EAB Ch: Glindemann					
Salon 3	#15 Cont'd	#57 CBM Ch: Cooper-Brown	#76 CBM CE Ch: Woods				#121 WMU Reunion	
Salon 4	#14 Cont'd	#46 CBM CE Ch: Vollmer	#72 CBM Ch: Magyar					
Salon 5		#54 EDC Ch: Singer-Dudok	#94 CBM Ch: Lynch					
Salon 6	#21 Cont'd	#51 DEV CE Ch: Commons	#83 DEV Ch: McHugh					
Salon 7	#33 SQA WIXTED	#61 SQA KILLEEN	#70 SQA REID					
Salon 8	#18 Cont'd	#55 AUT CE Ch: McComas	#89 AUT CE Ch: MacDonald					
Salon 9								
Salon 10	#26 Cont'd	#39 OTH Ch: Rasmussen	#68 OTH Ch: Rasmussen			#113 TBA SIG		
Salon 11	#13 Cont'd	#49 AUT CE Ch: Crockett	#78 AUT Ch: Frea			#108 Instruct'l Design SIG		
Salon 12	#17 Cont'd	#43 AUT Ch: Larsson	#80 AUT CE Ch: Cummings			#112 Std. Celeration Society SIG	#119 Std. Celeration Chart Data Share	
Salon 14	#16 Cont'd	#56 AUT Ch: Ross	#92 AUT Ch: Barker			#114 Autism SIG		
Salon 15								
Nob Hill A	#24 Cont'd	#58 TBA Ch: Tomasi	#85 TBA CE Ch: Peeler					
Nob Hill B	#30 Cont'd	#38 EDC CARNINE	#69 EDC Ch: Wachelka					
Nob Hill C	#25 Cont'd	#59 EDC Ch: Barrett	#73 EDC CE Ch: Gardner			#110 JEAB/Authors		
Nob Hill D	#29 Cont'd	#41 EDC CE Ch: Olive	#86 EDC Ch: Barnes-Holmes			#104 Animal Trainers SIG		
Pacific A	#23 Cont'd	#50 CSE Ch: Palaez	#74 CSE CE Ch: Clark					
Pacific B		#45 TPC Ch: Schneider	#93 TPC Ch: Bass					
Pacific C	#31 Cont'd	#60 TPC Ch: Tarbox	#90 TPC Ch: Cowley			#109 Inter- Behaviorists SIG		
Pacific E	#35 INT TWYMAN	#63 INT McSWEEN	#71 INT SHOOK					
Pacific F	#34 INT TAKESHIMA	#62 INT TWYMAN	#75 INT MORROW					
Pacific H	#22 Cont'd	#40 VRB Ch: Ward	#67 VRB Ch: Leigland	#95 VRB CE PEPPERBERG				
Pacific I	#19 Cont'd	#42 DDA CE Ch: Smith	#84 DDA CE Ch: Moore					
Pacific J	#27 Cont'd	#48 DDA CE Ch: Cameron	#87 DDA Ch: Eripek					
Sierra A		#37 BPH Ch: Walker	#66 BPH CE Ch: Serdikoff			#111 Mid- American ABA		
Sierra B						#107 Greater VA ABA		
Sierra C						#106 Clinical SIG		
Sierra E						#105 BACB Internat'l Cert.		
Sierra F								
Sierra H	#28 Cont'd	#53 VRB Ch: Keaveney	#81 VRB Ch: Taranto				#118 May Institute	
Sierra I		#44 EAB Ch: Bruner	#82 EAB Ch: Stewart				#115 Skinner Foundation	
Sierra J	#32 Cont'd	#65 OBM Ch: Lebbon	#77 OBM Ch: Sasson				#120 UNT Reunion	
Sierra K	#36 OBM Ch: Pounds	#64 OBM CE Ch: Culig	#88 OBM Ch: Austin				#116 CalABA Welcome	

Lower B2 Level

Fourth Floor

Fifth Floor

Workshop #32

5/24/03

8:00 AM - 11:00 AM

Salon 2

A Five-Step Organization-Wide Methodology for Improving and Sustaining Employee Performance

WILLIAM ABERNATHY, Ph.D. (Abernathy & Associates)

Description: A methodology for improving and sustaining employee performance within an organizational setting will be presented. The first step is to define each employee's role in ensuring the success of the organization through a "cascading" performance measurement system. The second step is to implement an on-going, effective performance information system. The third step is to directly link performance improvements with organizational improvements in profitability. The fourth step is to reduce aversive and competing reinforcement contingencies. The final step is to shape employee sensitivity and behavioral variation to the new contingencies. Case studies and examples from actual organizational implementations will be used to illustrate each step in the methodology.

Objectives: Participants will learn the key components of a system for improving employee performance and how to implement them.

Activities: Case study implementation exercise.

Audience: OBM practitioners.

Level: Intermediate

Members: \$117 **Non-Members:** \$132

Workshop #33*(available for CE for behavior analysts)*

5/24/03

8:00 AM - 11:00 AM

Sierra J

Behavioral Applications for Sports Health and Fitness

AMANDA ADAMS, Ph.D., BCBA (Fitness Evolution, Inc.), Robert Stein (Center for Neurobehavioral Health, Ltd.) and Mark Adams (Fitness Evolution, Inc.)

Description: This workshop will be presented by prominent members of the ABA Sports, Health and Fitness SIG. We will teach various techniques used in performance enhancement, skill acquisition and behavioral health change as applied to the advanced athlete, the average fitness participant and those responsible for the health and physical activity

of others. Errorless learning techniques, shaping in the sports arena, and proper analysis of reinforcers and meta-contingencies for continuing complex health behaviors will be discussed and practiced.

Objectives: Participants will learn shaping techniques for skill acquisition especially applied to tennis, basketball and golf. Participants will learn a peak performance breathing technique, how to execute it properly and how to teach it to others. Finally, participants will learn what and how to analyze in a behavior change program for increasing/improving physical activity (for themselves and for others).

Activities: Participants will actively practice shaping techniques for complex sports skills, learn the hard exhalation technique and how to teach it errorlessly, identify the benefit of this approach and practice a reinforcement identification strategy for improving physical activity.

Audience: Athletes looking to improve peak performance; tennis, basketball, golf, and other sports enthusiasts; the typical individual wanting to improve their own physical activity habits; and those responsible for improving the physical activity habits of others.

Level: Introductory

Members: \$127 **Non-Members:** \$142

Workshop #34*(available for CE for behavior analysts)*

5/24/03

8:00 AM - 11:00 AM

Sierra I

Biological Causation in the Professional and Popular Cultures: Tactics for Dealing with an Oversold Model

W. JOSEPH WYATT, Ph.D. (Marshall University)

Description: The biological causation (genetics, chemical imbalances, toxins, endocrine and metabolic factors, etc.) model of behavioral disorders is quite strong in the professional and popular cultures. It is generally well established empirically as valid for a number of disorders, including autism and down's syndrome, among others. However, it has been oversold to the extent that professionals and laypersons alike often tend to uncritically accept claims of biological causation, even for disorders for which there is minimal evidence to support those claims (social anxiety disorder, unipolar depression and most child conduct problems, for example). It is vital that behavior analysts understand the variables that maintain uncritical acceptance of the model, and that

they interact smoothly with those who have "overbought" it. This workshop will behaviorally analyze the rise and proliferation of the biological causation model, especially over the last thirty years. It will review and critique the research in support of the model. Finally, the workshop will provide attendees with suggestions for coping with professional and popular cultures that evidently are overly invested in biological explanations for problems that likely are better explained by variables in individuals' environmental histories.

Objectives: Attendees will be able to:

- Behaviorally analyze the antecedent and consequent variables that gave rise to and maintain the biological causation model in our professional and popular cultures.
- Critique research often cited in support of the model.
- Respond skillfully to statements often heard in support of the model, such as that (a) brain changes associated with PTSD are evidence that it is a biological disorder; (b) alcoholism is a disease; (c) improvement with medication shows that depression (anxiety, etc.) is biologically caused; (d) true ADHD is due to brain dysfunction; (e) and more.

Activities: The workshop will include presentation and discussion. It will be a working session in which attendees will participate in further exploration and development of ways to deal with uncritical acceptance of unsupported claims in support of the disease model.

Audience: Those who deal with clients and other professionals and with the media; graduate students and those who teach them.

Level: Introductory

Members: \$67 Non-Members: \$82

Workshop #35

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Salon 10

Changing Thoughts, Feelings and Urges

ABIGAIL CALKIN, Ph.D. (Calkin Learning Center)

Description: This workshop views inner behavior—thoughts, feelings, and urges—as observable, countable and changeable. It reviews the history of private events and inner behavior and teaches how to use Precision Teaching and behavior analysis principles and practices to observe, count and change inner behavior. Researchers have 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: Participants will:

- Review the background and research for counting inner behaviors.
- Define and identify thoughts, feelings, and urges.
- Practice writing inner behaviors at 30-35 per minute and saying them at 50-75 per minute.
- Count and record some identified, specific inner behaviors.
- Develop a view of how to change inner behaviors.

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

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

Level: Introductory

Members: \$82 Non-Members: \$97

Workshop #36

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Salon 12

Consulting to Schools: How to Establish Meaningful Systems Change in Non-ABA Settings

DANIEL COHEN-ALMEIDA, M.A., BCBA and Arthur Campbell (Melmark New England)

Description: This workshop will provide an overview to providing ABA consultation to educational settings that have not used ABA previously. Emphasis will be placed on teaching participants both the consultation and feedback skills necessary, as well as the skills to assess, plan, and implement change in administrative settings that have no prior history in providing ABA-based services to students.

Objectives: Participants will:

- Identify the key aspects of a consultative relationship.
- Learn strategies to build reinforcing consulting relationships.
- Identify and use "best-practice" training methods.
- Identify and use feedback skills.
- Learn skills to assess the administrative systems within a school setting and administratively plan for effective system change.
- Learn strategies to ensure maintenance of ABA systems after consultation has been reduced or discontinued.

Activities: Focus will be on hands-on practice of skills and will include short lectures, demonstration and hands-on practice of training and feedback skills, case studies, and group problem-solving.

Audience: Anyone interested in providing consultation in school settings.

Level: Introductory

Members: \$72 Non-Members: \$87

Workshop #37

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Nob Hill A

Developing Appropriate Staff Training Techniques to Improve Staff and Student Performance

G. TRACEY GALIATSATOS, M.S., BCBA and
Bethany McNamera (New England Center for
Children, Inc.)

Description: Typical methods for training staff include lecture based instruction or tutorial workshops. Once a skill is acquired in a lecture or workshop, the performance of most teaching staff is typically not further assessed. Although many teaching staff will acquire a skill during formal training, often times the skill will not be accurately applied to the teaching environment. This workshop will first provide specific techniques in identifying training needs by utilizing a decision-making flow chart. The workshop will focus on a review of procedures to train staff in delivering reinforcement, running discrete trials, collecting accurate data, running task analysis and effectively maintaining appropriate behaviors in group settings. Emphasis will be placed on offering training suggestions given the limited resources in typical applied settings. This workshop will

review effective methods of assuring staff competency while working with individuals with developmental disabilities. We will also outline methods of delivering corrective feedback to direct care staff.

Objectives: Trainees will be able to:

- Identify and prioritize training needs.
- Train staff in delivering reinforcement, running discrete trials, collecting accurate data, running task analysis and group management.
- Access staff competency.
- Deliver corrective feedback.

Activities: Instructors will utilize lecture, handouts, video, demonstrations and role-playing. Workshop participants will go through the process of identifying and prioritizing training needs and evaluating staff performance. Participants will be given the opportunity to rehearse acquired training skills and will participate in a series of exercises.

Audience: Clinicians, therapists, administrators, program coordinators, consultants and special education teachers who are organize and implement ABA programs for individuals with autism and related developmental disabilities; Individuals who can benefit from a review of effective techniques in delivering reinforcement, running discrete trials and implementing task analysis.

Level: Introductory

Members: \$77 Non-Members: \$92

Workshop #38

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Salon 14

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

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

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

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

Objectives: Participants will learn to:

- 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: Individuals responsible for teaching and supervising ABA skills to individuals providing direct services for individuals with developmental disabilities/autism.

Level: Introductory

Members: \$132 Non-Members: \$147

Workshop #39

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Pacific B

Emotions and Emotional Behavior

T.V. JOE LAYNG, Ph.D. (Headsprout) and Paul Thomas Andronis (Northern Michigan University)

Description: Emotions and emotional behavior appear to be elusive topics for the basic and applied analysis of behavior. When addressed, they are often categorized as Pavlovian or respondent behavior, sets of physiological responses, special types of internal or private reflexes, as some sort of a by-product of other behavioral events, as a

by-product of social labeling or as other private stimuli or events that may have reinforcing or aversive properties. An alternative point of view first described by Israel Goldiamond in 1974 treats private emotions as indicators or descriptors—non spoken facts—of certain consequential contingencies. And further, once "made public", emotions may become "emotional behavior," maintained as any operant behavior might be maintained. In this formulation, emotions are treated as either basic or social with the defining differences being the types of contingencies described. The present approach builds upon Goldiamond's early analysis and extends it to include certain other nonlinear consequential contingencies, as well as social and "societal" emotions. Further, it is consistent with laboratory, ethological, and evolutionary observations and assumptions. The workshop will describe how understanding emotions in this context helps in the understanding and treatment of behavior of clinical interest for children and adults.

Objectives: Participants will:

- Distinguish between emotions and emotional behavior.
- Describe the necessity of disentangling emotions from emotional behavior.
- Use reported feelings as a heuristic for identifying important consequential contingencies.
- Identify two types of distancing contingencies described by fear and anger.
- Identify two types of nearing contingencies and state the paradox of positive emotions.
- Distinguish between basic, social and societal emotions.
- Describe how alternative contingencies affect emotions, and the importance of using emotions in the treatment of clinically significant behavior.

Activities: Workshop activities will involve examining a variety of approaches taken to understand emotions, including modern behavioral approaches, and their shortcomings. After being presented with a model based upon a consequential contingency analysis, participants, using supplied guides, will work in groups to apply the analysis to the understanding of both basic and more complex emotions. Participants will use cost/benefit

analyses to examine the effects of contingency matrix relations on both emotions and emotional behavior.

Audience: People working in clinical settings with clients of all types and ages, and those looking for a way to account for emotions and emotional behavior within a behavior analytic formulation. The audience should have a basic understanding of the consequential governance of behavior.

Level: Intermediate

Members: \$82 Non-Members: \$97

Workshop #40 *(available for CE for behavior analysts)*

5/24/03

8:00 AM - 11:00 AM

Nob Hill D

Everyday Ethics of Behavior Analysts Serving People with Mental Retardation and Related Disabilities

R. M. (DUKE) SCHELL, Ph.D. and Martin Ivancic (Western Carolina Center)

Description: Most discussions of ethics in the practice of psychology and/or behavior analysis focus on the misconduct of the professional providing services. Behavior analysis, as a methodological perspective, tends to be distanced from ethical issues because it is a science-based approach, but it is not immune from personal and cultural contingencies that create unethical behavior. This workshop will describe not only on the effects of ethical and unethical behaviors on the people being served, but also will focus on the everyday ethical behaviors of clinicians that enhance habilitation and life quality of those served.

Objectives: Participants will be able to

- Describe how the historical concepts of ethics, values, morals are viewed by behavior analysts.
- Determine everyday behaviors of clinicians that can be viewed as ethical or unethical and also those behaviors that are less readily placed at either end of the continuum.
- Describe how the dimensions of behavior analysis can be used to reinforce ethical behavior.
- Review and analyze their behavior and the culture of their clinical setting to recognize where ethical issues may arise and how to resolve them.

Activities: A brief review of historical information will be followed by casebook-style discussions based on experiences of the presenters as well as composite examples that raise ethical issues. Participants are encouraged to bring their own case histories for discussion with the group.

Audience: People involved in the development and supervision of behavioral teaching and treatment procedures and applied research with people with mental retardation and related disabilities.

Level: Introductory

Members: \$142 Non-Members: \$157

Workshop #41 *(available for CE for behavior analysts)*

5/24/03

8:00 AM - 11:00 AM

Salon 13

What They Didn't Teach You in Graduate School! Treatment Integrity and the Art of Consultation

CHRISTINA BEZDEK, M.S., BCBA, Jamie Hughes and Lisette Randich (Developmental Disability Consultants)

Description: Behavior analysts working in community settings are often challenged more by the behavior of service providers than that of the "identified client". Ensuring consistent and correct implementation of behavior strategies is a major threat to treatment integrity. It appears young consultants, more so than "seasoned consultants," encounter more resistance by the service providers and find themselves asking the question "How do I get them to implement the behavior plan?"

Based on a review of the research, it is our conclusion that treatment integrity goes far beyond successful training procedures. We propose that effective consultation consists of a repertoire of skills that one must demonstrate as fluently as the principles of behavior analysis. That is, in order for behavior consultants to promote behavior change, one must FIRST exhibit effective consultation skills. Hence, treatment integrity is ultimately dependent upon effective consultation skills and staff training, not just a valid behavior plan.

Training of consultation skills have been overlooked in the literature and in many university programs. This workshop covers a review of best practices in consultation and includes exercises to improve skills in consulting with difficult cases and enhancing treatment integrity.

Objectives: Participants will:

Workshop #43

5/24/03

8:00 AM - 11:00 AM

Nob Hill B

Increasing Independence Through Effective Toilet Training: Reinforcement Based StrategiesFRANK CICERO, Ph.D. (Eden II Programs) and
Al Pfadt (NYS Institute for Basic Research)

Description: Toilet training is a developmental milestone that, once mastered, significantly increases a person's independence and quality of life. Attempting to toilet train an individual with a developmental disability is often a challenging task. From the 1960's through the 1980's advances in behaviorally based toilet training procedures were made with great stride. These training procedures often involved a combination of intense contingent reinforcement, environmental modifications, graded prompting procedures and punishment-based consequences. Although highly effective, there seems to have been a general decrease in the implementation of intense toilet training plans by agencies that serve individuals with developmental disabilities. The focus of the present workshop is to introduce the audience to effective toilet training procedures that are based largely on reinforcement and prompting strategies found in the toilet training literature. The presenters will spend a large portion of the workshop introducing a self-initiation, urination training package for individuals with developmental disabilities. The presenters will discuss and demonstrate some of the basic principles of the model and will introduce modifications that allow the interventions to be successfully implemented in a variety of community-based settings (e.g. classrooms, day programs and the home). Time will also be spent on the discussion of requesting strategies, bowel training procedures, schedule training, data collection and overnight training.

Objectives: The main objective of the present workshop is to increase the audience members' knowledge and skills in the application of reinforcement-based toilet training procedures. 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. Additional objectives include providing the audience with an historical perspective and overview of toilet training

- Be able to specify responsibilities of the consultee and consultants.
- Be able to identify six crucial questions to ask during the initial consultation phase.
- Know the primary functions of a consultant.
- Know the six phases of the consultation process.
- Know ten common mistakes made by consultants and how to avoid them.
- State why treatment integrity is important.
- Identify factors related to treatment integrity.
- Be able to assess treatment integrity (i.e., via role-play).
- Be able to demonstrate (i.e., via role-play) how to give both positive and constructive feedback.

Activities: The participants will be given a pre-test to assess their knowledge on basic concepts of consultation skills and treatment integrity. The presenters will begin the workshop by giving an overview of consultation skills and treatment integrity. The participants will be given a post-test to assess their knowledge on basic concepts of consultation skills and treatment integrity. The participants will break up into groups of three and be given case scenarios of a consultation referral. The participants will take turns and role-play effective consultation skills while the observers take data on each others behavior. The participants will be given the results of a functional assessment and the participants will be required to write an appropriate intervention in language that would facilitate treatment integrity and train their "service providers" on the plan. The participants will assess and score treatment integrity via role-play by observing the "service provider" implementing the plan with the "client". The participants will give appropriate feedback (both positive and constructive) via role-play to the "service provider".

Audience: BCABAs, graduate students, and young consultants working in the field of behavior analysis in either skill acquisition or deceleration programs.

Level: Introductory

Members: \$79 Non-Members: \$94

Activities: Concepts and strategies of the present workshop will be introduced and taught through lecture, contrived demonstration, videotaped footage, printed handout 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 further reference and use.

Audience: Individuals interested in implementing toilet training programs for individuals with developmental disabilities; Parents and professionals. Because of the diversity of the prospective audience, information will be presented in a comprehensive, yet practical manner and interactive discussion will be encouraged.

Level: Introductory

Members: \$77 Non-Members: \$92

Workshop #44

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Pacific C

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

Eric V. Larsson, Ph.D., KATIE DIVELBISS, Melissa Gard and Nancy Grimes (FEAT of Minnesota)

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

Objectives: Participants will:

- Be presented with the detailed information necessary to plan and program children's language curriculums into a coherent whole.
- State how to develop generative language skills rather than rote language skills.
- Implement conditions that promote the production and comprehension of generative language.
- Learning program across generalization modalities, syntax forms, conditional discriminations, and functional communication relationships.
- Develop auditory comprehension and production skills, and assess and evaluate program progress.

Activities: Attendees will participate in didactic presentations, discussions, and interactive exercises. Participants will obtain specific program sheets provided by the instructors.

Audience: 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.

Level: Intermediate

Members: \$73 Non-Members: \$88

Workshop #45

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Pacific J

Overcoming the Challenges of Staffing ABA Programs for Young Children with Autism

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

Description: Finding, maintaining, and training staff for home- and center-based ABA programs for young children with autism can be daunting challenges. The most important elements in finding good staff are recruiting and interviewing. The most important elements for maintaining good staff are the use of positive reinforcement, setting clear expectations, creating an environment that promotes effective communication and professional behavior, and providing opportunities for professional growth and promotion. Of all the challenges, staff training may be the most overwhelming. Staff must be

Workshop #46*(available for CE for behavior analysts)***5/24/03****8:00 AM - 11:00 AM****Sierra A****Performance Management in Service Delivery for Children with Autism: Measuring and Attaining Exemplary Staff Performance**

MICHAEL FABRIZIO, M.A., BCBA, Kelly J. Ferris and Sara Pahl (Fabrizio/Moors Consulting) and Holly C. Almon (University of North Texas)

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 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. To ensure high rates of practice and feedback from the presenters, enrollment is limited to 30 participants.

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.

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; and begin to develop instruments to measure each of the above in the work each participant supervises or performs in their professional life.

trained in all areas including the application of teaching procedures based on basic behavior analytic principles, the accurate and consistent implementation of behavior acquisition and reduction programs, data collection methods, data analysis, communication with colleagues, parents, and professionals, appropriate use of terminology, and, in some cases, supervising and training other staff members. This workshop is designed to help participants find, maintain, and train staff by detailing systems for recruiting and interviewing staff, for maintaining staff, and for training all levels of staff.

Objectives: Workshop participants will learn:

- How and where to recruit staff.
- What educational, experiential, and personal qualities to look for in potential employees.
- How to most effectively apply behavior analytic principles to staff and supervisor behavior.
- How to set clear expectations.
- How to create an environment in which staff communicate effectively and behave professionally.
- What kinds of opportunities for growth tend to reduce staff turnover.
- What pitfalls to avoid when training staff.
- What supervision and training systems are most effective.

Activities: Attendees at this workshop will participate in didactic presentations, group discussions, and problem-solving sessions. Participants will observe and evaluate videotaped staff interviews and training sessions.

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

Level: Introductory

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

Audience: People supervising the performance of staff members delivering services to persons with disabilities. Individuals supervising and designing instructional or skill-building programs.

Enrollment is limited to 30.

Level: Intermediate

Members: \$217 Non-Members: \$232

Workshop #47 *(available for CE for behavior analysts)*

5/24/03

8:00 AM - 11:00 AM

Pacific I

Procedures for Teaching Language Acquisition in Young Children with Developmental Disabilities

JANE CARLSON, Ph.D., BCBA, CarrieAnne St. Amand and Dawn Hendricks (The Faison School, Autism Center of Virginia at Virginia Commonwealth University)

Description: A fundamental piece of many early intervention programs is a strong focus on the acquisition of verbal language. This workshop will review several models utilized to promote language acquisition in young children with developmental disabilities with particular emphasis on applied settings. Information presented will include the application of various techniques to the development of specific language skills, child specific variables that influence the selection and effectiveness of techniques, and the importance of parent involvement in early language learning.

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

- Identify the underlying need for formalized language acquisition training as an essential component of early intervention programming.
- Identify and briefly describe the basic models for teaching and promoting language acquisition.
- Select appropriate models for their students/children.

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

Audience: Clinicians, therapists, teachers, students, parents, and others who can benefit from a review of language acquisition models for use in applied settings.

Level: Introductory

Members: \$79 Non-Members: \$94

Workshop #48

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Salon 3

Procedures to Estimate Performance Criteria for Basic Language and Learning Skills

JOHN McELWEE, M.S., BCBA, Danielle Andrews, Sally Wagner, Jacqueline Martin, Lori Hamblin and Marina Azimova (New Hope of Pennsylvania)

Description: This workshop will provide participants with count per minute performance criteria and the procedures that were used for more than 150 basic language and learning skills. The basic skills are prototypical learner objectives for children with autism spectrum disorder (ASD) receiving Early Intensive Behavior Intervention (EIBI). They include the areas of visual performance, listener/receptive behavior, imitation and verbal behavior. A performance aim is a range of count per minute correct performance used to predict the criterion for a specified skill. The performances of adults were selected as standards to define the range of count per minute for all skills. The tasks were designed to allow "free" responding, which is necessary to obtain an accurate estimate of the range of scores. Sprint timings of ten seconds were used as the counting time period. Samples of adult's performance produced a range of count per minute measures from which the performance aim was determined. Performance aims are therapeutically valuable because their attainment has been correlated with critical learning outcomes of skill Retention, Endurance and Application. Participants will be involved in gathering a systematic sampling of count per minute scores across basic language and learning objectives. This will entail using the materials and procedures that were employed to estimate the performance criteria. Participants will view videos of ASD children working and achieving the aims. The heuristic value of performance aims standards will be discussed as well as other methods for estimating and revising performance aims.

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

- Utilize the performance of adults to establish criterion for basic skills in EIBI programs.
- Modify skill acquisition procedures to allow "free" responding.

- Estimate performance criteria for visual performance, listener/receptive behavior, imitation and verbal behavior.
- Make therapy decisions based upon students count per minute measure and the performance criteria
- Describe a variety of procedures to establish performance criteria for basic language and learning skills.
- Describe the value of performance criterion to obtaining the learning outcomes of retention, endurance and application.

Activities: Participants will: Be introduced to the establishment of performance criterion through a lecture and group discussion format; perform a systematic sampling of the basic language and learning skills utilizing "free" responding procedures; utilize the Standard Celeration Chart to display the data; and view videos of children diagnosed with ASD working and achieving performance criteria.

Audience: BCBAs, BCABAs, teachers, speech therapists, parents and others involved in the delivery of EIBI. Participants should have a basic knowledge of curriculum targets for ASD children receiving EIBI and Precision teaching techniques.

Level: Intermediate

Members: \$117 Non-Members: \$132

Workshop #49 (available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Salon 11

Reinforcer Identification for Children with Autism and Other Developmental Disabilities

THOMAS S. HIGBEE, Ph.D., BCBA, Karen D. Hager and Donald M. Stenhoff (Utah State University)

Description: Over the past several years, a technology for the Identification of potential reinforcers for individuals with autism and other developmental disabilities has been developed. This technology, called Stimulus Preference Assessment (SPA) provides systematic methods for predicting reinforcer effectiveness. As the success of many instructional and behavioral interventions for individuals with autism and other developmental disabilities depends on the potency of the positive reinforcers used, the identification of potentially powerful reinforcers is particularly important. In this workshop, participants will learn about

different methods for identifying potential reinforcers and will have the opportunity to practice and receive coaching on the use of these methods. Participants will also receive practical information about how these techniques can be used in applied settings.

Objectives: Participants will:

- Learn the history of reinforcer identification procedures for individuals with autism and other developmental disabilities.
- Learn how to conduct various types of stimulus preference assessments.
- Learn when each type of stimulus preference assessment is appropriate.
- Learn how to collect and analyze preference assessment data.
- Learn how to use these techniques in applied settings.

Activities: Participants will be instructed on the history of reinforcer identification for persons with autism and other developmental disabilities and will receive instruction on the various types of stimulus preference assessments that can be used in applied settings. Participants will watch demonstrations of preference assessment techniques, will practice these techniques and receive feedback from the instructors. Participants will be shown how to collect and analyze preference assessment data.

Audience: Parents, para-professionals and professionals who work directly with students with autism and other developmental disabilities who use instructional and/or behavioral techniques based on positive reinforcement.

Level: Introductory

Members: \$77 Non-Members: \$92

Workshop #50 (available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Salon 15

Relational Frame Theory: Basic and Applied Issues

DERMOT BARNES-HOLMES, Ph.D. (National University of Ireland, Maynooth)

Description: Relational Frame Theory (RFT) is a modern behavior-analytic approach to the study of human language and cognition. The workshop will focus on the main concepts of RFT and how they are currently being used to develop conceptual and empirical analyses of areas such as symbolic meaning, syntax,

relational reasoning, analogy and metaphor, problem solving, rule-governance, and perspective-taking. The first part of the workshop will involve defining, and explaining the core concepts of RFT, focusing in particular on the operant nature of the theory. The latter part of the workshop will explore how these core concepts, and the basic research that has arisen from them, may be brought to bear in clinical and educational settings.

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

- Understand and appreciate the key analytic concepts of RFT.
- Appreciate the fundamentally operant nature of RFT.
- Understand how RFT defines and approaches the study of meaning, grammar, reasoning, problem solving, rule-governance, self-concept and perspective-taking.
- Begin to apply RFT concepts, methods, and findings in clinical and educational settings.

Activities: Activities will include didactic instruction, and paper and pencil exercises. Participants will also work in small groups on self-selected topics germane to RFT and present the results of that work to all of the participants.

Audience: Behavior analysts working in academic and applied settings with an interest in human language and cognition. A basic understanding of the methods and concepts employed in the experimental analysis of human behavior will be assumed.

Level: Introductory

Members: \$67 Non-Members: \$82

Workshop #51

5/24/03

8:00 AM - 11:00 AM

Sierra K

Repairing a Behavior Plan That Isn't Working
THEODOSIA PACLAWSKYJ, Ph.D. (Kennedy Krieger Institute)

Description: The process of conducting behavioral assessment and treatment for individuals with developmental disabilities and behavior problems can consume considerable time and resources. Therapists often become frustrated when what appears to be a well-designed behavior plan fails to improve a problem behavior, or a plan that previously

worked well seems to fall apart. Conversely, an individual for whom a plan is written actually may show more behavior problems when a plan is implemented. This presentation is intended to help the clinician identify weaknesses within three domains of a behavior plan: design, materials, and implementation. Using a model drawn from critical incident investigation, the presentation reviews factors such as "human error" (e.g., treatment integrity, false assumptions, etc.), "mechanical failure" (e.g., satiation, competing reinforcement, etc.), and "design flaws" (e.g., lack of functional assessment, consideration of establishing operations, etc.). State-of-the-art behavioral research is translated into a useful framework that can be applied to everyday behavioral scenarios and can allow the clinician to develop a broader perspective on behavioral assessment and treatment.

Objectives:

- To recognize, assess, and correct problems that affect the implementation of a behavior plan.
- To recognize, assess, and correct problems with specific materials or programmatic consequences used within a behavior plan.
- To recognize, assess, and correct problems in the design of a particular strategy used within a behavior plan.
- To develop a broader perspective of the steps necessary for the successful development of a behavior plan.

Activities: Participants will be involved in didactic presentation, discussion, and interactive activities; participants are encouraged to bring their own examples of problematic situations for discussion.

Audience: Clinicians working in applied settings who develop and monitor behavior programs for individuals with developmental disabilities and behavior problems. Master's level therapists, supervising psychologists, behavior support staff, students, and family members are welcome. Participants should have a fundamental understanding of the principles of applied behavior analysis.

Level: Intermediate

Members: \$82 Non-Members: \$97

Workshop #52

5/24/03

8:00 AM - 11:00 AM

Nob Hill C

Staff Development: Understanding and Developing Interventions for Challenging Behavior

JUDY SYLVA, Ph.D. and Doreen Ferko
(California State University, Fullerton)

Description: The workshop is designed to train professionals, paraprofessionals, and parents of children with disabilities to analyze behavior, develop interventions, and train others using the model presented. Participants will have opportunities to practice with examples from the experience of members in small groups and videotape. Materials will be provided to participants including data collection and handouts to facilitate staff development in the principles of applied behavior analysis for understanding and developing interventions for challenging behaviors.

Objectives: Participants will receive materials for training staff in applied behavior analytic techniques for understanding inappropriate behaviors and developing appropriate interventions. Specifically, participants will learn to identify and operationally define inappropriate behavior, identify relevant antecedents, and identify specific feedback or consequences for behavior. Materials will be provided to record this information in a clear and coherent way. Small groups of participants will generate examples. Participants will learn to generate hypotheses with regard to the function of behaviors from examples and videotape. Strategies for developing appropriate interventions based on examples will be discussed including re-arranging antecedents, identifying effective or alternative forms of feedback, and defining alternative replacement behaviors. Rationale for the training model for staff development will be discussed.

Activities: Participants will be required to complete small group activities in the analysis of inappropriate behavior. Each group of 4 to 6 participants will be required to operationally define behavior from an example given in the group and record the definition. In addition, the group will work together to identify antecedent conditions and patterns of feedback as well as generate hypotheses with regard to functions of behavior examples. Members will be

required to report group findings to the larger group. Based on the examples generated by each group, presenters will highlight techniques for developing interventions. Participants will have the opportunity to collect data based on a videotape presentation of inappropriate behavior.

Audience: Professionals, paraprofessionals, and parents of students with disabilities. Individuals who work with children between the ages.

Level: Intermediate

Members: \$67 Non-Members: \$82

Workshop #53

(available for CE for behavior analysts)

5/24/03

8:00 AM - 11:00 AM

Sierra C

Successful Strategies for Transitioning Children from Early Intensive Behavioral Programs into Kindergarten

STEPHEN ANDERSON, Ph.D., BCBA, Amy Jablonski and Vicki Knapp (Summit Educational Resources, Inc.)

Description: Successful completion of early behavioral intervention both ends and begins with the child's transition into kindergarten in a general education setting. This workshop will discuss impediments to successful integration (child and system related) and offer strategies for increasing the child's chances of success. A multi-step program will be described that includes an analysis of the child's ability relative to the skills identified, an assessment of the classroom, the delineation of gaps in the student's abilities, the development of clear objectives for learning, the assignment of instructional responsibilities, and the provision of technical training and support. The paper presentation is appropriate for a general special education audience but is specifically designed for individuals who are involved as a parent, consultant or teacher in the transition from a home or preschool program into a general education kindergarten classroom.

Objectives: Upon completion of this workshop, participants will be able to:

- Identify and respond to impediments to successful transition.
- Identify steps to assess strengths and weakness of the child's abilities within the educational context.
- Identify roles and responsibilities of individual and collective team members.

- Assess and delineate training and technical assistance needs.
- Develop specific strategies for enhancing social and language development within the general classroom.

Activities: This workshop will include lecture, videotaped examples, discussion and some small group activities that enhance the understanding of the information provided.

Audience: Professionals and parents involved in the transition of children with autism from early intensive behavioral programs into general education classrooms, particularly kindergarten and/or first grade.

Level: Intermediate

Members: \$67 Non-Members: \$82

Workshop #55	<i>(available for CE for behavior analysts)</i>
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5/24/03

8:00 AM - 11:00 AM

Sierra H

The Morningside Model of Teaching Writing to Learners of All Ages

KENT JOHNSON, Ph.D., Kris Melroe, Sue Malmquist, and Joanne Robbins (Morningside Academy)

Description: Learn the Morningside Model of Writing Instruction, relevant to any age of writing student. We will define a curriculum ladder for teaching writing, from basic handwriting to report writing, and demonstrate research-based methods for teaching and practicing these skills. We will begin with the 5 basic tool skills that writers use when they compose: handwriting, typing, copying text, taking dictation, and spelling. Next, we will define 80 writing mechanics skills in grammar, word usage, capitalization, and punctuation. We will also describe and demonstrate a unique and powerful way to teach these skills, called sentence combining. Participants will practice the sentence combining technique and build some fluency. Next we will define some essential sentence writing and paragraph building skills, and demonstrate methods for teaching and practicing them. We will then discuss methods for helping writers focus on their writing purpose, particularly as it relates to the writer's audience. In this context we will describe a problem solving model for planning a writing project. The next layer includes frameworks for teaching and practicing the classic 10-paragraph composition, and longer compositions and reports. We will close with our Precision Teaching version of the Curriculum Based Method (CBM) for assessing student's

progress in learning to write.

Objectives: Participants will be able to write or speak three to five sentences about:

- Basic tool skills in handwriting, transcription, dictation, keyboarding, and spelling: how to define them, and how to teach them.
- Sentence and paragraph writing component skills, and demonstrate how to teach them.
- Grammar, usage, and writing mechanics, including capitalization and punctuation, and demonstrate a unique method to teach these skills, called sentence combining.
- Teaching students how to write longer compositions and reports.
- Identifying one's audience, and a problem solving model for planning a writing project.
- Our precision teaching version of a research-based method for assessing writing performance, called Curriculum-Based Measurement (CBM): Writing.

Activities: Each segment of the workshop will begin with a presentation, containing definitions, procedures and demonstrations, followed by guided practice. Participants will practice teaching a small group of workshop participants at several junctures. Workshop leaders will circulate and provide hands-on coaching with verbal feedback, prompts, and support.

Audience: Anyone who teaches their students how to write, or could potentially help their students improve their writing. School teachers, college professors, tutors, parents, home school teachers, counselors and others who work with writing and composing are all welcome.

Level: Introductory

Members: \$262 Non-Members: \$277

Workshop #56*(available for CE for behavior analysts)*

5/24/03

8:00 AM - 11:00 AM

Sierra E

Transitioning Young Children with Autism from Intensive ABA Programming to Less Restrictive Educational Environments

LORI BECHNER, M.A., Julia Fisher, and Caren Gans (Alpine Learning Group)

Description: As young children with autism develop a solid repertoire of skills through intensive home or center-based ABA programming, it becomes important to begin planning for a systematic transition to a less restrictive educational environment. This plan should include consideration of the child's current skill set and how to prepare for participation in the receiving environment, as well as strategies for promoting (and measuring) success in the inclusive setting. This workshop will focus on the process of transitioning children with autism from intensive ABA programming to more typical classroom settings. Participants are encouraged to come with questions.

Objectives: Participants will:

- Gain an understanding of skills to teach in Intensive ABA settings that will serve as an important foundation for success in inclusive settings.
- Gain an understanding of the process of transitioning young children with autism from intensive ABA programming to less restrictive educational settings.
- Review behavioral strategies to promote successful inclusion, including prompting and fading techniques, motivational systems and differential reinforcement procedures.
- Learn how to measure success in inclusive settings
- Gain an understanding of the components of effective collaboration between administration, support staff, ABA consultants and families.

Activities: Participants will be involved in didactic presentation and discussion. Case examples and video clips will be used to illustrate workshop information. Handouts, sample curricula and supporting articles will be distributed.

Audience: Professionals working with children with autism, public school administrators, teachers, support staff and parents.

Participants should have some knowledge of ABA.

Level: Introductory

Members: \$72 Non-Members: \$87

Workshop #57

5/24/03

8:00 AM - 11:00 AM

Sierra F

Using an ACT Model for Persons with Chronic Pain

JOANNE DAHL OLERUD, Ph.D. (University of Gävle, Sweden)

Description: The workshop will include an orientation of the phenomena "getting stuck" with chronic pain/stress symptoms and subsequent avoidance behaviors. A model of intervention for use in groups and or individuals based on the ACT model will be presented. Practical "hands on" exercises will be demonstrated and practiced. Several evaluations of this approach will be presented.

Objectives: The main objective of this workshop is to spread the use of applied behavior analysis in the field of chronic stress/pain as an alternative to the traditional medical model. The conventional behavior medicine model of pain also generally follows the medical model. The ACT model shows a true alternative approach to chronic illness.

Activities: Participants can expect to actively work in this workshop in the form of mindfulness training, personal effectiveness training, experiential exercises and more.

Audience: Professionals working with persons with chronic pain and anyone interested in working clinically or with research in the area.

Level: Intermediate

Members: \$72 Non-Members: \$87

Workshop #58*(available for CE for behavior analysts)*

5/24/03

8:00 AM - 11:00 AM

Pacific A

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

ANDREW BONDY, Ph.D. and Lori Frost (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, 2001), which emphasizes a broad-spectrum view of applied behavior analysis, emphasizing a "reinforcer-first" orientation. The model calls for planning and incorporating generalization strategies into initial lessons. Identifying effective reinforcers for speakers and listeners will be reviewed. Critical speaker skills include requesting, asking for help as well as a break, and affirming/rejecting 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. Rather than designing activities to fit a specific teaching objective- create a 'color' lesson in order to teach 'red'- our goal is 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: Oral 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: Professionals and parents who work with children with autism and pervasive developmental disorder in school and home settings; 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.

Level: Intermediate

Members: \$107 Non-Members: \$122

Workshop #59

5/24/03

8:00 AM - 11:00 AM

Sierra B

Using Hand-Held Pocket PC Technology to Teach Independent Play Skills to Students with Autism

SHAYNA GUENTHER, M.A., BCABA and Erla Juravsky (Beecroft Learning Centre)

Description: This is a hands-on workshop is specifically designed to target service providers and parents working with individuals with autism. By integrating the multi-media and interactive capabilities of Pocket PC's with activity schedules, individuals can learn play, social, communication, self-help skills, and independence. Every participant will have the opportunity to program a wide range of activity schedules onto a Pocket PC themselves. They will also learn how to implement these programs using behavioral teaching strategies. The advantages of implementing a Pocket PC activity schedule include: eliminating the need for hundreds of printed and laminated pictures, decreasing teacher prep time, facilitating increased parental participation in their child's program, integrating recorded voice, built in audio alarms for time-based activities, and built in video clips for video modeling, and increasing the motivation of the learners.

Objectives: Participants will be able to:

- Link research methodology of activity schedules to clinical application via Pocket PC's.
- Learn the purpose and implementation of activity schedules.
- Understand the hardware, software and accessories associated with hand-held digital activity schedules.

- Establish confidence in creating digital activity schedules: Inserting sound, photographs, videoclips, and timers individualized to their learner

Activities: This workshop is a combination of didactic presentation, videotaped clinical case material and hands on exercises designed to provide participants with advanced knowledge of how to implement a hand-held digital activity schedule. The theory behind teaching activity schedules will be reviewed briefly, as well as brainstorming various activities that can be taught on a hand held PC. We will explain using videotaped examples how to teach Independence, language, play, and self-help skills using a hand held PC. Then we will provide hands-on opportunities for programming a pocket PC. Participants will receive copies of how-to materials. Pocket PC's will be available for small group activities. Participants may also bring their own Pocket PC, but it should be pre-programmed with the relevant software. (If you plan to bring a Pocket PC, please contact us in advance: shayna.guenther@beecroftcentre.com)

Audience: Parents, educators and consultants currently implementing educational programs using behaviorally based teaching technologies. Ideally, participants will be familiar with McClannahan's and Krantz's (1999) book, *Activity Schedules for Children with Autism: Teaching Independent Behavior and Research*. Enrollment is limited to 30.

Level: Intermediate

Members: \$132 Non-Members: \$147

Workshop #60	(available for CE for behavior analysts)
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5/24/03

8:00 AM - 11:00 AM

Salon 1

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., BCBA
(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 parent's 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, 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.

Level: Intermediate

Members: \$72 Non-Members: 87\$

3 International Special Event

5/24/2003
7:00 AM - 11:20 AM
Salon 7
SQA

Society for the Quantitative Analyses of Behavior

Chair: Armando Machado (University of Minho, Portugal)

The SQAB schedule is located on pages 44-45.

4 International Business Meeting

5/24/2003
9:00 AM - 9:50 AM
Salon 4

Affiliated Chapters Meeting

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

Meeting for representatives of national and international affiliated chapters.

5 Special Event

5/24/2003
10:00 AM - 10:50 AM
Pacific H

Newcomers' Session

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

An overview of ABA, its history, structures and functions as an international locus of the field of behavior analysis. Awards, special interest groups and other features will also be addressed. Drs. Michael and Woods, 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.

6 International Special Event

5/24/2003
10:00 AM - 11:20 AM
Salon 5/6

International Development Brunch

Chair: Ned Carter (AFA, Stockholm, Sweden)

The International brunch is scheduled on the first day of the convention to welcome the international members and review the international development of behavior analysis.

7 International Special Event

(available for CE for behavior analysts)

5/24/2003
11:30 AM - 1:00 PM
Salon 9

Opening Event: Society for the Advancement of Behavior Analysis Awards

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

2002 International Grant Awards

Phil Reed (President, European ABA)

Linda Hayes (University of Nevada, Reno)

Simon Dymond (Anglia Polytechnic University) and Mecca Chiesa (University of Paisley)

2003 SABA Awards

Award for Distinguished Service to Behavior Analysis: Victor Laties, Ph.D (University of Rochester)



Dr. Victor Laties received his B.A. from Tufts and his Ph.D. from the University of Rochester. A postdoctoral year at Brown with Harold Schlosberg and Carl Pfaffmann introduced him to behavior analysis. A transforming event was helping to run two undergraduate rat labs with Rosemary Pierrel. These were based upon Keller and Schoenfeld's Columbia model. He learned about operant conditioning with his students as together they read *Principles of Psychology*.

His first job was at the Johns Hopkins School of Medicine and it was there, in the Departments of Medicine and Pharmacology, that he started doing animal research, learning much from Bernie Weiss, a fellow Rochester graduate who had joined him at Hopkins. They ranged widely, studying pain measurement, heat reinforcement, human observing behavior, and various other types

of schedule and stimulus control, usually but not always with an eye to usefulness in understanding the actions of behaviorally-important drugs. After moving together to Rochester's medical school in 1965, they expanded their interests to behavioral toxicology. However Laties continued to emphasize behavioral pharmacologic questions in his research.

Laties became Secretary-Treasurer of the Society for the Experimental Analysis of Behavior (SEAB) and Executive Editor of the *Journal of the Experimental Analysis of Behavior* (JEAB) in 1966. He had no idea then that the commitment was to be open ended. With no one else showing any interest in the job, he has been heavily involved in journal business affairs ever since, enjoying every minute, and also edited JEAB for four years in the mid-1970s. He retired in 1993 but remains actively engaged in managing the Web pages for the SEAB journals as well as taking care of his own department's Web site.

Dr. Laties will give a presentation titled **Behavior Analysis's Contribution to Pharmacology**.

Abstract: The early practitioners of behavior analysis played a large role in the history of behavioral pharmacology. One way of assessing their influence is to examine their relation to the *Journal of Pharmacology and Experimental Therapeutics*. Founded in 1909, this journal has retained preeminence within pharmacology for close to a century but rarely published studies of behavior until the mid-1950's. I shall describe some of that history, highlighting the contributions of psychologists who have written those papers and noting particularly their relation to behavior analysis. I also will examine some characteristics of the psychologists on the journal's editorial board over the years.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Richard Foxx, Ph.D (Penn State Harrisburg)



Dr. Richard Foxx is a Professor of Psychology and coordinator of the ABA master's program at Penn State Harrisburg. He is a Clinical Adjunct Professor of Pediatrics at the Penn State College of Medicine and the Clinical Research Advisor for New England Center for Children. He has written or co-edited seven books, written over 130 scientific publications, made 13 training films, and given over 1,500 talks. He is the Editor-in-Chief of *Behavioral Interventions* and is on the editorial board of five journals. He is a Fellow in the American Psychological Association, American Psychological Society, and the American Association on Mental Retardation. He was the President of the Association for Behavior Analysis in 1995. He has received Lifetime Achievement and Significant Contributions Awards from the New York State Association for Behavior Analysis and is an honorary member of the Norwegian Association for Behavior Analysis. He was the first President and serves as the Executive Director of the Pennsylvania

Association for Behavior Analysis. He has been an expert witness in many court cases including before the U.S. Supreme Court. He is a licensed psychologist and Board Certified Behavior Analyst. His book *Toilet Training in Less Than a Day* has sold over two million copies and been translated into seven languages, and his training film, "Harry", has won numerous cinematic awards.

Dr. Foxx will make a presentation titled **Disseminating the Covenant: Some Caveats and Lessons Learned.**

Abstract: In my 1995 ABA presidential speech, "Translating the Covenant", I discussed individuals, behavioral artists, who apply behavior analysis successfully and contribute to its acceptance by systems, organizations, the public and the media. This talk briefly extends that discussion by offering a number of caveats and lessons gleaned from years of applying, defending and promoting behavior analysis in public settings and situations. Some topics covered include good things about behavior analysts that people don't know, our blessings and our curses, creating touchstones, buying in without selling out (Pennypacker's ABA presidential speech), truth in packaging, write the headline, and where behavior analysts have found fertile and fallow ground.

Award for International Dissemination of Behavior Analysis: Maria E. Malott, Ph.D (Malott & Associates)



Dr. Maria E. Malott received her Ph.D. in applied behavior analysis from Western Michigan University in 1987. She was Vice President of Manufacturing for a plastic production company in the US Midwest and worked in process improvement and organizational management for nearly two decades in a variety of industries, including service, manufacturing, retail, education and government. She has done organizational management work in public administration, the private sector and for educational systems in several Latin-American countries, including Mexico, Colombia, Uruguay, Peru and Venezuela.

She has served as Executive Director of the Association for Behavior Analysis and Secretary-Treasurer of the Society for the Advancement of Behavior Analysis for the past ten years. She is an adjunct faculty member in five universities and has collaborated

with 33 universities around the world. She has presented over 150 papers and nearly 50 workshops in 16 countries throughout North America, Latin America, Asia and Europe.

Dr. Malott will give a talk titled **Toward a Globalization of Behavior Analysis.**

Abstract: If more scientists, professionals and communities around the world embraced behavior analysis, the world would be a better place and behavior analysis a stronger discipline. Many behavior analysts and organizations are working toward this important goal. In this presentation, I will review the current status of behavior analysis internationally, opportunities that lie ahead and strategies for further development.

Award for Public Service in Behavior Analysis: Douglas Carnine, Ph.D (University of Oregon and the National Center to Improve the Tools of Educators)



Dr. Douglas Carnine is a Professor of Education at the University of Oregon and is Director of the National Center to Improve the Tools of Educators. Dr. Carnine has over 100 scholarly publications: over 60 research articles in refereed journals, 40 essays, over 20 chapters in books, and seven books (two on university-level computer science, *Teaching Higher Order Thinking*, *Theory of Instruction*, *Instructional Strategies for Diverse Learners*, *Direct Instruction Reading* and *Direct Instruction Math*.) He has presented at over a 100 conferences in the United States, Canada, South America, Europe, the former USSR, Africa, Australia, and New Zealand. He has served as consulting editor or editorial board member for eight journals.

Dr. Carnine has directed or co-directed over 20 federally funded grants, totaling over \$20,000,000. As Director of the National

Center to Improve the Tools of Educators, or NCITE, Dr. Carnine works with legislative, state board, business, community, union, and publisher groups to understand and support research-based educational tools for at risk students. Dr. Carnine has worked with these groups in California, Virginia, Washington, Texas, Illinois, and New York. He is currently involved with several offices within the US Department of Education (OESE, OSERS, OVAE, OERI, OIIA), the National Science Foundation and the US Agency for International Development on moving research into policy and practice. He is awaiting Senate confirmation to serve on the National Institute for Literacy Advisory Board and serves on the National Educational Research Policy and Priorities Board for the Office of Educational Research and Improvement.

Dr. Carnine will give a presentation **Knowledge Transfer Engineering and Education Reform**, which will be further developed in his invited address in the Education area (see event #38).

Abstract: The presentation will provide an overview of how the concept of knowledge transfer engineering has been developed and applied to bring about improved education results.

Knowledge includes domain knowledge, best practices, performance information and knowledge about the roles within the organization itself and relationships with stakeholder organizations.

Transfer is the delivery mechanism. For domain and best practices knowledge, the delivery mechanisms can be courses, manuals or workshops designed to help different audiences such as teachers, superintendents, legislators, etc., use that knowledge. Transfer of the criteria for legitimacy that defines the knowledge base is also critical. If members of organizations do not know what constitutes legitimate knowledge (i.e., the criteria for legitimacy for the knowledge base), they are not likely to value, use and understand the knowledge. The delivery mechanism for the criteria for legitimacy will often be media articles

Engineering makes the transfer happen by identifying and/or creating communication channels within and across organizations. These communication channels may differ in that some are designed for the technical knowledge itself and some are designed for lobbying and political communications concerning the value of the knowledge based on the criteria for legitimacy for a knowledge base. Engineering can also require motivating and training practitioners, and monitoring/adjusting practices.

Award for Enduring Programmatic Contributions in Behavior Analysis: Society for the Experimental Analysis of Behavior (SEAB)

Dr. Kennon A. Lattal will accept the award on behalf of SEAB and will give a presentation titled **Society for the Experimental Analysis of Behavior**.

Abstract: The Society for the Experimental Analysis of Behavior (SEAB) was founded in 1957 to publish the *Journal of the Experimental Analysis of Behavior*. In 1968, the *Journal of Applied Behavior Analysis* was added. These two journals are the flagship journals of their respective domains, with their publication overseen by the Board of Directors of SEAB. The 30 or so Board members, drawn largely from the pool of Editors and Associate Editors of both journals, serve eight-year rotating terms. The Board appoints the Editors of both journals. It also is responsible for distributing the journals and for their fiscal management. The Board also initiates other projects relevant to the advancement of the science of behavior and its applications.

8 International Special Event

5/24/2003

1:00 PM - 1:50 PM

Salon 7

SQA

2003 SQAB Tutorial - Probability: Basic Ideas, Techniques and Applications

Chair: Peter Killeen (Arizona State University)

ARMANDO MACHADO (University of Minho, Portugal)



Armando Machado was an undergraduate student in Portugal, studied for two years in Belgium, and then in 1993 obtained his Ph.D. with John Staddon at Duke University. His doctoral research on the conditions in which pigeons generate highly variable behavior received the 'Best Dissertation Award' from Division 25 of APA. From 1994 till 2000 Armando was a professor at Indiana University (first Assistant and then Associate with tenure). In 2001 he moved to the University of Minho in the North of Portugal where he continues to study a variety of issues related to behavior and learning (e.g., timing, number discrimination, choice). In most of his studies, Armando contrasts data with the predictions of simple mathematical models of behavior. In addition to the Psychology of Learning and Mathematics, he has interests in Evolutionary Biology, Philosophy, and the History of Psychology. His work has been published in various journals (e.g., Psychological Review, JEAB,

Psychological Science, Behavior and Philosophy, etc) and funded by NIH. He is currently Associate Editor of Psychonomic Bulletin & Review, a member of the Editorial board of several journals, and the president of the Society for the Quantitative Analysis of Behavior. One of his projects near completion (done in collaboration with Francisco Silva from the University of Redlands) is a hands-on, graphics-based workbook to be used in the teaching of learning.

Abstract: In the first part of the tutorial, I will introduce the basic ideas of probability theory (e.g., sample spaces, events, the axioms of the theory) and then illustrate their application in a variety of practical situations some of which related to the psychology of learning. In the second part of the tutorial, I will present a few techniques that may help in solving specific problems, techniques that include counting events, using indicator variables, and constructing simple recurrence relations. Throughout the tutorial, I will put the emphasis on intuition and examples, not on formalism and proofs.

9 Paper Address

5/24/2003

1:00 PM - 1:20 PM

Sierra J

OBM

Principles for Building and Maintaining a Successful Applied Behavior Analysis Consulting Business

Chair: Brian Quinn (Quinn Developmental Services)

BRIAN QUINN (Quinn Developmental Services)

10 International Paper Session

5/24/2003

1:00 PM - 1:50 PM

Pacific E

INT/EAB

Behavioral Approach to Cognition (translated from English to Spanish)

Chair and Translator: Harold Lobo (West Virginia University)

EDMUND FANTINO (University of California, San Diego)

11 Panel Discussion

5/24/2003

1:00 PM - 1:50 PM

Sierra K

OBM/CSE

OBM Consulting Pioneers: A 30-Year Historical Perspective (Part I)

Chair: Jerry Pounds (The Behavioral Services Group/Marsh, Inc.)

- BETTY LOAFMANN (Advanced Performance Technologies)
- COURTNEY MILLS (The Behavioral Services Group/Marsh, Inc.)
- WES SPRING (Aubrey Daniels International)

12 Symposium

5/24/2003

1:00 PM - 2:20 PM

Salon 1

EAB/DDA

Antecedent Influences During Functional Analysis and Treatment (Databased Presentation)

Chair: Jennifer J. McComas (Department of Educational Psychology, University of Minnesota)

Discussant: Mark O'Reilly (Department of Special Education, University of Texas at Austin)

- **A Comparison of True Alone versus No Interaction Conditions During Functional Analysis.** JASON M. STRICKER, Jason W. Grosser, Lauren A. Powers, Shannon L. Nichols, Niamh P. O'Kane and Brandon E. McCord (Arlington Developmental Center)
- **Role of Task Directives on Noncompliant Behaviors in Young Children Assessed in an Outpatient Clinic.** ERIC W. BOELTER, David P. Wacker, Nathan A. Call, Gregory K. Reed and Andrew W. Gardner (University of Iowa)
- **An Examination of the Influence of Discriminative Stimuli and Establishing Operations During Assessment and Treatment of Problem Behavior.** ANJALI BARRETTO (Gonzaga University) and David P. Wacker, Jay W. Harding and Wendy K. Berg (University of Iowa)

13 Panel Discussion

(available for CE for behavior analysts)

5/24/2003

1:00 PM - 2:20 PM

Salon 11

AUT/EDC

Building Better Learners: Non-aversive Curriculum Design for Early Intervention Programs

Chair: Richard Laitinen (Tucci Learning Solutions, Inc.)

- VICCI TUCCI (Tucci Learning Solutions, Inc.)
- AARON WOOD (Tucci Learning Solutions, Inc.)
- COLLEEN DAVIS (Tucci Learning Solutions, Inc.)
- ELIZABETH SCOTT (Parent)

14 Symposium**(available for CE for behavior analysts)**

5/24/2003

1:00 PM - 2:20 PM

Salon 4

CBM/TBA

Child Abuse and Neglect: Caregiver Training and Individualized Services (Databased Presentation)

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

Discussant: Hewitt B. Clark (University of South Florida)

- **Parent Training: Factors Associated with Attendance and Attrition Rates.** CAROLE M. VAN CAMP, Lisa Marie Angello and Cristina Whitehouse (University of Florida)
- **Effects of Additional Training Within the Tools for Positive Behavior Change Curriculum.** BRYON NEFF, Douglas Kostewicz, Bennie Colbert, Angelique Walsh, Mary Huffstetter, David Geller and Karin Swartz (University of South Florida, Positive Behavior Change Program)
- **A Case Study in Behavioral Medicine.** JASON BOURRET, Timothy R. Vollmer, Carole M. Van Camp and John C. Borrero (University of Florida)

15 International Symposium

5/24/2003

1:00 PM - 2:20 PM

Salon 3

CBM

Developmental Applications of Acceptance and Commitment Therapy (Databased Presentation)

Chair: Amy Murrell (University of Mississippi)

Discussant: Carmen Luciano-Soriano (University of Almería)

- **Acceptance and Commitment Therapy with Children.** AMY MURRELL and Kelly G. Wilson (University of Mississippi)
- **Acceptance Strategies to Enhance Eating Disorder Treatment: Anorexia and Bulimia Case Examples.** MICHELLE HEFFNER (West Virginia University), Laurie Greco (Cincinnati Children's Hospital Medical Center) and Georg Elfert (Chapman University)
- **An Evaluation of an ACT-Model Intervention on Children and Adolescents with Chronic Pain.** RICKARD WICKSELL and Gunnar Olsson (Astrid Lindgren Children's Hospital) and JoAnne Dahl Olerud (University of Gävle, Sweden)

16 Paper Session**(available for CE for behavior analysts)**

5/24/2003

1:00 PM - 2:20 PM

Salon 14/15

AUT

Early and Effective Intensive Behavioral Intervention for Children with Autism

Chair: Kimberly Wood (Applied Behavior Consultants, Inc.)

- **The Risk of Limiting Access to Early Intensive Behavior Treatment Programs Based on Pre-selected Criteria.** KIMBERLY WOOD, Phyllis N. Williamson, Susan Riggs-Wright, Donovan Chapa, Amy Dodsworth and Michelle Hall (Applied Behavior Consultants, Inc.)
- **Interventions for Infants with Early Signs of Autism Spectrum Disorders.** JESSICA BRIAN (Hospital for Sick Children) and Lonnie Zwaigenbaum (Hamilton Health Sciences, Chedoke)
- **Choosing One Language or Two when Teaching Children with Autism (VRB).** ANGELA GONZALEZ (Behavior Analysis, Inc.)

17 Symposium**(available for CE for behavior analysts)**

5/24/2003

1:00 PM - 2:20 PM

Salon 12/13

AUT

Empowering, Informing and Educating Parents of Children with Autism

Chair: David Cellberti (Private Practice)

Discussant: David Cellberti (Private Practice)

- **A Primer on ABA Research Terms and Concepts.** LARA DELMOLINO (Rutgers University)
- **Now That I Am Here Where Should I Go? An Overview of Conference Events.** CLARISSE DOMINGO (Eden II Programs)
- **Will this Treatment Work for My Child? Guidelines for Effective Decision Making.** SUZANNE BUCHANAN (Center for Outreach and Services for the Autism Community) and David Cellberti (Private Practice)

18 Paper Session**(available for CE for behavior analysts)**

5/24/2003

1:00 PM - 2:20 PM

Salon 8

AUT

Enhancing the Social Competence of Children with Autism

Chair: John McEachin (Autism Partnership)

- **A Comparison and Evaluation of Group-Delivered Social Skills Programs for Young Children with Autism (Databased Presentation).** KIMBERLY KROEGER and Janet Schultz (Xavier University) and Crighton Newsom (Southwest Ohio Developmental Center)
- **Instruction in Social Competencies Utilizing a Social Skills Taxonomy for Persons with Autism (Databased Presentation).** DORIS SOLUAGA, Sasha Papovich, Justin Leaf, John McEachin, Ronald Leaf and Mitchell Taubman (Autism Partnership)
- **Requesting for Social Reinforcers and the Frequency of Corollary Social Behaviors in Children with Autism (VRB; Databased Presentation).** BARBARA METZGER (Applied Behavior Analysis Center of North Carolina)

19 Symposium**(available for CE for behavior analysts)**

5/24/2003

1:00 PM - 2:20 PM

Pacific I

DDA/AUT

Examining Automatically Reinforced Behavior (Databased Presentation)

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

- **Stereotypy in Children with Autism at Program Entry and After One Year of EIBI: Comparison to Age Matched Typically Developing Peers.** JENNIFER ANDERSON, Nicole Gardenier, AMY GECKELER, William Holcomb, Rebecca MacDonald, Renee Mansfield and June Sanchez (New England Center for Children)
- **Treating Vocal Stereotypy with Response Redirection and Stimulus Competition.** WILLIAM H. AHEARN, Kathleen M. Clark, Bo-In Chung, Nicole Gardenier and Rebecca MacDonald (New England Center for Children)
- **The Effects of Risperidone in the Treatment of Stereotypy with Adolescents with Autism.** JENNIFER R. ZARCONI, Kimberly Crosland, Steven Lindauer and Troy Zarcone (University of Kansas)
- **On the Role of Attention in Evaluating Naturally Occurring Matching Relations.** CLAIRE ST. PETER, Timothy R. Vollmer and Jason Bourret (University of Florida)

20 International Symposium

5/24/2003

1:00 PM - 2:20 PM

Salon 2

EAB

Experimental Psychopathology and Derived Relational Responding

Chair: Dermot Barnes-Holmes (National University of Ireland, Maynooth)

- **Toward an Experimental Psychopathology of Human Language and Cognition: Overview, Agenda and Implications for Behavior Analysis.** JOHN P. FORSYTH (University at Albany, SUNY)
- **Psychopathology and the Flexibility and Stability of Relational Responding.** KELLY G. WILSON (University of Mississippi)
- **Arachnophobia and the Derived Transformation of Functions.** Sinead Smyth and DERMOT BARNES-HOLMES (National University of Ireland, Maynooth), John P. Forsyth (University at Albany, SUNY) and Yvonne Barnes-Holmes and Robert Whelan (National University of Ireland, Maynooth)
- **Mood States and the Derived Transformation of Functions.** Eimer Scully, YVONNE BARNES-HOLMES and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

21 International Paper Session

5/24/2003

1:00 PM - 2:20 PM

Salon 6

DEV

Issues in Human Development and Gerontology

Chair: Marguerite L. Hoerger (University of Wales, Bangor)

- **Description of a Multidimensional Observational System for the Analysis of Mother Child Sociolinguistic Interactions (VRB).** EMILIO RIBES-IÑESTA and Carmen Quintana (University of Guadalajara)
- **Children's Tolerance for Delayed Rewards Increases as a Function of Age (EAB; Databased Presentation).** MARGUERITE L. HOERGER (University of Wales, Bangor) and Jennifer L. Bruzek (Kennedy Krieger Institute)
- **A Comparison of Four Modalities of Stimulus Presentation on Preference Assessment Outcome for Individuals with Dementia (Databased Presentation).** JAMES PORTER (Kerrys Place Autism Services) and W. Larry Williams and Deborah Grinager (University of Nevada)

22 Symposium

(available for CE for behavior analysts)

5/24/2003

1:00 PM - 2:20 PM

Pacific H

VRB/AUT

Methods for Teaching Intraverbal Behavior to Children (Databased Presentation)

Chair: Anna I. Petersdottir (Western Michigan University)

Discussant: David C. Palmer (Smith College)

- **The Effects of Multiple-Tact and Receptive-Discrimination Training on the Acquisition of Intraverbals.** CAIO F. MIGUEL, Anna I. Petersdottir and James E. Carr (Western Michigan University)

- **Teaching Intraverbal Skills to Children with Autism.** GLADYS WILLIAMS and Anna Beatriz Muller Queiroz (Applied Behavioral Consultant Services, NY) and Jeanne Romeo (David Gregory School, NJ)
- **Using Textual Stimuli to Teach Vocal-Intraverbal Behaviors.** MARK L. SUNDBERG and Lisa Hale (Behavior Analysts, Inc./STARS school)

23 Symposium

(available for CE for behavior analysts)

5/24/2003

1:00 PM - 2:20 PM

Pacific A

CSE/AUT

Positive Behavior Support: Three Case Studies Highlighting Behavior Reduction and Skill Acquisition (Databased Presentation)

Chair: Stephen R. Anderson (Summit Educational Resources, Inc.)

Discussant: Raymond G. Romanczyk (Institute for Child Development)

- **Intensive Positive Behavior Supports for an Adolescent with Acquired Brain-Injury: Long Term Outcome in Community Settings.** RITA GARDNER, Frank L. Bird, Helena Maquire, Rui T. Carreiro and Nicole Abenaïm (Melmark New England)
- **The Implementation of Functional Communication Training and Extinction to Address Aberrant Behavior with a Seven Year-Old Boy with Autism.** FRANK BIRD, Ellette DiPietro and Rui Carreiro (Melmark New England)
- **Functional Communication Training to Reduce Self-Injury with a Ten Year-Old Boy with Autism and Bi-polar Disorder.** FRANK BIRD and Ryan Snyder (Melmark New England)

24 Symposium

5/24/2003

1:00 PM - 2:20 PM

Nob Hill A

TBA

Spreading the Behavioral Word

Chair: Donald K. Pumroy (University of Maryland)

- **Behavior Analysis in the Human Development Class.** JUDY BLUMENTHAL (Associates for Behavior Change)
- **Behavior Analysis in the News.** ROGER McINTIRE (Summit Cross Roads Press)
- **Behavior Analysis in a Workshop Titled "Looking Back/Looking Forward".** DONALD K. PUMROY (University of Maryland)
- **Behavior Analysis in a Novel and in a Newsletter.** W. JOSEPH WYATT (Marshall University)

25 International Paper Session

5/24/2003

1:00 PM - 2:20 PM

Nob Hill C

EDC

Teacher Training in Behavior Analysis

Chair: David K. Griffin (Nova Southeastern University)

- **Implementation of a Quality Program for a Master Program in Applied Behavior Analysis (OBM; Databased Presentation).** SEBASTIAN FIGUEROA-RODRIGUEZ, Marco Wilfredo Salas-Martínez and Ana Della López-Suárez (Universidad Veracruzana)

- **An Assessment of Teachers' College Training in Behavioral Instruction Practices (Databased Presentation).** JOHN C. BEGENY and Brian K. Martens (Syracuse University)
- **Will You Hire Me? (I Completed My Degree Online)(Databased Presentation).** DAVID K. GRIFFIN (Nova Southeastern University)

26 Symposium

(available for CE for behavior analysts)

5/24/2003

1:00 PM - 2:20 PM

Salon 10

OTH

The Behavior Analyst Today: Now, Tomorrow and Everyday

Chair: Joseph Cautilli (Children Crisis Treatment Center)

- **The History and Mission of the Behavior Analyst Today.** JOE CAUTILLI (Children Crisis Treatment Center) and Beth Rosenwasser (Private Practice)
- **The Future of the Behavior Analyst Today.** MARGARET HANCOCK (Delaware County Intermediate Unit)
- **Current and Future Editorial Policy for the Behavior Analyst Today.** MICHAEL WEINBERG (Devereux Florida) and John Eshleman (Private Practice)

27 Symposium

5/24/2003

1:00 PM - 2:20 PM

Pacific J

DDA/OBM

Training to Supervise: Teaching Clinicians and Supervisors How to Improve Support Staff Performance (Databased Presentation)

Chair: Carolyn W. Green (Carolina Behavior Analysis and Support Center)

Discussant: Carolyn W. Green (Carolina Behavior Analysis and Support Center)

- **Training Teachers Supervisory Skills to Improve Staff Work Performance with Adults Who Have Severe Disabilities.** MARSHA B. PARSONS (Western Carolina Center) and Dennis H. Reid (LSU Health Sciences Center)
- **Training Supervisory Skills to Improve Job Coach Performance with Supported Workers Who Have Severe Disabilities.** L. PERRY LATIMORE and Marsha B. Parsons (Western Carolina Center) and Dennis H. Reid (LSU Health Sciences Center)
- **Training Supervisors to Promote Positive Behavior Support by Direct Service Staff in Community Settings.** DENNIS H. REID (LSU Health Sciences Center), Carolyn W. Green (Carolina Behavior Analysis and Support Center) and Marsha B. Parsons (Western Carolina Center)

28 International Symposium

5/24/2003

1:00 PM - 2:20 PM

Sierra H

VRB

Transformation of Function and the Reinforcer: Data from Basic and Applied Research

Chair: Robert Whelan (National University of Ireland, Maynooth)

- **Establishing Consequential Functions for a Linear Ranking String of Arbitrary Stimuli.** ROBERT WHELAN and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Manding and Derived Transformation of Function in Children with Autistic Spectrum Disorder.** CAROL MURPHY-BALL, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

- **The Effects of Multiple Exemplar Instruction on the Transfer of Mand and Tact Functions of Autoclitics of Specification.** ROBIN NUZZOLA-GOMEZ (CABAS Schools) and R. Douglas Greer (Columbia University Teachers College)
- **Relational Networking and Outcome Devaluation.** Rene Quiñones and Steven C. Hayes (University of Nevada)

29 Symposium

5/24/2003

1:00 PM - 2:20 PM

Nob Hill D

EDC/OTH

Using Computerized Adaptive Instruction: Who, What, When, Where and Why

Chair: Roger Ray (Rollins College)

Discussant: Brady J. Phelps (South Dakota State University)

- **Getting Students to Use Adaptive Tutorial Services: Strategies, Issues and Outcomes.** NOELLE BELDON, KEVIN MIRAGLIA and Roger Ray (Rollins College)
- **What They Don't Tell You in the Instructor's Manual: Hints for First Time Users of Computerized Adaptive Instruction.** ADRIENNE FITZER (Queens College, CUNY)
- **Self-Paced Interactive System of Instruction (SPIN) and Psych-ai Adaptive Instruction: A Systematic Comparison.** SHARLET D. BUTTERFIELD and Ramona Houmanfar (University of Nevada, Reno)

30 Symposium

(available for CE for behavior analysts)

5/24/2003

1:00 PM - 2:20 PM

Nob Hill B

EDC

What We Know About Teaching Reading (Databased Presentation)

Chair: Joanne Robbins (Morningside Academy)

Discussant: Elizabeth Street (Central Washington University)

- **Oral Language, Phonemic Awareness, Phonological Coding and Decoding.** ELIZABETH HAUGHTON (Haughton Learning Center) and Kris Melroe (Morningside Academy)
- **Teaching Beginning Reading Online the Headsprout Way.** VICKI FORD, T. V. Joe Layng, Janet Twyman, Kelly Hobbins, Gregory Stikeleather and Kent Johnson (Headsprout, Inc.)
- **Comprehension and Strategic, Engaged Reading.** KENT JOHNSON and Sue Casson (Morningside Academy)

Saturday, May 24

5/24/2003

1:30 PM - 2:20 PM

Pacific C

TPC

"Molecular versus Molar," and the Analysis of Interpretive Behavior

Chair: Frances K. McSweeney (Washington State University)

PHILIP N. HINELINE (Temple University)



After completing his B.A. at Hamilton College and Ph.D. at Harvard University, Dr. Hineline spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. He routinely teaches both basic and advanced levels, and maintains a "teaching environment" in his research laboratory, where much of the mentoring occurs between graduate and undergraduate students. Thanks to the initiative of those students, he has received several awards for excellence in teaching. In the spring of 1999, he received the Eleanor Hofkin Award for Excellence in Teaching from the Alumni Association of the College of Arts and Sciences of Temple University. The following year he received Temple's university-wide "Great Teacher Award," and the "Distinguished Teacher Award" from the College of Arts and sciences. Outside the University, he served first as Associate Editor, as Editor, and then as Review Editor of the *Journal of the Experimental*

Analysis of Behavior. He has been President of the Association for Behavior Analysis, International, as well as of Division 25 of the American Psychological Association. In 1995 he received the award for Distinguished Service to Behavior Analysis from the Society for the Advancement of Behavior Analysis, and in 2002, the Award for Outstanding Contributions to Basic Research, from Division 25 of the APA. His conceptual writing has focused upon the characteristics of explanatory language and the role of those characteristics in the controversies that have confronted behavior analysts. His empirical research has contained a consistent theme, to develop an understanding of behavioral and psychological processes as extended in time.

Abstract: Disagreements between "molecular theorists," who portray behavioral process in terms of moment-to-moment sequences of events, and "molar theorists," who understand behavioral process as intrinsically extended in time, remain current despite more than two decades of argument. Thus, ABA 2001 featured a symposium on avoidance in which Dinsmoor's vehement advocacy of the molecular view generated spirited rebuttals. In major presentations last year, Baum advocated a "paradigm shift" to molar interpretation, while Donahoe professed his adherence to the molecular mode. Ironically, the two were scheduled simultaneously in adjacent rooms, so people had to literally "take sides" on the issue. This year, I shall attempt to clarify what those arguments are about, by focusing upon interpretive behavior per se. We shall see that molecular analyses have sometimes employed larger units of behavior than the corresponding molar analyses. We shall also see that confusion can occur when terms belong to more than one interpretive system—as illustrated by the term, class. More generally, the "smooth curves" that we value as relating dependent to independent variables, and the "natural lines of fracture" that we distinguish among behavior patterns, can best be understood as orderly relations between the interpreter's own patterns of discrimination and generalization.

32 Symposium**(available for CE for behavior analysts)**

5/24/2003

1:30 PM - 2:50 PM

Sierra J

OBM

Building Performance Systems in an Accounting Firm: Five Years of Strategy and Projects (Databased Presentation)

Chair: Brian L. Cole (Continuous Learning Group)

- **Firm-Wide Analysis of Performance Barriers and the Follow-up Projects.** CLOYD HYTEN, Meeta Chhabra and Melanie Porter (University of North Texas)
- **A Multi-level Performance Measurement and Pay for Performance System: Design and Organizational Impact.** BELLANN MORALES (TravisWolff, LLP., Dallas) and Cloyd Hyten and Melanie Porter (University of North Texas)
- **Increasing Cross-Selling of Professional Services to Clients: A Firm-Wide Project.** NADIA JAMAI (University of North Texas), Marcy Grant and Bellann Morales (TravisWolff, LLP.) and Cloyd Hyten (University of North Texas)

33 Special Event

5/24/2003

2:00 PM - 2:50 PM

Salon 7

SQA

2003 SQAB Tutorial - The Utility of Signal-Detection Theory

Chair: Anthony Nevin (University of New Hampshire, Emeritus)

JOHN T. WIXTED (University of California, San Diego)

John Wixted received his Ph.D. in Clinical Psychology from Emory University in 1987. Since 1988, he has been affiliated with the University of California, San Diego, where he is now a full professor of psychology. His research interests lie in mathematical models of animal and human memory, and he typically publishes his work in journals that specialize in either animal learning or human memory and cognition. Much of that work draws on signal-detection theory to frame the questions of interest. He typically teaches courses in Abnormal Psychology, Memory & Amnesia, and Mathematical Modeling, and he has won five teaching awards over the years for his efforts. In addition to his teaching and research activities, he has served the field in a variety of editorial capacities. From 1993 to 1996, he served as an associate editor for the *Journal of the Experimental Analysis of Behavior*. In 1997, he served as an associate editor of *Memory & Cognition*, and from 1998 to 2002 he served as editor of *Psychonomic Bulletin & Review*. He is now an associate editor of *Cognitive Psychology*, and he recently co-edited (with Hal Pashler) volume IV of the *Stevens' Handbook of Experimental Psychology* (3rd. ed.).

Abstract: Signal-detection theory has been around for decades, but its ability to help one think productively about a wide array of issues is not as widely appreciated as it should be. Seemingly unrelated issues are often revealed to have a common denominator when they are considered in light of detection theory, and the flaws in some otherwise intuitively appealing ideas can be fully appreciated by contrasting those ideas with a detection theory account. This tutorial will consider the utility of slightly advanced (but still simple) signal-detection techniques, like ROC analysis, to illustrate these points.

34 International Paper Session

5/24/2003

2:00 PM - 2:50 PM

Pacific F

INT/AUT

Autism: Public School-University Alliance (translated from English to Japanese)

Chair and Translator: Koji Takeshima (Western Michigan University)

KOJI TAKEISHIMA (Western Michigan University)

35 International Paper Session

5/24/2003

2:00 PM - 2:50 PM

Pacific E

INT/CBM

Building a Reading Repertoire: Non-linear Design and Teaching over the Internet (translated from English to Spanish)

Chair and Translator: Marta Leon (West Virginia University)

JANET TWYMAN (Instructional Development Headsprout)

36 Panel Discussion

5/24/2003

2:00 PM - 2:50 PM

Sierra K

OBM/CSE

OBM Consulting Pioneers: A 30-Year Historical Perspective (Part II)

Chair: Jerry Pounds (The Behavioral Services Group/Marsh, Inc.)

- TUCKER CHILDERS (The Behavioral Services Group/Marsh, Inc.)
- JOHN O'CONNELL (Aubrey Daniels International)
- WILSON ROURK (Behavior Management Systems, Inc.)
- JAMIE DANIELS (Aubrey Daniels International)

37 Symposium

5/24/2003

2:30 PM - 3:20 PM

Sierra A

BPH/EAB

Environmental Determinants of Drug Tolerance and Sensitization (Databased Presentation)

Chair: Diana Walker (University of Chicago)

- **Pavlovian Influences in Cocaine Tolerance?** MARC N. BRANCH and Jonathan W. Pinkston (University of Florida)
- **Examining Cross-Sensitization Between Alcohol and Other Locomotor Stimulants with Multiple Paradigms.** PAUL MEYER (Oregon Health & Science University), Abraham Palmer (Oregon Health & Science University), Tamara Phillips (Oregon Health & Science University)

38 Invited Event

5/24/2003

2:30 PM - 3:20 PM

Nob Hill B

EDC

Knowledge Transfer Engineering and Education Reform

Chair: Laura D. Fredrick (Georgia State University)

DOUGLAS CARNINE (University of Oregon, National Center to Improve the Tools of Educators)

Dr. Douglas Carnine's biographical statement and photograph are located in Event #7.

Abstract: The presentation will provide examples of how the concept of knowledge transfer engineering has been developed and applied to bring about improved education results at district, state and federal level.

Knowledge domains will include reading, math and behavior and the development and acceptance of criteria for what constitutes legitimate knowledge in those domains.

Transfer (delivery mechanisms) includes the materials (from instructional materials to policy briefs and sample legislation) and events (from high profile national training to district level in-service and coaching) carried out by district, state and federal initiatives to improve achievement.

Engineering (identifying and/or creating communication channels occurs within organizations (such as the various departments in an urban district) and across organizations (such as criteria for valid and reliable assessments that engage an array of publishers). These communication channels may differ in that some are designed for the technical knowledge itself and some are designed for lobbying and political communications. Engineering can also require motivating and training practitioners, and monitoring/adjusting practices.

39 Panel Discussion

5/24/2003

2:30 PM - 3:20 PM

Salon 10

OTH

Professional Development Series: Advice from the Recently Hired

Chair: Erin B. Rasmussen (College of Charleston)

- MATTHEW TINCANI (University of Nevada, Las Vegas)
- BARRY D. MORGENSTERN (The Bay School)

40 International Paper Session

5/24/2003

2:30 PM - 3:20 PM

Pacific H

VRB

Research Based on Skinner's Analysis of Verbal Behavior

Chair: Steven Ward (Behavior Analysts, Inc.)

- **The Effects of Automatic Reinforcement on the Development of an Echoic Repertoire (AUT; Databased Presentation).** STEVEN WARD, James W. Partington and Teresa A. Grimes (Behavior Analysts, Inc.) and Pamela G. Osnes (University of South Florida)
- **Effects of Mand-Tact versus Tact-Only Training (Databased Presentation).** ERIK ARNTZEN (Akershus University College) and Inger Karin Almås (Bleiker Treatment Centre)

41 Symposium**(available for CE for behavior analysts)**

5/24/2003

2:30 PM - 3:50 PM

Nob Hill D

EDC/AUT

Addressing Challenging Behaviors Using Positive Behavior Supports Across the Life Span (Databased Presentation)

Chair: Melissa Olive (University of Texas at Austin)

- **Using Sequential Analysis to Predict Escalation Patterns Between Teachers and Students.** BENJAMIN SMITH (University of Texas at Austin)
- **Adult Attention to Decrease Challenging Behavior.** JUDITH SMITHEY and Melissa Olive (University of Texas at Austin)
- **Using Prespecified Reinforcers and Visual Strategies to Reduce Challenging Behavior in Young Children with Autism.** CHIA-HWA MA, Mandy Jenkins, Shital Gaitonde and Dawn Dakken (University of Texas at Austin)

42 Symposium**(available for CE for behavior analysts)**

5/24/2003

2:30 PM - 3:50 PM

Pacific I

DDA

Advances in the Treatment of Automatically-Maintained Behavior Disorders (Databased Presentation)

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

- **Further Analysis of Multiple Topographies of Stereotypy.** JOHN T. RAPP, Timothy R. Vollmer, Andrew Samaha, Nicole M. Cotnoir and Alyson Hovanetz (University of Florida)
- **Does Transfer of Reinforcement Control Facilitate Extinction?** CLAUDIA L. DOZIER, Brian A. Iwata, David M. Wilson and Jessica L. Thomason (University of Florida)
- **Analysis and Modification of Supervision Levels in the Treatment of Pica.** BRANDON E. McCORD and Jason W. Grosser (Arlington Developmental Center) and Brian A. Iwata (University of Florida)
- **Mediated Generalization of the Effects of Reprimands Across Two Topographies of Self-Injury.** LANA L. KASTERN, Richard G. Smith, Bobby Buckner, Kimberly Smith, Heather Moore, Anney Welland and Carla Smith (University of North Texas)

43 Symposium

5/24/2003

2:30 PM - 3:50 PM

Salon 12/13

AUT

Alternative Methodologies in Intensive Early Intervention/Behavior Therapy for Young Children with Autism (Databased Presentation)

Chair: Eric V. Larsson (FEAT of Minnesota)

Discussant: Eric V. Larsson (FEAT of Minnesota)

- **Follow-up and Generalization Measures for Using Video Modeling to Teach Independent Toy Play in Intensive Early Intervention/Behavior Therapy for Young Children with Autism.** WILLIAM LEWIS SCHWANDT, Heidi Glesne and Eric V. Larsson (FEAT of Minnesota)

- **Using Written Visual Stimuli and Multiple Choice Prompting to Develop Language Matrix Responses in Intensive Early Intervention/Behavior Therapy.** WILLIAM LEWIS SCHWANDT (FEAT of Minnesota), Melissa Gard (University of Kansas), Julie M. Allison (Parent) and Eric V. Larsson (FEAT of Minnesota)
- **Using a Gentle Reminder to Condition Swallowing Behavior to Reduce Drooling.** WILLIAM LEWIS SCHWANDT, Bethani Baker, Cathryn Romanluk and Eric V. Larsson (FEAT of Minnesota)

44 International Symposium

5/24/2003

2:30 PM - 3:50 PM

Sierra I

EAB

Can Schedule-Induced Drinking Be Reduced to Either Respondent or Operant Behavior? (Databased Presentation)

Chair: Carlos Bruner (National University of Mexico)

- **Pavlovian Conditioning of Schedule-Induced Drinking in Rats.** CHRISTIAN LOPEZ and Carlos Bruner (National University of Mexico)
- **Varying Water-Reinforcement Frequency on Lever Pressing by Hungry Rats.** ALICIA ROCA and Carlos Bruner (National University of Mexico)
- **Fixed-Interval Responding for Water with Food as an Intruded Stimulus by Thirsty or Hungry Rats.** RAUL AVILA and Carlos Bruner (National University of Mexico)
- **Schedule-Induced Behavior: Why It Might Not Be What We Think It Is and What It Might Be if It Is Not.** JAMES T. TODD and Janet Pietrowski (Eastern Michigan University)

45 Symposium

5/24/2003

2:30 PM - 3:50 PM

Pacific B

TPC

Darwin Updated: Three Contemporary Books on Evolution Behavior Analysts Should Know About

Chair: Susan M. Schneider (West Virginia University)

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

- **The Meaning of Life Is 271 A Review of Gould's *The Structure of Evolutionary Theory*.** PAUL T. ANDRONIS (Northern Michigan University)
- **The Missing Operant: Konner's *The Tangled Wing*.** SUSAN M. SCHNEIDER (West Virginia University)
- **Moore's *The Dependent Gene: The Fallacy of Nature versus Nurture*.** T. V. JOE LAYNG (Headsprout)

46 Symposium

(available for CE for behavior analysts)

5/24/2003

2:30 PM - 3:50 PM

Salon 4

CBM/DEV

Developments in Child Abuse and Neglect Research (Databased Presentation)

Chair: Timothy Vollmer (University of Florida)

Discussant: Patrick Friman (University of Nevada, Reno)

- **Behavioral Services to Families with a History of Child Abuse and Neglect: Examples and Outcomes from Project 12-Ways.** BRANDON GREENE and Mohd Zainal (Southern Illinois University at Carbondale)

- **A Descriptive Analysis Method for Assessing Interactions Among Caregivers and Abused and Neglected Children.** JOHN C. BORRERO, Timothy Vollmer, Jason Bourret and Carole Van Camp (University of Florida)
- **Combining Naturalistic Observations and Functional Analyses to Identify Idiosyncratic Variables Maintaining Aggression.** CARRIE BORRERO and Timothy Vollmer (University of Florida)

47 International Symposium

5/24/2003

2:30 PM - 3:50 PM

Salon 2

EAB

Experimental Psychopathology 2: The Laboratory Analysis of Acceptance (Databased Presentation)

Chair: Edelgard Wulfert (University of Albany, SUNY)

- **Comparing the Effectiveness of Acceptance and Control Strategies for Pain Tolerance with a Sub-clinical Population.** BRYAN ROCHE (National University of Ireland, Maynooth) and Ré Marnell (Therapist in Private Practice)
- **A Comparison of Control versus Acceptance-Based Strategies in an Experimental Pain Paradigm.** Olga Gutierrez-Martinez, CARMEN LUCIANO-SORIANO, Miguel Rodriguez-Valverde and Marisa Paez-Blarrina (Universidad de Almería, Spain)
- **Acceptance and Pain Tolerance: The Roles of Physical Metaphors and Demand Characteristics.** ELAINE MAHER and Bryan T. Roche (National University of Ireland, Maynooth) and John P. Forsyth (University of Albany, SUNY)
- **Does a Tendency Toward Experiential Avoidance Potentiate Acute Distress and Psychological Suffering? An Experimental Evaluation.** JOHN P. FORSYTH, Maria Karekla, Megan M. Kelly and Carlos G. Finlay (University of Albany, SUNY)

48 Symposium

(available for CE for behavior analysts)

5/24/2003

2:30 PM - 3:50 PM

Pacific J

DDA

Functional Assessment and Analysis in the Natural Setting

Chair: Michael J. Cameron (Simmons College)

- **A Comparison of Hypothesis and Non-hypothesis-Driven Interventions for Self-Injurious Behavior.** JACK STOKES (VINFEN Corporation) and Michael Cameron and Michael Dorsey (Simmons College)
- **Functional Analysis and Treatment of Aggressive Behavior in Community Residential and Day Program Environments.** JACK STOKES (VINFEN Corporation) and Michael Cameron and Michael Dorsey (Simmons College)
- **Correspondence Training and Videotape Self-Modeling for the Treatment of the Aggressive Behavior.** MICHAEL CAMERON (Simmons College) and David Rourke and Akari Hayashi (Franciscan Children's Hospital)
- **Functional Assessment and Analysis of Group Behavior in a Middle School Setting.** MICHELE GABOR and Susan Ainsleigh (Simmons College)

49 Symposium**(available for CE for behavior analysts)**

5/24/2003

2:30 PM - 3:50 PM

Salon 11

AUT/DDA

Internet-Based and Computer Simulation Methods for Teaching Behavioral Intervention in Autism (Databased Presentation)

Chair: Jennifer Crockett (Behavior Analyst, Tennessee Middle Region)

Discussant: Beth Sulzer-Azaroff (The Browns Group of Naples)

- **Behavioral Intervention in Autism: Participant Learning and Satisfaction Associated with an Internet-Based Curriculum.** RICHARD FLEMING (University of Massachusetts Medical School), Beth Sulzer-Azaroff (The Browns Group of Naples), Charles Hamad and Robert Bass (University of Massachusetts Medical School), Michelle Weissman (Rockman, et al.) and Nancy Marangoly (University of Massachusetts Medical School)
- **Targeting High-Quality Instruction in an Internet-Based Curriculum in Autism Intervention.** JENNIFER CROCKETT (Behavior Analyst; Tennessee, Middle Region), Beth Sulzer-Azaroff (The Browns Group of Naples), Richard Fleming, Charles Hamad and Robert Bass (University of Massachusetts Medical School), Michelle Weissman (Rockman, et al.) and Nancy Marangoly (University of Massachusetts Medical School)
- **Simulations in Developmental Disabilities Software: The Research and Development Process.** MARCIE DESROCHERS (College of Charleston)

50 International Symposium

5/24/2003

2:30 PM - 3:50 PM

Pacific A

CSE/TPC

Los Horcones: 30 Years of a Walden Two Community

Chair: Martha Pelaez (Florida International University)

Discussant: Martha Pelaez (Florida International University)

- **Comunidad Los Horcones: Present and Future Plans.** LINDA ARMENDARIZ and Javier Armendariz (Comunidad Los Horcones)
- **A Behaviorist Philosophy of Education.** JUAN ROBINSON BUSTAMANTE (Comunidad Los Horcones)
- **The Behavioral Analysis of Culture: Basic Concepts.** JUAN ROBINSON LOPEZ (Comunidad Los Horcones)

51 Symposium**(available for CE for behavior analysts)**

5/24/2003

2:30 PM - 3:50 PM

Salon 6

DEV/EAB

Peek-a-Boo as a Template for the Development of Infant Language, Attachment and Play (Databased Presentation)

Chair: Michael Lamport Commons (Department of Psychiatry, Harvard Medical School)

Discussant: Jacob L. Gewirtz (Florida International University)

- **Peek-a-Boo as a Template of Early Language Development.** PATRICE MARIE MILLER (Department of Psychiatry, Harvard Medical School)
- **What Peek-a-Boo Has to Say About the Development of Social, Emotional and Attachment Behavior in Infants.** PATRICE MARIE MILLER (Department of Psychiatry, Harvard Medical School)
- **Stages of Infant Development, as Illustrated by Responses to the Peek-a-Boo Game in Infants.** MICHAEL LAMPORT COMMONS (Harvard Medical School)

52 International Symposium

5/24/2003

2:30 PM - 3:50 PM

Salon 1

EAB/BPH

Recent Advances in the Biobehavioral Assessment of Challenging Behavior (Databased Presentation)

Chair: Mark O'Reilly (University of Texas at Austin)

Discussant: David Wacker (University of Iowa)

- **Descriptive Analysis of Self-Injurious Behavior in Cornelia de Lange Syndrome.** CHRISTOPHER OLIVER, Jenny Sloneem and Kate Aaron (University of Birmingham)
- **Possible Role for the 5-HT1A Receptor in the Behavioral Effects of REM Sleep Deprivation.** CRAIG H. KENNEDY, Mark T. Harvey, Randy Smith, Michael E. May, Mary Caruso, Ada Celeste Roberts and Tina Patterson (Vanderbilt University)
- **Functional Analysis in the Evaluation of the Effects of Risperidone on Destructive Behavior.** JENNIFER ZARCONI, Steven Lindauer and Paige S. Morse (University of Kansas), Kimberly Crosland (University of South Florida), Maria Valdovinos (Vanderbilt University) and Todd L. McKeirchar and Stephen Schroeder (University of Kansas)

53 International Symposium

5/24/2003

2:30 PM - 3:50 PM

Sierra H

VRB/EDC

Stimulus Equivalence and Reading (Databased Presentation)

Chair: Joanne Keaveney (National University of Ireland, Maynooth)

- **The Emergence of Basic Reading Skills as a Function of Pre-exposure to Task-Relevant and Task-Irrelevant Stimuli.** Joanne Keaveney, FIONA LYDDY, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Teaching Decoding and Fluency in Reading to a Learning Disabled Child.** NICOLE LUKE and R. Douglas Greer (Columbia University Teachers College)
- **Word Recognition Teaching with Errorless Learning Procedures.** ALEX EDUARDO GALLO (Universidade Federal de São Carlos)
- **Transfer of Say-Do Correspondence.** Monica Hernandez, Carmen Luciano-Soriano, INMACULADA GOMEZ, Olga Gutierrez-Martinez and Miguel Rodriguez Valverde (University of Almería, Spain)

54 Symposium

5/24/2003

2:30 PM - 3:50 PM

Salon 5

EDC

Tactics to Teach Middle School Students Characterized as "Disenfranchised" in a CABAS Model School (Databased Presentation)

Chair: Jessica Singer-Dudek (St. John's University)

- **Interpreting and Addressing New York State Curricular Standards in a CABAS Model School.** JO ANN PEREIRA, Grant Gautreaux and Susan Mariano-Lapidus (Columbia University Teachers College) and Jessica Singer-Dudek (St. John's University)
- **The Effects of Peer Tutoring on the Academic and Social Repertoires of Middle School Students.** SUSAN MARIANO-LAPIDUS, Katherine Melincke and Grant Gautreaux (Columbia University Teachers College)

- **Teaching Functional Writing and Self-Editing to "Disenfranchised" Middle School Students.** HEATHER GIFALDI, Jo Ann Pereira and Jessica Webb (Columbia University Teachers College)
- **Promoting Independence Among Middle School Students: Teaching Self-Management Repertoires.** KATHERINE MEINCKE, Heather Gifaldi and Jessica Webb (Columbia University Teachers College)

55 Symposium

(available for CE for behavior analysts)

5/24/2003

2:30 PM - 3:50 PM

Salon 8

AUT/VRB

The Effects of Manipulating Establishing Operations on Increasing the Social Language Skills of Children with Autism (Databased Presentation)

Chair: Jennifer J. McComas (University of Minnesota)

Discussant: Mark Sundberg (Behavior Analysts, Inc.)

- **Contriving Establishing Operations in the Context of Daily Schedules to Promote Initiations in Children with Autism.** BRIDGET A. TAYLOR (Alpine Learning Group), Hannah Hoch (The Graduate Center, CUNY) and Carrie Hughes, Katie Nicholson, Chris Santoro and Liz MacFadyen (Alpine Learning Group)
- **Manipulating Establishing Operations to Promote Initiations Toward Peers in Children with Autism.** Bridget A. Taylor and BARBARA POTTER (Alpine Learning Group), Hannah Hoch (The Graduate Center, CUNY) and Danielle Spinnato, Angela Rodriguez, Deirdre Moon and Kim Vargo (Alpine Learning Group)
- **Manipulating Establishing Operations Within the Context of Discrete Trial Training to Teach a Child with PDD-NOS to Mand for Information.** BOBBI KAEPLER and Amy Sucharzewski (Bancroft NeuroHealth)

56 International Symposium

5/24/2003

2:30 PM - 3:50 PM

Salon 14/15

AUT

The Effects of Research-Based Tactics and Teachers' Analytic Repertoires on Learner Outcomes for Children with Autism in CABAS Schools in the United States and the United Kingdom (Databased Presentation)

Chair: Denise Ross (Columbia University Teachers College)

- **An Overview of the Teaching Tactics Used to Mainstream Children with a Diagnosis of Autism in the CABAS Schools in Ireland.** JENNIFER O'CONNOR (CABAS; Dublin, Ireland) and Olive Healy (CABAS; Cork, Ireland)
- **Instructional Problems That Occur Most Often with Preschoolers with Autism and the Corresponding Tactics Proven Effective in Resolving Them.** DENISE O'SULLIVAN, Amy-Kito Hugh and Anjalee S. Nirgudkar (Fred S. Keller School) and R. Douglas Greer (Columbia University Teachers College)
- **The Most Frequently Used Tactics for Students' with Autism Spectrum Disorders in CABAS® Schools in the USA and UK.** ROBIN NUZZOLA-GOMEZ (Rockland Primary School) and Emma Hawkins (Jigsaw School, UK)
- **The Most Frequently Used Tactics for Students' with Autism Spectrum Disorders and Related Speech Delays in CABAS® Elementary Schools in the USA.** LYNN YUAN, Claire Cahill and Dolleen-Day Keohane (Columbia University Teachers College)

57 Symposium

5/24/2003

2:30 PM - 3:50 PM

Salon 3

CBM

Treatment of Pediatric Feeding Disorders (Databased Presentation)

Chair: Linda J. Cooper-Brown (University of Iowa)

Discussant: Cathleen C. Piazza (The Marcus Institute)

- **The Relative Effects of Contrasting Food Dimensions During the Treatment of Pediatric Feeding Disorders.** GREGORY K. REED, David P. Wacker, Linda J. Cooper-Brown and Danielle N. Dolezal (University of Iowa)
- **Long-Term Effects of Treatment for Food Refusal: A Multiphase Case Study.** ANJALI BARRETTO (Gonzaga University)
- **An Examination of Stimulus Fading and Escape Extinction in the Treatment of Food Refusal in Children with Pediatric Feeding Disorders.** MEETA R. PATEL, Cathleen C. Piazza, Dana M. Swartwelder, Andrea Franklin and Stacy A. Layer (The Marcus Institute)

58 Symposium

5/24/2003

2:30 PM - 3:50 PM

Nob Hill A

TBA

Using Behavior Analysis to Train Professional Psychologists

Chair: Marco Tomasi (Western Michigan University)

- **Training Professional Psychology Students at Western Michigan University.** RACHAEL SAUTTER, Tracy Brandenburg, Rhannon Fante, James Kaye and Richard W. Malott (Western Michigan University)
- **The Use of Attention as a Reinforcer to Increase the Amount of Time in Class.** BRANDY GOODWIN, James Kaye and Richard W. Malott (Western Michigan University)
- **Behavioral Treatment of Emotionally Impaired Adolescents.** MOIRA P. McGLYNN, Paul Knight, James Kaye and Richard W. Malott (Western Michigan University)
- **Using Prompts to Increase Appropriate Play with Preschoolers Labeled Autistic.** ERIN SELIGSON, James Kaye and Richard W. Malott (Western Michigan University)

59 Paper Session

5/24/2003

2:30 PM - 3:50 PM

Nob Hill C

EDC

Using Behavioral Principles in Physical Education

Chair: Tim Barrett (The Ohio State University)

- **Training Teachers to Teach Physical Education: A Review of Contributions of Applied Behavior Analysis (Databased Presentation).** MYUNG-AH LEE and Phillip Ward (The Ohio State University)
- **The Effects of a Public Address System on the Off-Task Behavior of Elementary Physical Education Students (OBM; Databased Presentation).** STU RYAN (University of West Florida)
- **Effects of a Programmatic Cooperative Learning Investigation: Three Studies Analyzed (Databased Presentation).** TIM BARRETT (The Ohio State University)

60 Symposium

5/24/2003

2:30 PM - 3:50 PM

Pacific C

TPC/VRB

What Is Verbal Behavior?

Chair: Jonathan J. Tarbox (University of Nevada, Reno)

Discussant: Charles A. Lyons (Eastern Oregon University)

- **Is Skinner's Distinction Between Verbal and Nonverbal Behavior Useful?** JONATHAN J. TARBOX and Linda J. Hayes (University of Nevada, Reno)
- **On the Relation Between Skinner's Verbal Behavior and Relational Frame Theory.** NICHOLAS M. BERENS and Steven C. Hayes (University of Nevada, Reno)
- **The Perils of Incomplete System Building.** LINDA J. HAYES (University of Nevada, Reno)

61 International Special Event

5/24/2003

3:00 PM - 3:50 PM

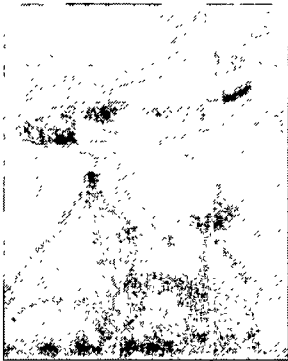
Salon 7

SQA

2003 SQAB Tutorial - Analyses of Response Times (Database Presentation)

Chair: Armando Machado (University of Minho, Portugal)

PETER KILLEEN (Arizona State University)



As Killeen was entering high school two unearthly sounds entered his life: From dark space a satellite called Sputnik plinged; and from a technicolor jukebox a star called Elvis howled. The first stirred a curiosity about the world of science; the second a glimmer that there were more things under the stars than were going to be dreamt of in his texts. In college he found the relay racks in Denny's laboratory had a better rhythm than Sputnik; he signed a contract with Harvard to play under Skinner, a decision affirmed by a ragged alien chorus needing, from every dorm radio, to hold someone's hand. In graduate school he learned empirics from his peers, curve-fitting from Stevens, hypothetical construction from Herrnstein, and theorizing from Skinner. Expelled in '68 to the wild west (carrying Dick's sage counsel "It's not 'Tempe', Peter; it's 'Tempee'; and do you really want to go there?"), he constructed his laboratory from equipment abandoned by soldiers fleeing Fort

Skinner in the desert. Lucy, in the sky with diamonds, kept him company during those long lovely nights, just yesterday. Men walked on Luna's seas, plinged their presence to earth, and then stopped --before, for most of you, your mothers smiled the idea of you at your fathers. Time, time, time was on his side, yes it was. So Killeen finally became interested in that thing that isn't a thing, but comes before and between all things. Time; the fifth w note in the pentatonic scale of knowledge: who organism, what topography, where choice, why reinforcement, when. Time-between has a rhythm; more complex than Sputnik's, simpler than Elvis's. Killeen's tutorial will help you catch it.

62 International Paper Session

5/24/2003

3:00 PM - 3:50 PM

Pacific F

INT/CBM

Building a Reading Repertoire: Non-linear Design and Teaching over the Internet (translated from English to Japanese)

Chair and Translator: Hirofumi Shimizu (Hawthorne Country Day School)

JANET TWYMAN (Instructional Development, Headsprout)

63 International Paper Session

5/24/2003

3:00 PM - 3:50 PM

Pacific E

INT/OBM

Keys to a Successful Behavioral Safety Process (translated from English to Spanish)

Chair: Terry McSween (Quality Safety Edge)

TERRY McSWEEN (Quality Safety Edge)

64 Paper Session

(available for CE for behavior analysts)

5/24/2003

3:00 PM - 3:50 PM

Sierra K

OBM

The Effects of Incentive Pay on Organizational Performance

Chair: Kathy M. Culig (Western Michigan University)

- **Feedback Frequency Under Hourly and Individual Incentive Pay (Databased Presentation).** Kyungwon Kang and Sheleen Oah (Chung-Ang University) and ALYCE M. DICKINSON (Western Michigan University)
- **Increasing Employee Performance Using Differential Reinforcement (Databased Presentation).** SALLY ROTH and Sara White (Behavioral & Educational Strategies & Training)

65 Paper Session

5/24/2003

3:00 PM - 3:50 PM

Sierra J

OBM

Training and Performance Management

Chair: Angela Lebbon (Western Michigan University)

- **Group versus Individual Training: A Comparison of Two Treatment Approaches (Databased Presentation).** REBECCA CLICK KEENEY, Robert M. Churchill and Stephen P. Starin (Behavior Analysis, Inc.)
- **Increasing Student Motivation While Improving Customer Service at a Supermarket (Databased Presentation).** DIANE F. DICLEMENTE, Kymberly Lewis, Jessica Grinspan, Noah Clyman, Maya Winoker, Melissa Stephens, Allyson Meloni and Laura Serafin (Dickinson College)

66 Paper Session

(available for CE for behavior analysts)

5/24/2003

3:30 PM - 4:20 PM

Sierra A

BPH

Applications of Behavioral Pharmacology

Chair: Sherry Serdikoff (James Madison University)

- **Extending Behavioral Pharmacology Techniques to the Study of Nutraceuticals (EAB; Databased Presentation).** SHERRY SERDIKOFF (James Madison University)
- **How Does Extinction Work? Behavioral and Pharmacological Analysis of Extinction of Operant Behaviour in Mice (EAB; Databased Presentation).** JULIAN C. LESLIE, David Shaw and Clara McCabe (University of Ulster)

67 Paper Session

5/24/2003

3:30 PM - 4:20 PM

Pacific H

VRB

Further Issuers in Verbal Behavior

Chair: Sam Leigland (Gonzaga University)

- **Response Classes, Time Allocation and Verbal Behavior (EAB).** SAM LEIGLAND (Gonzaga University)
- **An Investigation into the Interactions Between Schedule Performance and Verbal Behavior Concerning that Performance (EAB; Databased Presentation).** FRANK HAMMONDS (Troy St. University)

68 Panel Discussion

5/24/2003

3:30 PM - 4:20 PM

Salon 10

OTH

Professional Development Series: How to Give Effective Oral Presentations and Posters

Chair: Erin B. Rasmussen (College of Charleston)

- NED CARTER (Department Occupational & Environmental Medicine, Uppsala, Sweden)
- THOMAS E. BOYCE (University of Nevada, Reno)

69 Symposium

5/24/2003

3:30 PM - 4:50 PM

Nob Hill B

EDC

Behavioral Consulting in Education: Applications from the Field (Databased Presentation)

Chair: Donald Wachelka (Quality Behavioral Outcomes)

Discussant: Maria Lynn Kessler (Quality Behavioral Outcomes)

- **Behavioral Programming: A Matter of Treatment Integrity.** DONALD WACHELKA (Quality Behavioral Outcomes)
- **Aiming High: Restructuring a Classroom from Special Education to Precision Education.** JENNIFER MACDONALD and Trista Rogerutnam (Quality Behavioral Outcomes)
- **Functional Assessment in the Classroom.** RALPH N. PAMPINO, JR. (Quality Behavioral Outcomes)

Saturday, May 24

70 Special Event

5/24/2003
4:00 PM - 4:50 PM
Salon 7
SQA

2003 SQAB Tutorial - Understanding Response Sequences

Chair: Allen Neuringer (Reed College)

ALLISTON K. REID (Wofford College)



Alliston Reid received his B.S. degree in psychology from Wofford College in 1975. As a student, he became passionately involved in research in behavior analysis and neuropsychology. Reid received his Ph.D. degree in 1981 from Duke University in experimental psychology under the supervision of John Staddon. As a graduate student at Duke, Reid also studied computer/electrical engineering. Reid taught for three years in the graduate program of psychology at the Universidad Nacional Autónoma de México in Mexico City, Mexico, where he obtained tenure and received his first teaching award, even though he taught all his classes

In Spanish. In 1985 he moved to Oregon to teach computer science at Eastern Oregon University, where he eventually became Professor of computer science. While teaching computer science and later psychology during his 11 years in Oregon, Reid was

awarded teaching awards seven times. He moved to Wofford College in 1996 and has served as chairman of the psychology department since 1998. Reid's true passion is working closely with students in the lab. His research involves the experimental analysis of behavior with rats, pigeons, and humans, along with mathematical modeling and computer simulation of basic behavioral processes. Undergraduates are involved in most of this research and frequently are coauthors of published papers. Reid loves to teach, and the one-on-one "Final Four Rat Basketball Tournament" is an example of how he tries to make his courses fun. His research interests have included schedule-induced behavior, molar optimality theory, and neural network models of learning, which led to the diffusion models of generalization and spatial memory published in *Psychological Review* with John Staddon. In recent years, he has been trying to understand response sequences and working toward a quantitative replacement for chaining theory.

Abstract: Even though chaining theory has serious problems, it remains the most common explanation for behavioral sequences. Chaining theory combines several variables known to affect behavior, such as conditioned reinforcement, discriminative stimuli, and the delay-of-reinforcement gradient. Yet, as a verbal model, it cannot predict the quantity of behavior in any situation. Can current quantitative models of these individual processes (e.g. Delay Reduction Theory, Hyperbolic Value Added model, Markov chains, etc.) be applied to simple response sequences? This tutorial explores what we need to know to create a quantitative replacement for chaining theory, and what forms such a replacement might take. This tutorial will serve as an introduction to a research area with much potential for progress.

71 International Paper Session

5/24/2003
4:00 PM - 4:50 PM
Pacific E
INT/OTH

Behavior Analyst Certification Board Guide to International Certification (translated from English to Spanish)

Chair and Translator: Gladys Williams (Applied Behavioral Consultant Services)

GERALD L. SHOOK (Behavior Analyst Certification Board, Inc.)

72 Symposium

5/24/2003

4:00 PM - 4:50 PM

Salon 4

CBM/AUT

Behavior Therapy Applications to Individuals with Autism: Factors Influencing Treatment Efficacy

Chair: Caroline I. Magyar (University of Rochester School of Medicine & Dentistry)

Discussant: Daniel J. Moran (Valparaiso University)

- **Assessment and Treatment of an Adjustment Reaction in a Child with Autism.** CAROLINE I. MAGYAR (University of Rochester School of Medicine & Dentistry)
- **Collaboration and Contextual Fit in Developing a CS Exposure Protocol for an Adolescent with Autism.** VINCENT PANDOLFI (University of Rochester School of Medicine & Dentistry)

73 Paper Session

(available for CE for behavior analysts)

5/24/2003

4:00 PM - 4:50 PM

Nob Hill C

EDC

Direct Instruction Then and Now

Chair: Ralph Gardner (The Ohio State University)

- **Project Follow Through: It's Time To!** MARY HUFFSTETTER (University of South Florida)
- **Community-Based Academic Interventions Using Direct Instruction (CSE; Databased Presentation).** RALPH GARDNER (The Ohio State University), Michelle Fraizer (The Millennium School), Suha Al-Hassan (The Ohio State University) and Tyrone Howard (University of California at Los Angeles)

74 Symposium

(available for CE for behavior analysts)

5/24/2003

4:00 PM - 4:50 PM

Pacific A

CSE/TPC

Evidence-Based Program Development and Dissemination: The Teaching-Family Model (Databased Presentation)

Chair: Hewitt B. Clark (University of South Florida)

Discussant: Todd R. Risley (Professor Emeritus, University of Alaska)

- **Effective Practices and Program Replication for Treating Youth with Anti-social Behaviors in a Group Home Treatment Program.** DEAN L. FIXSEN and Karen A. Blase (University of South Florida)
- **Research on National Dissemination of the Teaching-Family Model.** KAREN A. BLASÉ and Dean L. Fixsen (University of South Florida)

75 International Paper Session

5/24/2003

4:00 PM - 4:50 PM

Pacific F

INT/DDA

Starting a Behaviorally Based School for Children with Autism in China (translated from English to Japanese)

Chair and Translator: Sayaka Endo (Hawthorne Country Day School)

JOSEPH E. MORROW (Applied Behavior Consultants, Sacramento, CA)

76 Symposium

(available for CE for behavior analysts)

5/24/2003

4:00 PM - 5:20 PM

Salon 3

CBM/OTH

Advances in the Behavior Analytic Treatment of Trichotillomania and Tourette's Syndrome (Databased Presentation)

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

Discussant: Patrick C. Friman (University of Nevada, Reno)

- **Incorporating Research into Clinical Practice: Multicomponent Assessment and Treatment of Trichotillomania.** RAYMOND G. MILTENBERGER (North Dakota State University)
- **Using Habit Reversal to Treat Chronic Vocal Tic Disorder In Children.** DOUGLAS W. WOODS (University of Wisconsin, Milwaukee) and Mike P. Twohl (University of Nevada, Reno)
- **Functional Analysis and Behavioral Treatment of Tourette's Syndrome.** TINA M. SIDENER, James E. Carr, David Sidener and Anne R. Cummings (Western Michigan University)

77 Symposium

5/24/2003

4:00 PM - 5:20 PM

Sierra J

OBM

Behavioral Systems Analysis and the Retail Sector: Two Objective Reviews and an Application (Databased Presentation)

Chair: Joseph R. Sasson (Western Michigan University)

Discussant: Dale Brethower (Western Michigan University Emeritus)

- **Performer-Level Systems Analysis: How Systemic are Behavioral Interventions?** JOSEPH R. SASSON and John Austin (Western Michigan University)
- **Organizational Behavior Management In the Service Sector.** CARL M. JOHNSON, Angellque DePuy and Monica Filipkowski (Central Michigan University)
- **Using OBM to Improve the Execution of a Core Process in the Retail Industry: Increasing Customer Satisfaction and Decreasing Loss.** CORINA GROEGER and Dora Lezovich (Meijer Stores)

78 Symposium

5/24/2003

4:00 PM - 5:20 PM

Salon 11

AUT

Considerations for Planning Effective Programs for Children with Autism Across School and Home Contexts (Databased Presentation)

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

Discussant: Christina Whalen-Dallaire (Autism Spectrum Therapies)

- **Contextualized Behavioral Support in Early Intervention for Children with Autism and Their Families.** DOUGLAS MOES (Autism Spectrum Therapies) and William Frea (California State University, Los Angeles)

- **Enhancing Participation and Independence of Children with Autism in the General Education Classroom Through Self-Management and Visual Supports.** RIKI GENTRY (Autism Spectrum Therapies) and William Frea (California State University, Los Angeles)
- **Accommodating for Parent Psychopathology when Implementing an Intervention for Autism.** RONIT GERSHARTER-MOLKO (Autism Spectrum Therapies) and William Frea (California State University, Los Angeles)

79 Symposium

5/24/2003

4:00 PM - 5:20 PM

Salon 2

EAB/TPC

Developing Interventions to Reduce Alcohol Misuse and Abuse: From Perception to Behavior (Databased Presentation)

Chair: Kent Glindemann (Virginia Polytechnic Institute and State University)

- **Using Differential Reinforcement to Reduce Intoxication at Fraternity Parties.** ANGELA K. FOURNIER, Ian Ehrhart, Sara Rayne and Melissa Stuart (Virginia Polytechnic Institute and State University)
- **Effects of "Front-Loading" on Pedestrians' Levels of Intoxication in a Community Setting.** MELISSA STUART, Ian Ehrhart, Rachael Budowle and Sara Rayne (Virginia Polytechnic Institute and State University)
- **An Assessment of Environmental Variables Influencing Students' Alcohol Consumption at College Parties.** KENT GLINDEMANN, David Marshall, Michelle Petersen and Douglas Wiegand (Virginia Polytechnic Institute and State University)
- **Operationalizing Perceptions: Developing Behavioral Measures of Controlled Drinking.** STEVEN CLARKE, Kent Glindemann and E. Scott Geller (Virginia Polytechnic Institute and State University)

80 Symposium

(available for CE for behavior analysts)

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4:00 PM - 5:20 PM

Salon 12/13

AUT/DDA

Evaluating Instructional Techniques for Children Diagnosed with Autism (Databased Presentation)

Chair: Anne R. Cummings (Western Michigan University)

Discussant: Meeta R. Patel (The Marcus Institute)

- **Assessing Task Interspersal Methods with Children Diagnosed with Autism: Systematic and Direct Replications.** IVY M. CHONG, James E. Carr, Becky L. Nastally and Daniel B. Shabani (Western Michigan University)
- **Assessing Aspects of Discrete-Trial Instruction to Enhance Speed of Acquisition.** SARA J. WHITE, Tammy R. Hammond, Linda Matey and Raymond G. Romanczyk (Binghamton University)
- **Comparing Two Methods of Teaching Drawing Skills to an Eleven-Year-Old Boy with Autism.** ADAM SPENCER and Jeannie Golden (East Carolina University)

Saturday, May 24

81 Symposium

5/24/2003

4:00 PM - 5:20 PM

Sierra H

VRB

Increasing the Verbal Repertoires of Young Children with Autism (Databased Presentation)

Chair: Diane Taranto (CHIP)

- **The Acquisition of Textual Behavior Using Textual Stimuli of Preferred Objects versus Common Words.** DIANE TARANTO, Tommy Gianoumis and Alexandra Couet (CHIP)
- **Receptive Training to Facilitate the Acquisition of Intraverbal Behavior.** TOMMY GIANOUMIS and Diane Taranto (CHIP)
- **Effects of Stimulus-Stimulus Pairing Procedures on the Acquisition of a Manding Repertoire and Vocalizations.** KATIA CONSTANTINIDES, Diane Taranto and Tommy Gianoumis (CHIP)
- **The Use of Video Modeling to Facilitate the Acquisition of Echoic and Intraverbal Behavior.** LORELLI DENISE, Diane Taranto and Elizabeth Fried (CHIP)

82 International Symposium

5/24/2003

4:00 PM - 5:20 PM

Sierra I

EAB/TPC

Metaphorical Language: Theoretical and Empirical Investigations (Databased Presentation)

Chair: Ian Stewart (National University of Ireland, Galway)

- **Analogical Reasoning as Arbitrarily Applicable Relational Responding.** STEVEN C. HAYES (University of Nevada, Reno) and Regina Lipkens (Psychiatric Hospital Sancta Maria, Sint-Truiden)
- **A Relational Frame Approach to Metaphor: Past Progress and Future Directions.** IAN STEWART (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Metaphors in Psychotherapy: When and Why Might They Produce Change?** JOHN BLACKLEDGE (University of Nevada, Reno)
- **Experimental Support for the Use of Storytelling to Guide Human Behavior.** MICHELLE HEFFNER and Sarah Foster (West Virginia University)

83 International Symposium

5/24/2003

4:00 PM - 5:20 PM

Salon 6

DEV/EAB

Perspective-Taking: Behavioral Contributions (Databased Presentation)

Chair: Louise McHugh (National University of Ireland, Maynooth)

Discussant: Oliver Kinnane (National University of Ireland, Maynooth)

- **Training Perspective-Taking with Young Children.** Louise McHugh, Yvonne Barnes-Holmes, Dermot Barnes-Holmes and SINEAD SMYTH (National University of Ireland, Maynooth)
- **Enhancing Perspective-Taking in the Context of Thinking.** Carmen Luciano-Soriano (University of Almería), FRANCISCO CABELLO (University of La Rioja) and Francisco J. Molina-Cobos, Inmaculada Gomez-Becerra and Jose Ortega (University of Almería)
- **Perspective-Taking, Empathy and Moral Development from a Behavior Analytic View.** HEATHER PIERSON, Vanessa DeHaas and Steven C. Hayes (University of Nevada, Reno)

84 Symposium**(available for CE for behavior analysts)**

5/24/2003

4:00 PM - 5:20 PM

Pacific I

DDA/AUT

Procedural Variations on Functional Analysis: Implications for Assessment and Treatment (Databased Presentation)

Chair: James W. Moore (May South, Inc.)

Discussant: Jennifer J. McComas (University of Minnesota)

- **Instructions, Time-Out and Functional Analysis.** JOHN NORTHUP, Tiffany Kodak, Laura L. Grow, Amanda Coyne and Jennifer Lee (Louisiana State University)
- **Beyond the Session Room: Using Descriptive Analysis to Clarify Undifferentiated Functional Analysis Outcomes.** JOANNA LOMAS (The Marcus Institute), James W. Moore (May South, Inc.) and Wayne Fisher (The Marcus Institute)
- **Functional Analyses of Multiple Problem Behaviors Across Multiple School Settings.** TIFFANY KODAK, John Northup, Laura L. Grow, Amanda Coyne and Jennifer Lee (Louisiana State University)

85 Panel Discussion**(available for CE for behavior analysts)**

5/24/2003

4:00 PM - 5:20 PM

Nob Hill A

TBA

Professional Development Series: Graduate Training in ABA Part I: Choosing the Right Program and Getting In

Chair: Colin M. Peeler (Florida State University, Panama City)

- ANTHONY J. CUVO (Southern Illinois University)
- DAVID A. WILDER (University of the Pacific)
- JANET ELLIS (University of North Texas)

86 International Symposium

5/24/2003

4:00 PM - 5:20 PM

Nob Hill D

EDC/VRB

Relational Frame Theory: Implications for Educational Instruction and Research (Databased Presentation)

Chair: Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

- **Implications of Relational Frame Theory for Early Intensive Behavior Interventions for Children Diagnosed with Autistic Spectrum Disorder.** JOHN McELWEE (New Hope of Pennsylvania)
- **Enhancing Curriculum Design Through Relational Framing.** RICHARD LAITINEN (Tucci Learning Solutions Inc.)
- **Derived Spelling Responses as a Function of a Multiple Exemplar Instructional History: A Replication.** R. Douglas Greer, Katherine Meincke, Susan Mariano-Lapidus, HEATHER GIFALDI, JoAnn Perelra and Jessica Webb (Columbia University Teachers College)
- **Using Multiple Exemplar Training to Establish Symmetry or Equivalence with Developmentally Delayed Children.** MARIA McGARRELL, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

87 International Paper Session

5/24/2003

4:00 PM - 5:20 PM

Pacific J

DDA

Skill Building in the Classroom

Chair: Süleyman Eripek (Anadolu University)

- **Comparison of Constant Time Procedure with and Without Error Correction in Teaching Multiplication Table (Databased Presentation).** SULEYMAN ERIPEK (Anadolu University) and Umit Sahbaz (S. Demirel University)
- **Promoting Functional Skills in Preschoolers with Disabilities: Using High-Probability Request Interventions (EDC).** SUNHWA JUNG and Diane M. Sainato (The Ohio State University)
- **Imitation: What Have We Learned and Where Do We Go from Here?** JENNIE VALK and Diane Sainato (The Ohio State University)

88 Symposium

5/24/2003

4:00 PM - 5:20 PM

Sierra K

OBM/CSE

Targets of PM Interventions: What Do Street Crossing, Safety Belt Use, Vandalism, Noise and Litter Have in Common? (Databased Presentation)

Chair: John Austin (Western Michigan University)

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

- **Teaching Pedestrian Safety Skills to Children.** JADA A. MILLER, John Austin and Donald H. Rohn (Western Michigan University)
- **The Effects of Promise Cards, Sign Posting, Feedback and Incentives on Littering, Vandalism and Noise Pollution in a University Residence Hall.** PHILLIP KNIGHT, Donald H. Rohn and John Austin (Western Michigan University)
- **The Effects of Prompting on Drivers' Complete Stopping at Traffic Intersections.** STACEY HACKETT, Angela Lebbon and John Austin (Western Michigan University)

89 Symposium

(available for CE for behavior analysts)

5/24/2003

4:00 PM - 5:20 PM

Salon 8

AUT/EDC

Teaching Play and Social Interaction Skills to Children with Autism (Databased Presentation)

Chair: Rebecca MacDonald (New England Center for Children)

Discussant: Bridget Taylor (The Alpine Learning Group)

- **Identifying and Teaching Developmentally Relevant Play Activities.** KARIN LIFTER (Northeastern University), James Ellis (The May Institute) and Barbara Cannon (Melmark New England)
- **Using Video Modeling to Teach Play and Social Skills to Children with Autism and Typically Developing Peers.** REBECCA MACDONALD, Ruth Debar, Amy Geckeler, Renee Mansfield and Christine O'Flaherty (New England Center for Children)
- **Using Video Modeling to Teach Social Behaviors to Children with Autism.** MARJORIE H. CHARLOP-CHRISTY (Claremont McKenna College)

90 International Paper Session

5/24/2003

4:00 PM - 5:20 PM

Pacific C

TPC

Theories in Behavior Analysis

Chair: Brian J. Cowley (University of Florida)

- **The Debate on Theories in Psychology Is Obsolete (TPC).** JOSE E. BURGOS (University of Guadalajara-CEIC)
- **An Analysis of Response-to-Response Relationships Using Relational Frame Theory (EAB; Databased Presentation).** BRIAN J. COWLEY (University of Florida)
- **Synergy Between Behavior Analysis and the Biological Bases of Learning (Databased Presentation).** JAMES G. HOLLAND (University of Pittsburgh)

91 Symposium

(available for CE for behavior analysts)

5/24/2003

4:00 PM - 5:20 PM

Salon 1

EAB/DDA

Translational Research: Experimental Analyses of Aberrant Behavior in People and Pigeons (Databased Presentation)

Chair: Michael Perone (West Virginia University)

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

- **Disrupted Responding in Persons with Mental Retardation when Reinforcement Conditions Shift from Rich to Lean.** DEAN C. WILLIAMS (University of Kansas)
- **Disrupted Responding in Pigeons when Reinforcement Conditions Shift from Variable Schedules to Fixed Schedules.** JEFFREY J. EVERLY (West Virginia University)
- **Disrupted Responding in Pigeons when Reinforcement Conditions Shift from Rich to Lean: Effects of Overall Reinforcement Density.** CHAD M. GALUSKA (West Virginia University)

92 International Paper Session

5/24/2003

4:00 PM - 5:20 PM

Salon 14/15

AUT

Trends in Technology-Enhanced Teaching for Children with Autism

Chair: Mae R. Barker (Florida State University)

- **Using Preference Assessment Technology to Increase the Effectiveness of Video Instruction for Children with Autism (DDA; Databased Presentation).** MAE R. BARKER (Florida State University) and Kim Reeder and Mary Kate Lettera (Behavior Management Consultants)
- **Training and Generalization of Social Initiation and Play in Children with Autism Using Video Modeling (Databased Presentation).** CHRISTOS NIKOPOULOS and Mickey Keenan (University of Ulster at Coleraine, School of Psychology) and Panagiota Nikopoulou-Smyrni (University of Ulster at Jordanstown, School of Rehabilitation Sciences)
- **Using Microsoft PowerPoint to Teach Academic Skills to a Child Diagnosed with Autistic Disorder (Databased Presentation).** WILLIAM FLOOD (Behavioral & Educational Strategies & Training)

Saturday, May 24
2003

93 Symposium

5/24/2003

4:00 PM - 5:20 PM

Pacific B

TPC/CBM

Zen, the Martial Arts and Behavior Analysis and Therapy

Chair: Roger Bass (Carthage College)

Discussant: Richard Kelley (Professor Emeritus, University of Wisconsin System)

- **Zen and Behavior Analysis.** ROGER BASS (Carthage College)
- **Parallels Between Contemporary Behavior Therapy Interventions for Anxiety Disorders and Zen Philosophy.** C. RICHARD SPATES (Western Michigan University)
- **Martial Arts and Buddhism: Conflicting Claims and Contingencies.** STEPHEN RAY FLORA (Youngstown State University)

94 International Paper Session

5/24/2003

4:00 PM - 5:30 PM

Salon 5

CBM

CBM: Exposure Therapy

Chair: Teresa Lynch (Eastern Michigan University)

- **Systematic Desensitization: A Multiuse Therapeutic Tool (TPC).** ANDREE FLEMING-HOLLAND (Emeritus, Universidad Veracruzana)
- **Exploring the Utility of Written Emotional Disclosure as an Exposure Therapy for a Clinical Population.** SHAUNCIE WEBER, Flora Hoodin, Teresa Lynch, Carole Porcari, Russell Sprinkle and Neo Vannest (Eastern Michigan University)
- **Computerized Ecological Momentary Assessment in Home-Based Exposure Treatment: Issues and Pragmatic Considerations with Medical Populations.** TERESA LYNCH, Flora Hoodin, Shauncie Weber and Neo Vannest (Eastern Michigan University)

95 Invited Event

(available for CE for behavior analysis)

5/24/2003

4:30 PM - 5:20 PM

Pacific H

VRB

In Search of King Solomon's Ring: Studies on the Cognitive and Communicative Abilities of Grey Parrots (Databased Presentation)

Chair: Jack Michael (Western Michigan University)

IRENE PEPPERBERG (MIT School of Architecture and Planning)



Dr. Irene Pepperberg received her B.S. from MIT and graduate degrees (M.A., Ph.D.) from Harvard. In September 1999, she became a visiting associate professor at MIT's media lab, and later accepted a research scientist position there, leaving a tenured professorship at the University of Arizona. She is also a Research Associate Professor at Brandeis University's Department of Psychology. She won a John Simon Guggenheim Foundation Fellowship for her 1997 sabbatical, was an alternate for the Cattell Award for Psychology, won the 2000 Selby Fellowship from the Australian Academy of Sciences, and was nominated for the 2000 Weizmann, L'Oreal and Grawemeyer Awards. She has received fellowships from the Harry Frank Guggenheim and Whitehall Foundations, and numerous grants from NSF. Her book, *The Alex Studies*, describing over 20 years of peer-reviewed

studies on cognitive and communicative abilities of Grey parrots, received favorable mention from publications as diverse as the New York Times and Science. She has presented her findings nationally and internationally at numerous universities and scientific congresses, and has published numerous journal articles, reviews, and book chapters. She is a fellow of the Animal Behavior Society, the American Psychological Association, the American Psychological Society, the American Ornithologist's Union, AAAS, and presently serves as consulting editor for three journals.

Abstract: For 25 years, I have trained grey parrots to use an allospecific code (English speech); I then use the code to test their cognitive abilities. The oldest bird, Alex, referentially labels objects, colors, shapes, quantities and categories, and uses "no", "come here," "wanna go X" and "want Y" (X and Y are appropriate location or label items). He processes queries to judge category, relative size, quantity, presence or absence of similarity/difference in attributes and show label comprehension. He semantically separates labeling from requesting. Studies on this and other Greys show that the extent of learning depends on the form of input.

96 International Poster Session

5/24/2003
5:30 PM - 7:00 PM
Golden Gate A
AUT

1. **Training Discrete Trial Technicians (OBM; Databased Presentation).** KOJI TAKESHIMA, Moira P. McGlynn, Jill Cox, Rachel Smith and Richard W. Malott (Western Michigan University)
2. **Knowledge of Autism and ABA: A Comparison Between Parents of Children with Autism and Direct Care Staff (Databased Presentation).** PETER F. GERHARDT, Kathy Mannon, Nicole Weidenbaum, Melissa Andretta and Brigitte Wallace (NSSA)
3. **Clinical Supervision Models (Databased Presentation).** JASON GARNER, Sienna Wooten, Sabrina Tooma and Doreen Granpeesheh (CARD, Inc.) and Michele D. Wallace (University of Nevada, Reno)
4. **Changes in Joint Attention in Young Children with Autism (Databased Presentation).** Jennifer Anderson, Amy Geckeler, William Holcomb, Rebecca MacDonald, Renee Mansfield and JUNE SANCHEZ (New England Center for Children)
5. **Establishing Data Collection Skills (Databased Presentation).** JENNIFER CLOSE, Thang Do, Nicole Onstad and Sandra Sosa (CARD, Inc.), Michele D. Wallace (University of Nevada, Reno) and Matthew Normand and Sebastien Bosch (CARD, Inc.)
6. **Parent Education Within an Early Intervention Program: Correlates of Outcome (Databased Presentation).** AUBYN STAHLER, Melissa Katz and Jessica Suhrheinrich (Children's Hospital and Health Center)
7. **Natural Environment Skills Training with a Young Child with Autistic Like Behaviors (Databased Presentation).** TRISHA EVANS, Jenny Van Horn and Pamela G. Osnes (University of South Florida)
8. **The Effects of Testing Conditions on Emergent U. S. Geography Relations in Children with Autism (DDA; Databased Presentation).** CAIO F. MIGUEL, Anne R. Cummings, Tina R. Goldsmith, Linda A. LeBlanc and James E. Carr (Western Michigan University)
9. **Increasing Eye Contact in a Child with PDD Using an Orienting Response (Databased Presentation).** ASHLEY GLOVER (The Marcus Institute), Michael M. Mueller (May South) and Stacy Layer, Amanda Oberdorff and Dana C. Jeffery (The Marcus Institute)
10. **Decreasing Morning-Routine Duration of a Boy with Asperger's Syndrome Using Task Analysis and Discrete Trial Teaching (Databased Presentation).** Susan McGregor, Kris Coontz, ERIC MESSICK and T. Mary Foster (University of Waikato, New Zealand)
11. **Using Precision Teaching to Increase Fluency of See-Say Number of Dots by a Boy with Autism (Databased Presentation).** Jennifer Kinloch, ERIC MESSICK and T. Mary Foster (University of Waikato, New Zealand)

12. **Establishing and Maintaining Gross-Motor Imitation Using Discrete-Trial Teaching (Databased Presentation).** Alicia Yap, Cheryl Rendell, ERIC MESSICK and T. Mary Foster (University of Waikato, New Zealand)
13. **Recovery from Autism Following Intensive and Long-Term Behavioral Treatment (Databased Presentation).** ERIK JAHR (Akershus University Hospital) and Francesca Degli-Espinosa (University of Southampton)
14. **An Evaluation of Short-Term Home-Based "Parent Training" Interventions to Achieve Dramatic and Long-Term Changes in Challenging Behavior (Databased Presentation).** DAN MATTHEWS (Partners In Behavioral Milestones, Inc.)
15. **The Effect of Low Intensity ABA Intervention on a Young Boy with Autism (Databased Presentation).** MARTINE BEAURIVAGE and Myrlam Chrétien (West Montreal Readaption Center)
16. **The Effects of Number of Targets on Acquisition Rate and Maintenance of Receptive Labels (Databased Presentation).** JENNIFER CHEEK, CarrieAnne St. Amand and Jane Carlson (The Falson School, Autism Center of Virginia at VCU)
17. **Increasing Social Interactions of Children with Autism: A Sibling Prompting Procedure (Databased Presentation).** WENDY NEELY and Gerald Harris (Texas Young Autism Project, University of Houston)
18. **Early Intervention and Transition to Preschool for Children with Pervasive Developmental Disorders (DDA; Databased Presentation).** JENNIFER GILLIS, Latha Soorya, Tammy Hammond and Raymond G. Romanczyk (SUNY at Binghamton)
19. **Demonstration of Stimulus Modifications to Promote Learner Success with Play Skills (Databased Presentation).** LYNN FINSTERWALDER, Annabelle Guerco, Amy Armstrong and Vicki Madaus Knapp (Summit Educational Resources)
20. **The Effectiveness of Intensive ABA Treatment in Promoting Generalization: Receptive Instructions to a School Environment (Databased Presentation).** CATRIONA BORG-HANSEN, Gerald Harris and Frank Carle (Texas Young Autism Project, University of Houston)
21. **Demonstration of Stimulus Modifications to Promote Learner Success with Pre-academic Skills (Databased Presentation).** AMY ARMSTRONG, Anissa Krauss and Vicki Madaus Knapp (Summit Educational Resources)
23. **Teaching Time Telling Using Stimulus Equivalence (EDC; Databased Presentation).** ALISON MOSES, William Holcomb, William H. Ahearn and D. Daniel Gould (New England Center for Children)
24. **The 'Kololo Method' Educational Treatment Program for Autism.** HIJIRI ISHII (Kololo ET Center)
25. **A Demonstration of Observational Learning with Kindergarten Students in a Special Education Classroom (EDC; Databased Presentation).** SHARON BAXTER, Lynn Yuan and R. Douglas Greer (CABAS)
26. **Examining the Differential Effects of Specific Behaviors in a Predictive Profile for Pivotal Response Training (Databased Presentation).** LAURA SCHREIBMAN, Aubyn C. Stahmer, Sarah Dufek and Jennifer Jennings (University of California San Diego)
27. **Teachers' Views on Including Children with Autism in General Education Settings (EDC; Databased Presentation).** JILL H. FURUOKA, Mary B. Gruber and Carrie Moses Roth (Humboldt State University)
28. **The Effectiveness of Pairing Pictures and Words to Teach Young Children with Autism to Read (Databased Presentation).** MICHELLE SCHIMMELS, Dawn Mirich and Betty Fry Williams (Whitworth College)

29. **Expanding Inter-trial Intervals versus Massed Trials: A Comparison of Two Methods for Maintenance of Behavior (Databased Presentation).** NATASCHA VARNHORN (Bleiker Treatment Center, Norway)
30. **The Effectiveness of a Role-Playing Package to Increase the Social Interactions Between Two Sibling Dyads (Databased Presentation).** VIVIAN CHAPMAN (Ann Sullivan Center of Peru), Glen W. White (University of Kansas) and Lillana Mayo and Judith LeBlanc (Ann Sullivan Center of Peru)

97 International Poster Session

5/24/2003

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Golden Gate A

CBM

31. **Food/Reinforcer Preference of Children with Severe Feeding Problems: Temporal Stability and Correspondence to Parental Report.** KRISTOFFER S. BERLIN, Douglas W. Woods and W. Hobart Davies (University of Wisconsin, Milwaukee) and Elizabeth Fischer and Colln Rudolph (Children's Hospital of Wisconsin)
32. **An Analysis of Collateral Development of Problem Behavior Outside Sessions After Implementation of Treatment (DDA; Databased Presentation).** SUZANNE FUNK, Jennifer E. Dawson, Peter A. Girolami and Charles S. Gulotta (Kennedy Krieger Institute)
33. **Using Punishment Procedures to Reduce Vomiting in Two Children with Food Refusal (DDA; Databased Presentation).** KIMBERLY SHIPLEY, Peter A. Girolami, Barbara J. Sierp-Shao and Bart M. Sevin (Kennedy Krieger Institute)
34. **Treatment of Liquid Refusal in a Four-Year-Old Child with a Tracheotomy Tube (DDA; Databased Presentation).** CAROLINE ROGERS, Peter A. Girolami and Charles S. Gulotta (Kennedy Krieger Institute)
35. **An Evaluation of the Nonremoval of the Spoon for a Child with Food Refusal: Contact versus No Contact (DDA; Databased Presentation).** LORIONNA MILLER, Jennifer E. Dawson, Peter A. Girolami, Charles S. Gulotta and Barbara J. Sierp-Shao (Kennedy Krieger Institute)
36. **Stress Levels in Caregivers of Children with Feeding Disorders: Predictors for Treatment Interventions (DDA; Databased Presentation).** ASHLEY GREER, Jennifer E. Dawson, Peter A. Girolami, Charles S. Gulotta, Leigh Rosica and Barbara J. Sierp-Shao (Kennedy Krieger Institute)
37. **Comparison of Single versus Paired Choice Procedures in Assessing Food Preference (DDA; Databased Presentation).** AMANDA KENNEY, Barbara J. Sierp-Shao, Jennifer E. Dawson and Peter A. Girolami (Kennedy Krieger Institute)
38. **Evaluation of the Interaction Client-Therapist (Databased Presentation).** NORMA COFFIN and Hector Ayala (National University of Mexico)
39. **Changing the Impact of Verbal Events: Effects of Cognitive Defusion versus Thought Control on Self-Relevant Negative Thoughts (Databased Presentation).** AKIHIKO MASUDA, Steven C. Hayes and Casey Sackett (University of Nevada, Reno)
40. **Discounting of Delayed Rewards: Relationship to Clinical Characteristics (Databased Presentation).** MELISSA N. POUGET, Scott T. Gaynor and Mudassir Ali Hameed (Western Michigan University)
41. **Behavioral Activation Treatment of Depression Across Three Populations: (TPC; Databased Presentation).** C. RICHARD SPATES (Western Michigan University), Jeffrey Porter (Hurley Medical Center), Jenifer Cullen (McClean Hospital and Medical Center) and Ted Wright, Nishani Samaraweera and Amy Mattingly (Western Michigan University)
42. **Using Behavioral Methodology for Disseminating a Brief Intervention Program for Excessive Drinking in Mexico (Databased Presentation).** FERNANDO VAZQUEZ and Hector Ayala (National University of Mexico)

Saturday, May 24

98 International Poster Session

5/24/2003

5:30 PM - 7:00 PM

Golden Gate A

CSE

43. **Taking a Shot for Courage: Social Anxiety and Students' Levels of Alcohol Intoxication (Databased Presentation).** IAN EHRHART, Michelle Petersen, Kendra Brooks-Rickard and Kent Glindemann (Virginia Polytechnic Institute and State University)
44. **How Does a Person's First Intoxication Experience Influence Current Alcohol Consumption? (Databased Presentation).** RACHAEL BUDOWLE, Michael Talliaferro, Amanda Counts and James Church (Virginia Polytechnic Institute and State University)
45. **From Sober to Wasted: Quantifying Perceptions of Alcohol Intoxication (Databased Presentation).** DOUGLAS WIEGAND, Wesley Keene, David Grandin and E. Scott Geller (Virginia Polytechnic Institute and State University)
46. **Alcohol Consumption: An Agent for Male Intimacy (Databased Presentation).** SARA RAYNE, Angela K. Fournier, Matthew Hargrove and Wesley Keene (Virginia Polytechnic Institute and State University)
47. **Dressing for Collegiate Mating Success (Databased Presentation).** DIANE F. DICLEMENTE, Nadine Perreca and Jenny Martin (Dickinson College)
48. **Ornamenting for Long-Term and Short-Term Mating Success (Databased Presentation).** DIANE F. DICLEMENTE, Aya Inoue and Elena Diamond (Dickinson College)
50. **Basketball Match Analysis: Two Studies from the Perspective of the Applied Behavior Analysis in Sport (Databased Presentation).** EDUARDO CILLO (Pontifícia Universidade Católica de São Paulo)
51. **Examination of Behavioral Momentum in Women's College Basketball (Databased Presentation).** LINDSAY HAUER, Nicole Trosclair and Henry Roane (The Marcus Institute)
52. **Is This the Right Dog for You? Targeting and Training of Desirable Behaviors in Shelter Dogs.** MOLLY M. FERRON and Gregory J. Madden (University of Wisconsin, Eau Claire)
53. **The Media Report on the September 11th Plane Crashes in New York (Databased Presentation).** RICARDO MARTONE (Pontifícia Universidade Católica de São Paulo)
54. **Reliability of Coding Procedures for Anger Management Strategies (Databased Presentation).** DANIEL CAHILL, Christine Edmondson, Kathyne Balch, Annette Phillips and Sarah Horton (California State University, Fresno)

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Golden Gate A

DDA

55. **Magnetic Resonance Imaging of Head-Focused Self-Injurious Behavior (Databased Presentation).** MARK T. HARVEY and Craig H. Kennedy (Vanderbilt University)
56. **Respondent and Operant Functions of Tardive Dyskinesia (Databased Presentation).** MARIA G. VALDOVINOS, Ada Celeste Roberts and Craig H. Kennedy (Vanderbilt University)
57. **Prevalence of Side Effects Associated with Psychotropic Medication Use in People with Developmental Disabilities (Databased Presentation).** MARIA G. VALDOVINOS (Vanderbilt University), Mary Caruso (University of Kansas) and Ada Celeste Roberts, Geunyoung Kim and Craig H. Kennedy (Vanderbilt University)
58. **Functional Assessment and Group Contingencies to Reduce Problem Behavior of Students with Intellectual Disabilities (EDC; Databased Presentation).** JENNIFER FRAZEE and Robert O'Neill (University of Utah)

59. **Contact and Attitudes Toward Community Inclusion of Individuals with Developmental Disabilities (CSE; Databased Presentation).** CARRIE MOSES ROTH, Mary B. Gruber, Jill H. Furuoka and Deborah K. Ewen (Humboldt State University)
60. **Antecedent Analysis During Functional Communication Training (Databased Presentation).** JAY W. HARDING, Saldy Waight, David P. Wacker, Wendy K. Berg, Lisa Winborn and John F. Lee (University of Iowa)
61. **The Effects of Error Correction and Repeated Readings on Second Graders with Learning Disabilities (Databased Presentation).** SHEILA ALBER, Janet Nelson, Alicia Gordy and Kelli Bell (University of Southern Mississippi)
62. **Teaching Students to Locate Their AAC Device (AUT; Databased Presentation)** JEFFREY S. SIGAFOOS, Mark O'Reilly, Chaturi Edrisinha and Sue Seely (University of Texas at Austin)
63. **The Effect of Choice During Demand Fading (Databased Presentation).** KAISA WEATHERS and Anjali Barretto (Gonzaga University), David P. Wacker (University of Iowa) and K. Mark Derby (Gonzaga University)
64. **Idiosyncratic Effects of Therapist Location on Attention-Maintained Self-Injury (Databased Presentation).** NICOLE TROSCLAIR, Caitlin Herzinger and Henry Roane (The Marcus Institute)
65. **Discrete Trial Training to Increase Use of an Augmentative Device (EDC; Databased Presentation).** Melanie DuBard, Heather Sterling-Turner, STEPHANIE HARDWICK and Kelly Turner (University of Southern Mississippi)
66. **Using Structured Descriptive Assessments to Identify Social Function of Early Self-Injurious Behaviours (Databased Presentation).** JANE PETTY and Christopher Oliver (University of Birmingham)
67. **The Effects of Class-Wide Peer Tutoring on the Spelling Achievement of First Graders with Disabilities (Databased Presentation).** LORIE TAYLOR and Sheila Alber (University of Southern Mississippi)
68. **Longitudinal Functional Analysis of Stereotypy, Proto-SIB and SIB in Young Children with Developmental Disabilities (Databased Presentation).** DAVID M. RICHMAN (University of Kansas Medical Center), Steven Lindauer (University of Kansas Life Span Institute), Stephanie Thorne (University of Kansas) and Travis Thompson (University of Kansas Medical Center)
69. **Analysis of Multiple Functions of Problem Behavior During Functional Communication Training (Databased Presentation).** JOHN F. LEE, Jay W. Harding, David P. Wacker and Wendy K. Berg (University of Iowa) and Anjali Barretto (Gonzaga University)
70. **Assessment and Treatment of Maladaptive Behavior Maintained by Social Avoidance (Databased Presentation).** REBECA GRINSTEAD (Kennedy Krieger Institute), Theodosia R. Paclawskyj (The Johns Hopkins University School of Medicine) and Elizabeth McCurdy (CARD)
71. **Sensory Reinforcement of Relaxation by Children with Complex Health Disorders (CBM; Databased Presentation).** MECHY WRIGHT and Trevor Stokes (University of South Florida)
72. **Reciprocal Imitation and Social Responsiveness by Children with Complex Health Disorders (CBM; Databased Presentation).** Kimberly Dean and TREVOR STOKES (University of South Florida)
73. **Teaching an Adult with Mental Retardation How to Accurately Self-Monitor Through the Use of a Visual Cue (AUT; Databased Presentation).** MARY SARLI and Frank Cicero (Eden II Programs)
74. **Effects of a Conversation Wallet on the Improvement of Quality Dialogs for an Adult with Developmental Disabilities (Databased Presentation).** AMY CHRISTENSEN, Michele D. Wallace and Amy Kenzer (University of Nevada, Reno)
75. **Effects of Reinforcer Potency Under Increasing Schedule Requirements (EDC; Databased Presentation).** BECKY PENROD, Michele D. Wallace and Ed Dyer (University of Nevada, Reno)

76. **Comparison of Caregiver versus Staff Led Brief Functional Assessments (Databased Presentation).** STEPHANIE ALPERT and Kelly Powell-Smith (University of South Florida) and Henry Roane (The Marcus Institute)
77. **A Motion Video, CD-ROM Job Preference Inventory for Adults with Developmental Disabilities: Research and Demonstration (Databased Presentation).** ROBERT MORGAN and David Ellerd (Department of Special Education and Rehabilitation, Utah State University)
78. **An Evaluation of *in vivo* and Video Desensitization to Treat Dental Phobias in Persons with a Developmental Disability (CBM; Databased Presentation).** CAROLE CONYERS, Raymond G. Miltenberger, Blake Peterson (Red River Human Services Foundation) and Amber Maki, Mandy Jurgens, Andrew Selders, Jessica Dickinson and Rebecca Barenz (North Dakota State University)
79. **Use of Non-aversives to Treat Pica (Databased Presentation).** BENJAMIN GIRALDO, George Linke, Juan Carlos Lopez and Stephen C. Luce (Melmark, Inc.)

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Golden Gate A

EAB

80. **Efficacy of Momentary Time Samples to Measure On-Task Behavior of Students with Behavior Disorders (Databased Presentation).** PHILIP L. GUNTER and Martha Venn (Valdosta State University), Jennifer Patrick (Duval County Schools) and Kerrie Miller (Dougherty County Schools)
81. **Habit Reversal and Hair: Intervening with Trichotillomania and Scalp Picking(Databased Presentation).** CONNIE J. SCHNOES (University of Nebraska Medical Center)
82. **Contingent and Non-contingent Response Variability to a Moving-Stimulus Clock (Databased Presentation).** ROBERT W. ALLAN, Heather Stauffer, Jeannie Tenuto, Kristopher Klein and Kelley Borraddale (Lafayette College)
83. **The Effect on Binge Eating of Controlling Food Access After Food Deprivation (Databased Presentation).** ANTONIO LOPEZ-ESPINOZA and Hector Martínez (Universidad de Guadalajara, Mexico)
84. **Impulsivity and Ethanol: Choice Between Qualitatively Different Immediate Reinforcers Associated with Quantitatively Different Delayed Reinforcers (BPH; Databased Presentation).** HEATHER PETERS, Maree Hunt and David Harper (Victoria University of Wellington)
85. **Demand Curve Analysis for the Self-Administration of Cocaine and MDMA (BPH; Databased Presentation).** MAREE HUNT, Lincoln Hely and Susan Schenk (Victoria University of Wellington)
86. **Play-Based Anger Management for Preschool Children with Aggressive Behavior Problems (Databased Presentation).** JEONGIL KIM, Ok Nam Chung and Yun Hee Lee (Taegu University, Korea)
87. **Peak Shift in Remembering (Databased Presentation).** Andros Hoan, T. MARY FOSTER and William Temple (University of Waikato, New Zealand)
88. **Analyzing Behavioral Interaction Strategies in an Effort and Profit Allocation Task (Databased Presentation).** CARLOS V. SANTOYO (Universidad Nacional Autonoma de Mexico)
89. **Within Session Changes During Multiple Variable-Interval Schedules (Databased Presentation).** KATHRYN SAULSGIVER, Jonathan W. Pinkston and Marc N. Branch (University of Florida)
90. **Video Reinforcers for Human Subjects.** MARK E. BERG (Brigham Young University) and Chad Harrington (Experimentech)

91. **Investigating General Arousal as the Cause of Positive Induction (Databased Presentation).** EMILY ARTHUR and Jeffrey N. Weatherly (University of North Dakota)
92. **Rate of Reinforcement and Within-Session Patterns of Responding in Sessions with a Blackout (Databased Presentation).** BENJAMIN P. KOWAL, Frances K. McSweeney, Eric Murphy and Jeremiah W. Brown (Washington State University)
93. **Self-Control and Temporal Discounting in Game Situations: The Case in Which Options Change in Every Trial (Databased Presentation).** KAZUKI MASAKI (Osaka City University), Daisuke Saeki (JSPS) and Masato Ito (Osaka City University)
94. **Resistance to Change in Goldfish (Databased Presentation).** TAKEHARU IGAKI and Takayuki Sakagami (Keio University)
95. **Pigeons' Observing Behavior Maintained by Compound Discriminative Stimuli (Databased Presentation).** MARCELO FROTA BENVENUTI and Gerson Yukio Tomanari (Catholic University of São Paulo)
96. **General Rule Formulations and Matching Performances in Mexican College Students (VRB).** ROSALINDA ARROYO, Patricia Plancarte, Diana Moreno, Olivia Tena and Hortensia Hickman (Universidad Nacional Autónoma de México)
97. **Operant Conditioning at NIOSH: Animal Models for the Study of Musculoskeletal Disorders (Databased Presentation).** OLIVER WIRTH, Todd W. Knealing, Robert G. Cutlip, William G. Lindsley and Erik W. Gregory (Centers for Disease Control/NIOSH)
98. **Transformation of Function Based on Entailed and Implied Stimulus Relations (TPC; Databased Presentation).** DEREK HAMILTON, Brandt C. Fink and Michael J. Dougher (University of New Mexico)
99. **Enrichment Through Reinforcement with an African Civet.** KAREN BELHUMEUR, Nicole Dorey, Andrea Gamble and Jesus Rosales-Ruiz (University of North Texas)
100. **Within-Session Changes in Operant Responding During Fixed- and Variable-Interval Schedules of Reinforcement (Databased Presentation).** ERIC S. MURPHY, Frances K. McSweeney, Jeremiah W. Brown, Jennifer McDonald, Beth Varao and Benjamin P. Kowal (Washington State University)
101. **Transitions Between Situations as Positive Reinforcement: A Comparison of the Effects of Fixed and Random Default Schedules (TPC; Databased Presentation).** THOMAS J. WALTZ and Phillip N. Hineline (Temple University)
102. **Headbanging by Pigeons II: Intercontingency Relations (Databased Presentation).** PAUL T. ANDRONIS, Jeremy Biesbrouck and Eric Sandquist (Northern Michigan University) and T. V. Joe Layng (Headsprout, Inc.)
103. **Reinforcement History, Establishing Operations and Behavioral Sensitivity (Databased Presentation).** RAQUEL ALÓ and Josele Abreu-Rodrigues (Universidade de Brasília)
104. **Behavioral Contrast in a Complex Operant (Databased Presentation).** Cristiano Valério dos Santos (Universidade de São Paulo, Brazil) and JOSELE ABREU-RODRIGUES (Universidade de Brasília)
105. **EAHB-SIG Student Paper Award Winner: Reinforcer Magnitude and Human Variable Ratio Performance (TPC; Databased Presentation).** CARLA-JAYNE STRICKLAND (University of Southampton)
106. **EAHB-SIG Student Paper Award Winner: Topography of Eye Movements Under Select and Reject Control (TPC; Databased Presentation).** ATLI MAGNUSSON (New England Center for Children)
107. **Timing Behavior: A Linear Modeling Analysis (Databased Presentation).** JAIME R. ROBLES (Universidad Católica Andrés Bello) and Cristina Vargas-Irwin (Universidad Central de Venezuela)

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Golden Gate A

EDC

108. **Learning to Kick. Effects of Untrained Assistants versus Student Choice on Preschoolers in Physical Education (Databased Presentation).** HEATHER CROWE, Jacqueline D. Goodway and Phillip Ward (The Ohio State University)
109. **The Effects of Teaching Social Skills on Middle School Physical Education Students (Databased Presentation).** CARLA VIDONI (The Ohio State University)
110. **Fluency, Counting and Soccer (Databased Presentation).** TRUDY POCOCK, T. Mary Foster and James McEwan (University of Waikato, New Zealand)
111. **Single versus Multiple Movement Frequencies. How Many Times Should We Measure? (Databased Presentation).** DANA STEVENS (University of Washington)
112. **The Effects of Observational Learning in the Presence and Absence of Learn Units (Databased Presentation).** GRANT GAUTREAUX, R. Douglas Greer and Katherine Melnke (Columbia University Teachers College)
113. **Peer versus Teacher Instruction in Controlled Learn Unit Presentations: Tutor and Tutee Gains (Databased Presentation).** MAPY CHAVES-BROWN, Lisa Morsillo and R. Douglas Greer (Columbia University Teachers College)
114. **Celeration Analysis of Articles Published in the Journal of Precision Teaching and Celeration 1980-Present (Databased Presentation).** JOHN ESHLEMAN (Optimal Instructional Systems)
115. **Teacher and Student Coercive Interaction Patterns (Databased Presentation).** BENJAMIN SMITH (University of Texas at Austin)
116. **Behavioral Predictors of Pre-service Teacher Motivation in Structured Teaching Settings (Databased Presentation).** HOSUNG SO (California State University, San Bernardino) and Thomas Sharpe (University of Nevada, Las Vegas)
117. **Analysis of One Behavior Systems Self-, Student- and Teacher-Monitoring Intervention on the Quality of Postsecondary Instructional Practice (Databased Presentation).** MATTHEW and Thomas Sharpe (University of Nevada, Las Vegas)
118. **Self-Paced, Personalized, Interactive, Networked System of Instruction: Nine-Year History of Application (OBM; Databased Presentation).** Ramona Houmanfar, JARED CHASE, Travis McNeal and Sharlet D. Butterfield (University of Nevada, Reno)
119. **Identification and Increase of the Academic Performance of Professors at Universities (Databased Presentation).** MARCO WILFREDO SALAS-MARTINEZ (University of Veracruz, Secretaría de Educación y Cultura), Karla Lavarreda Martínez (Universidad Pedagógica Veracruzana) and Esperanza Ferrant Jimenez (University of Veracruz)
120. **The Effects of Self-Monitoring Checklists and Performance Feedback on Study Skills for College Students with Disabilities (Databased Presentation).** SHERRIE MECHAM, Donna Gilbertson, Joy La, Seth Wilhelmsen and Kara Mickelson (Utah State University)
121. **Rule Following in a CAPSI-Taught Course (TBA; Databased Presentation).** KIRSTEN M. WIRTH, Heather Simister-Firth, Toby L. Martin, Kerri L. Walters, Rachel Plett and Joseph J. Pear (University of Manitoba)
122. **Comparison of Scheduled and Non-scheduled Tests on Student WebCt Access (Databased Presentation).** CHARRYSE FOUQUETTE, Emily Rudrud and Eric Rudrud (St. Cloud State University)
123. **Comparison of Undergraduate and Graduate Student Access of WebCt Courses (Databased Presentation).** EMILY RUDRUD, Charryse Fouquette and Eric Rudrud (St. Cloud State University)

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5/24/2003

5:30 PM - 7:00 PM

Golden Gate A

OBM

124. **Safe Work Behaviors Acquired Through Observation Training and Rules in a Refined Analogue Work Setting (EAB; Databased Presentation).** CRISTIN D. HARRISON, Michael R. Johnston and Linda J. Hayes (University of Nevada, Reno)
125. **Evaluating the Effects of Positive and Negative Reinforcement Instructions to Increase Driver Yielding (CSE; Databased Presentation).** JULIANNE GALLINAT, Sharlet D. Butterfield, Horacio R. Roman, Rachel Hardin and Thomas E. Boyce (University of Nevada, Reno)
126. **Is It Worth the Wait? The Effect of Product Desire and Waiting on Internet Shopping (Databased Presentation).** MICHAEL PENTE, Leigh Boghossian, Kymberly Lewis and Diane F. DIClemente (Dickinson College)
127. **Using Probes and Immediate Feedback to Improve Phone Skills (Databased Presentation).** MARCIA CULLINAN, Michael Cullinan, Jamie C. Pagliaro, Stephen C. Luce and George P. Linke, Jr. (Melmark, Inc.)
128. **Teaching Swimmers to Set Their Own "Specific and Measurable" Goals: Protocol and Outcome (Databased Presentation).** JODI POLAHA (Munroe Meyer Institute, Department of Psychology)
129. **Exercise Talks and the Rest Just Walks: Increasing Maori Students' Compliance to an Exercise Program (Databased Presentation).** MATTHEW BUTTERWORTH, T. Mary Foster and Catherine Sumpter (University of Waikato, New Zealand)
130. **A Staff-Training Package to Teach, Maintain and Generalize Interaction Strategies in a Residential Program for Individuals with Developmental Disabilities (DDA; Databased Presentation).** JAMIE C. PAGLIARO, Kristalea Snowden and Stephen C. Luce (Melmark, Inc.)
131. **Improving Dental Care Through Staff Training in a Residential Setting for Students with Developmental Disabilities (DDA; Databased Presentation).** DAVID ROSS, Duane Todd, Jamie C. Pagliaro and Rob Schollenberger (Melmark, Inc.)
132. **Evaluating the Generalization Effects of a Staff Training Program Used to Increase Prompting Skill (AUT; Databased Presentation).** DAVID ROSS, Jamie C. Pagliaro and Luke Velders (Melmark, Inc.)
133. **Training in Work with Special Populations (AUT; Databased Presentation).** RACHEL SKINNER (Western Michigan University)
134. **The Use of Accelerative and Decelerative Consequences to Improve Staff Performance at the Judge Rotenberg Center (Databased Presentation).** KEVIN GIULIANO, Matthew L. Israel and Cherle Boisvert (Judge Rotenberg Educational Center)
135. **Improving the Quality of Staff/Participant Interaction in an Acquired Brain Injury Organization (CBM; Databased Presentation).** JOHN M. GUERCIO (Center for Comprehensive Services) and Mark R. Dixon, Alicia Gaston and Jim Soldner (Southern Illinois University)
136. **Enhancing Staff Performance Measures in an Acquired Brain Injury Setting (CBM; Databased Presentation).** JOHN M. GUERCIO (Center for Comprehensive Services), Zachary P. Shoemaker (Student) and Alicia Gaston, Kimberly R. Zlomke, Shannon L. Root, Mark R. Dixon and Jim Soldner (Southern Illinois University)
137. **Take Your Chances, Be on Time! Using a Lottery System to Increase On-Time Behavior (Databased Presentation).** ANTHONY STOVER, Stacey Evans and Rebecca Click Keeney (Behavior Analysis, Inc.)
138. **The Effects of Goal Setting, Self-Reporting, Feedback and Reinforcement in the Reduction of Overtime Hours Used in a Residential Program (DDA; Databased Presentation).** BRETT J. DINOVI, Heather Haines, Melissa Hearn, Brendan Lee, Lyna Sewell and James Mayer (Bancroft NeuroHealth)

103 Poster Session

5/24/2003

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Golden Gate A

TPC

- 139. Error Pattern Recognition: Artificial Neural Network Analysis of Transformation of Functions (VRB; Databased Presentation).** ELEAZAR VASQUEZ III, Chris Ninness, Robin Rumph, Glen McCuller, Carol Harrison and Bradfield Anna (Stephen F. Austin State University) and Sharon K. Ninness (Nacogdoches ISD)
- 140. Brazilian Behavior Therapists' Conceptions About Behaviorism.** RALPH STRATZ (Pontifícia Universidade Católica de São Paulo)
- 141. Assessment of Critical Thinking About Psychology (Databased Presentation).** MARIA LYNN KESSLER (The Citadel)
- 142. A Critical Analysis of the Use of Metaphor in Science: Behavioral Momentum (EAB).** L. FERNANDO GUERRERO and Linda J. Hayes (University of Nevada, Reno)
- 143. Behavior Analysis' History in Brazil (Databased Presentation).** GIULIANA CESAR (Pontifícia Universidade Católica de São Paulo)
- 144. Radical Behaviorism and Pragmatism: an Analysis of Publication.** ANDRE LUIZ FREITAS DIAS (Pontifícia Universidade Católica de São Paulo)

104 Business Meeting

5/24/2003

7:00 PM - 7:50 PM

Nob Hill D

Animal Trainers Forum Special Interest Group

Chair: Judith Stowe (Quality Safety Edge)

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

105 Business Meeting

5/24/2003

7:00 PM - 8:20 PM

Sierra E

BACB International Certification Development

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

To discuss international development of BACB certification and help International members to begin the process in their countries.

106 Business Meeting

5/24/2003

7:00 PM - 7:50 PM

Sierra C

Clinical Special Interest Group

Chair: Ennio Cipani (Alliant International University)

Annual meeting of the Clinical Special Interest Group. Anyone Interested is welcome to attend.

107 Business Meeting

5/24/2003

7:00 PM - 7:50 PM

Sierra B

Greater Virginia Association for Behavior Analysis

Chair: Sherry Serdikoff (James Madison University)

Many of the current ABA members who live and/or work in Virginia are interested in forming an ABA Affiliate Chapter in our state. However, ABA members in West Virginia have also expressed interest, making a regional chapter encompassing both states a second possibility. We would like to have time at the ABA meeting to allow members from both states to express their views and weigh the pros and cons of state versus regional chapters, particularly with respect to lobbying for "pro behavior analytic" legislation and the adoption of BACB Certification standards.

108 Business Meeting

5/24/2003
7:00 PM - 7:50 PM
Salon 11

Instructional Design Special Interest Group

Chair: Guy S. Bruce (APEX Consulting and St. Cloud State University)

To support the application of behavior analysis to the design of learning programs.

109 Business Meeting

5/24/2003
7:00 PM - 7:50 PM
Pacific C

Interbehaviorists in ABA Special Interest Group

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

To review the past year's activities and discuss plans for the future including scientific issues of interest.

110 Business Meeting

5/24/2003
7:00 PM - 7:50 PM
Nob Hill C

***Journal of the Experimental Analysis of Behavior*, Meeting with Editorial Board Members, Authors and Prospective Authors**

Chair: Kennon A. Lattal (West Virginia University)

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 with respect to journal operations and policies. Authors of articles published in the journal and prospective authors of articles are encouraged to attend.

111 Business Meeting

5/24/2003
7:00 PM - 7:50 PM
Sierra A

Mid-American Association for Behavior Analysis (MABA)

Chair: Ruth Anne Rehfeldt (Rehabilitation Institute)

To discuss recent activities and future plans for the Mid-American Association for Behavior Analysis.

112 Business Meeting

5/24/2003
7:00 PM - 7:50 PM
Salon 12/13

Standard Celeration Society

Chair: Abigail B. Calkin (Calkin Learning Center)

This meeting will conduct the business of the Standard Celeration Society, including the review of the past year, projection of the next year and the installation of new officers.

113 Business Meeting

5/24/2003

7:00 PM - 7:50 PM

Salon 10

Teaching Behavior Analysis Special Interest Group

Chair: Pat Williams (University of Houston-Downtown)

Discuss new developments and future projects of the TBA Special Interest Group.

114 Business Meeting

5/24/2003

7:00 PM - 8:20 PM

Salon 14/15

Autism Special Interest Group

Chair: David Celiberti (Private Practice)

A business meeting will be held to address administrative matters relevant to the Special Interest Group and to award a certificate to Kevin Cauley of the University of Toronto, winner of the fifth annual Autism SIG Student Research Award. Following the business portion of the meeting, a panel of leaders from several state affiliate chapters will discuss issues of importance to the SIG membership, such as the impact of certification in their states, efforts to reach out to parents, legal matters and public awareness about ABA. All interested parties are welcome to attend.

115 Reunion

5/24/2003

8:00 PM - 10:00 PM

Sierra I

B. F. Skinner Foundation Hospitality Suite

Chair: Julie Vargas (B. F. Skinner Foundation)

116 Reunion

5/24/2003

8:00 PM - 10:00 PM

Sierra K

CalABA Welcome Reception

Chair: William Frea (California ABA)

117 Reunion

5/24/2003

8:00 PM - 10:00 PM

Salon 1/2

Columbia University and CABAS

Chair: Douglas Greer (Columbia University Teachers College)

118 Reunion

5/24/2003

8:00 PM - 10:00 PM

Sierra H

May Institute Hospitality Suite

Chair: Alan E. Harchik (The May Institute)

119 Reunion

5/24/2003

8:00 PM - 10:00 PM

Salon 12/13

Standard Celeration Chart Data Share

Chair: John Eshleman (Optimal Instructional Systems)

120 Reunion

5/24/2003

8:00 PM - 10:00 PM

Sierra J

UNT Reunion and Hospitality Suite

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

121 Reunion

5/24/2003

8:00 PM - 10:00 PM

Salon 3/4

Western Michigan University Reunion for Students, Alumni and Friends

Chair: R. Wayne Fuqua (WMU Department of Psychology)

122 ABA Expo**ABA Accredited Graduate Programs**

5/24/2003

10:00 PM - 12:00 AM

Golden Gate A

1. **ABA Accreditation of Graduate Programs in Behavior Analysis: What, Why, When, Who and How.** JANET S. TWYMAN (Headsprout), Yasaman Dianat (California State University, Stanislaus), Kelly Jean Sandor (Eastern Michigan University) and Susan M. Silvestri (Ohio State University)
2. **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)
3. **Behavior Analysis at Queens College and the Graduate School, CUNY.** ANNE FETHERSTON (Graduate School and University Center, CUNY)
4. **Behavior Analysis Graduate Programs at Western Michigan University.** JAMES CARR, R. Wayne Fuqua and Richard W. Malott (WMU Department of Psychology)
5. **Behavior Analysis Masters Program at St. Cloud State University.** GUY S. BRUCE and Eric Rudrud (St. Cloud State University)
6. **California State University, Stanislaus.** WILLIAM F. POTTER, Bruce E. Hesse, Gina M. Pallotta, Jane S. Howard and Gary D. Novak (California State University, Stanislaus)
7. **Graduate and Undergraduate Training at the University of North Texas.** MANISH VAIDYA (University of North Texas)
8. **Graduate Internet Coursework in Behavior Analysis at the University of North Texas.** SIGRID S. GLENN and Leslie Burkett (University of North Texas)
- 8a. **Graduate Programs in Special Education at The Ohio State University.** Gwendolyn Cartledge, Ralph Gardner III, Timothy E. Heron, WILLIAM L. HEWARD, Nancy A. Neef, Lloyd Peterson, Stephanie Peterson and Diane M. Salnato (The Ohio State University)
9. **Graduate Training at the University of Kansas.** R. MARK MATHEWS, Rachel H. Thompson, Gregory P. Hanley and Edward K. Morris (University of Kansas)
10. **University of Nevada, Reno: Catch the Wave.** TED BOYCE, Patrick M. Ghezzi, Linda J. Hayes, Ramona Houmanfar, Michele D. Wallace, Larry Williams and AMY KENZER (University of Nevada, Reno)
11. **Web-Based Behavioral Classes at Southern Illinois University.** Mark R. Dixon and KIMBERLY R. ZLOMKE (Southern Illinois University)

5/24/2003

10:00 PM - 12:00 AM

Golden Gate A

12. **Applied Behavior Analysis in Special Education at the University of Utah.** ROBERT O'NEILL (University of Utah)
13. **Behavior Analysis at Temple University.** MICHELLE D. ENNIS, Claudia D. Cardinal, Philip N. Hinehline, Saul Axelrod, Donald A. Hantula and Ralph Spiga (Temple University)
14. **Behavior Analysis at the University of the Pacific.** DAVID A. WILDER, Cris T. Clay and Holly Ann White (University of the Pacific)
15. **Clinical Psychology at Western Michigan University.** C. RICHARD SPATES, Scott Gaynor and Amy Naugle (WMU Department of Psychology)
16. **Florida State University Panama City.** COLIN M. PEELER and H. Allen Murphy (Florida State University, Panama City) and Jon S. Bailey (BMC, FSU, FABA)
17. **Graduate Training in Behavioural Psychology at the University of Manitoba.** KERRI WALTERS, Kirsten Wirth and Toby L. Martin (University of Manitoba)
18. **Graduate Training in School Psychology at Louisiana State University.** MANDY PARTEN, Valerie Volkert, Dorothea C. Lerman, Christina M. Vorn dran and Laura R. Addison (Louisiana State University)
19. **Industrial/Organizational Psychology Masters Program at Western Michigan University.** JOHN AUSTIN (WMU Department of Psychology)
20. **Internship, Practicum and Research Opportunities at The May Institute.** ALAN E. HARCHIK and Joseph Ricciardi (The May Institute)
21. **MA Degree in Applied Behavior Analysis at University of Maryland Baltimore County (UMBC).** A. CHARLES CATANIA (University of Maryland Baltimore County) and Iser Guillermo DeLeon and SungWoo Kahng (Kennedy Krieger Institute)
22. **Master's Program in Clinical Psychology/Applied Behavior Analysis at East Carolina University.** JEANNIE GOLDEN (East Carolina University)
23. **Masters in Learning and Relational Competence at Akershus University College, Norway.** INGUNN SANDAKER, Svein Eikeseth, Erik Arntzen and Gunnar Ree (Akershus University College, Norway)
24. **Master's Program in Applied Behavior Analysis at the University of South Florida.** JENNIFER L. AUSTIN, Darrel E. Bostow, Hewitt B. Clark, Maria dePerczel, Glen Dunlap, Pamela G. Osnes, Kelly Powell-Smith and Trevor Stokes (University of South Florida)
25. **Northeastern University Applied Behavior Analysis Training Program.** KAREN GOULD (Northeastern University)
26. **Ph.D. and M.S. Training in Clinical Behavioral Psychology at Eastern Michigan University.** MARILYN K. BONEM, Flora Hoodin, Dennis Delprato, David Richard, Michelle Byrd and James T. Todd (Eastern Michigan University)
27. **Predoctoral Internship at Kennedy Krieger Institute and Johns Hopkins University School of Medicine.** MATTHEW OAKES, SungWoo Kahng, Michael Cataldo and Louis P. Hagopian (Kennedy Krieger Institute)
28. **Program for Applied Behavior Analysis and Education of Students with Behavior Disorders.** R. DOUGLAS GREER, Denise Ross, Mapy Chavez-Brown, Lauren Stolfi and Jo Ann Perelra (Columbia University Teachers College)
29. **The BARC (Behavior Analytic Research with Canines) Program at Jacksonville State University.** Mike Ealy, Brad Pruett, Jana Vallejo, Jennifer Ledbetter and MIKE CLAYTON (Jacksonville State University)
30. **The Graduate Program in Experimental Psychology at Washington State University.** FRANCES K. McSWEENEY and Thomas A. Brigham (Washington State University)

31. **The School Psychology Program at University of Southern Mississippi.** HEATHER STERLING-TURNER and Theodore Christ (University of Southern Mississippi)
32. **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, Robert L. Morgan and Thomas S. Higbee (Utah State University)

124 ABA Expo

ABA Boards

5/24/2003
10:00 PM - 12:00 AM
Golden Gate A

33. **ABA's Education Board: Its Committees, Goals and Activities.** PAMELA G. OSNES (University of South Florida) and Janet Ellis and Carrie Hartman (University of North Texas)
34. **Affiliate-Chapters of ABA International.** GERALD R. BERNICKY and Rudy Vogt (Toronto Preschool Autism Service)

125 ABA Expo

ABA Committees

5/24/2003
10:00 PM - 12:00 AM
Golden Gate A

35. **ABA Student Committee.** Matthew Tincani (University of Nevada, Las Vegas), Erin B. Rasmussen (College of Charleston) and Rachel S. F. Tarbox (University of Nevada, Reno)

126 ABA Expo

Affiliated Chapters

5/24/2003
10:00 PM - 12:00 AM
Golden Gate A

36. **BASIL - Behavior Analysis Society of Illinois.** DANIEL J. MORAN (Valparaiso University)
37. **Behavior Analysis Association of Michigan.** JAMES T. TODD and Janet Pletrowski (Eastern Michigan University)
38. **Chicago Association for Behavior Analysis.** DOREEN VIEITEZ (Joliet Junior College)
39. **Japanese Association for Behavior Analysis.** NAOKO SUGIYAMA (Yamawaki Gakuen College)
40. **Mid-American Association for Behavior Analysis (MABA).** RUTH ANNE REHFELDT, Elizabeth Nulty and Anthony J. Cuvo (Southern Illinois University), R. Wayne Fuqua (Western Michigan University), Larry Alferink (Illinois State University) and Kevin P. Klatt and Gregory J. Madden (University of Wisconsin, Eau Claire)
41. **ONTABA, the Ontario Association for Behaviour Analysis.** GERALD R. BERNICKY (Toronto Preschool Autism Service), Angela E. Burgess (West Park Hospital - ABI Behavior Services) and Rosemary A. Condillac (RACK Consulting & Training)
42. **The Swedish Association for Behavior Analysis.** KENNETH NILSSON (Beteendeanalysgruppen), Ned Carter (AFA) and Anders Friberg, Håkan Wisung and Olle Wadström (Psychology Partners W&W)

127 ABA Expo

Special Interest Groups

5/24/2003
10:00 PM - 12:00 AM
Golden Gate A

43. **Interbehaviorists in the Association for Behavior Analysis.** HEIDI LANDABURU, Jennifer L. Thomas and Cristin D. Harrison (University of Nevada, Reno)
44. **Organizational Behavior Management Network.** Alicia M. Alvero, John Austin, Kathy M. Culig, Heather McGee, Lori H. Miller, Donald H. Rohn and Joseph R. Sasson (Western Michigan University)

Saturday, May 24

45. **Standard Celeration Society.** ABIGAIL B. CALKIN (Calkin Learning Center), Kenneth Kerr (Saplings Model of Education), Sandy MacLeod (Florida State University), Charles Merbitz (Illinois Institute of Technology) and Brad Frieswyk (BGF Performance Systems)
46. **The ABA Sports, Health and Fitness SIG.** AMANDA ADAMS (Fitness Evolution, Inc.) and Ralph Pampino (University of the Pacific)

128 ABA Expo

Around the World

5/24/2003

10:00 PM - 12:00 AM

Golden Gate A

47. **A Proposed Applied Degree in Behavioural Psychology.** WILLIAM KIRBY, Gary Bernfeld and David McKay (St. Lawrence College)
- 47a. **Training Behaviourally Oriented Students for Work in Human Service Settings.** GARY BERNFELD, William Kirby and David McKay (Behavioural Science Technology Program, St. Lawrence College)
48. **European Journal of Analysis of Behavior (EJOBA).** PER HOLTH (SIRUS) and ERIK ARNTZEN (Akershus University College)

129 ABA Expo

Other Organizations

5/24/2003

10:00 PM - 12:00 AM

Golden Gate A

49. **Division 25 Archive Project: Progress and Projections.** JAMES T. TODD and Amy K. Drayton (Eastern Michigan University)
50. **Division 25 of the American Psychological Association.** ERIC A. JACOBS (Southern Illinois University-Carbondale)
51. **May South.** DANA C. JEFFERY, James W. Moore and Michael M. Mueller (May South, Inc.)
52. **SHEMA KOLAINU "Hear Our Voices" Autism Center.** ROSA MARTINEZ, Dina Rosenberg, Kana Kitsukawa and Robin Strauss (Shema Kolainu)
54. **Training Program for ABA Therapists.** LISA SLEZNICK GURDIN (Northeastern University)

Pacific Child and Family Associates

We are a California State-certified agency providing behavioral services to children with autism and other developmental disabilities. Working principally from an applied behavior analytic perspective, we are seeking talented, motivated professionals as supervisors and therapists to work out of one of our four offices. Positions are available in the Los Angeles, Orange County, and the San Francisco Bay Areas.

Supervisors:

Master's or doctoral degree in psychology, applied behavior analysis, or special education OR State teaching credential in special education. Three years experience working with developmental disabilities. Medical/dental/retirement benefits. Salary DOE.

Behavior Therapists:

Bachelor's degree in psychology, special education or related field. Experience working with children. We will train. Medical/dental/retirement benefits. Salary DOE.

Interested applicants fax or email current vita or resume to:

Ira Heilveil, Ph.D.

Pacific Child and Family Associates

voice: (818) 241-1123, ext. 2#

Email: vinyl@vcnet.com

Fax: (818) 241-6835

Sunday, May 25

Day Schedule

Business Meetings

Sessions

Presidential Scholar's Address

Reunions/Receptions

Behavioral Follies

ABA

Sunday, May 25

		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	
B2 Level	Golden Gate A											POSTER SESSIONS			
	Golden Gate B/C					ABA Cooperative Bookstore and 2003 Exhibitors									
Lower B2 Level	Salon 1	<div><div></div> = Special and Invited Events</div> <div>#W = Workshop</div> <div>CE = Available for CE for behavior analysts</div> <div>NOTE: All pre- convention workshops are available for CE for psychologists</div> <div>Ch: = Chair</div> <div>LEGEND</div>							#168 EAB Ch: Barnes-Holmes					#224 EAB CE Ch: Bosch	
	Salon 2								#174 EAB Ch: Marley					#219 EAB Ch: Stewart	
	Salon 3		#138 CBM Ch: VanWormer	#164 CBM Ch: Karekla	#193 CBM CE LUTZKER					#226 CBM Ch: Parker					
	Salon 4		#150 CBM CE Ch: Yen	#189 CBM CE Ch: Mozzoni					#214 CBM Ch: Ruckstuhl						
	Salon 5		#149 CBM CE Ch: Hillman	#178 EDC Ch: Martens					#218 CBM Ch: DeLeon						
	Salon 6		#148 DEV CE Ch: Wacker	#177 DEV CE Chs: Morris & Gewirtz					#211 DEV CE SALZINGER						
	Salon 7		#141 EAB LATTAL	#170 EAB Ch: Plaud					#217 EAB Ch: Richards						
	Salon 8		#144 AUT Ch: Asmus	#188 AUT CE Ch: Handelman					#205 AUT CE KRANTZ						
	Salon 9		#137 AUT CE GREEN	#190 VRB CE MICHAEL					#203 OBM CE SULZER-AZAROFF						
	Salon 10		#159 OTH Ch: Dorey	#185 OTH CE Ch: Normand					#212 OTH Ch: Foxall						
	Salon 11		#154 AUT CE Ch: Delmolino	#187 AUT Ch: Krantz					#206 OTH Ch: Long						
	Salon 12		#153 AUT Ch: Smith	#181 AUT CE Ch: Scott											
	Salon 13														
	Salon 14			#133 JABA		#160 AUT CE Ch: Zane		#186 AUT Ch: Pelios							
	Salon 15														
Fourth Floor	Nob Hill A			#134 NY State ABA		#156 TBA CE Ch: Moore		#179 TBA CE Ch: Austin					#221 TBA CE Ch: Osnes		
	Nob Hill B					#139 EDC Ch: Berkowitz	#142 EDC Ch: Ammat	#191 EDC Ch: Tincani					#220 EDC CE Ch: Sugul		
	Nob Hill C					#142 EDC Ch: Scheeler	#166 EDC Ch: Vitale						#222 EDC Ch: Waltz		
	Nob Hill D					#161 EDC Ch: Killu		#182 EDC Ch: Forbush					#223 EDC CE Ch: Shabani		
	Pacific A			#132 Chicago ABA	#140 CSE CE Ch: Romanczyk	#165 CSE Ch: Lowery	#195 CSE CE LAYNG						#213 CSE CE Ch: Twyman		
	Pacific B			#136 Sports, Health SIG	#155 TPC CE Ch: Thomas		#172 TPC CE Ch: Quinones								
	Pacific C			#135 Parent/ Prof. SIG	#151 TPC Ch: Barnes-Holmes		#184 TPC CE Ch: Ruiz						#209 TPC CE MOORE		
	Pacific E			#131 Gambling SIG				#192 INT WILLIAMS					#204 INT HAYES		
	Pacific F			#130 Program Committee			#163 INT McINTIRE	#194 INT OSNES					#208 INT McSWEEN		
	Pacific H					#146 VRB Ch: Keaveney		#183 VRB Ch: O'Connor					#225 VRB CE Ch: Powers		
Fifth Floor	Pacific I					#145 DDA CE Ch: Derby		#175 DDA CE Ch: Bowman					#216 DDA CE Ch: Thompson		
	Pacific J					#143 DDA Ch: Spooner		#180 DDA Ch: Sainato					#210 DDA Ch: Oquendo		
	Sierra A					#147 BPH Ch: Walker	#167 BPH WHITE								
	Sierra B														
	Sierra C														
	Sierra E														
	Sierra F														
	Sierra H					#157 DDA CE Ch: Johnston		#173 DDA Ch: Wacker					#207 DDA CE Ch: LaVigna		
	Sierra I							#171 EAB Ch: Aparicio					#215 EAB Ch: da Silva		
Sierra J					#158 OBM Ch: Houmanfar		#169 OBM CE Ch: Sheek								
Sierra K					#152 OBM Ch: Austin		#176 OBM Ch: Avery								

Sunday, May 25

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	
Golden Gate A					POSTER SESSIONS				B2 Level
Golden Gate B/C	ABA Cooperative Bookstore and 2003 Exhibitors								
Salon 1	#224 Conf'd	#247 EAB Ch: Gomez					#286 Florida State Univ. Reunion		Lower B2 Level
Salon 2	#219 Conf'd	#243 EAB Ch: Dake					#288 St. Cloud State Univ. Reunion		
Salon 3	#226 Conf'd	#241 CBM Ch: Barnes-Holmes				#280 OBM SIG			
Salon 4	#214 Conf'd	#252 CBM CE Ch: Tyson				#271 BSI & Social Issues			
Salon 5	#218 Conf'd	#242 CBM Ch: Ringdahl					#284a Aubrey Daniels Celebration		
Salon 6		#244 DEV CE Ch: Dunlap							
Salon 7	#217 Conf'd	#251 EAB CE Ch: Thomas							
Salon 8	#235 AUT Ch: Koegel							#291 Behavioral Follies 10 PM - 12 AM	
Salon 9			#263 Pr. Scholar GUTTMACHER CE						
Salon 10	#212 Conf'd	#240 OTH CE Ch: Fernandez				#283 Verbal Behavior SIG			
Salon 11		#245 AUT CE Ch: Townsend				#280a Pilates Exercise			
Salon 12		#254 AUT Ch: Pelios							Fourth Floor
Salon 13									
Salon 14	#229 AUT Ch: Reeve	#262 AUT Ch: Lee							
Salon 15									
Nob Hill A	#221 Conf'd	#249 TBA CE Ch: Williams				#284 Yoga			
Nob Hill B	#220 Conf'd	#238 EDC Ch: Maheady							
Nob Hill C	#222 Conf'd	#239 EDC Ch: Weber							
Nob Hill D	#223 Conf'd	#255 EDC CE Ch: Detrich				#278 Lesbian-Gay Social			
Pacific A	#213 Conf'd	#248 CSE CE Ch: Herbst							
Pacific B	#231 TPC Ch: Gambrell	#259 TPC CE Ch: Marone				#279 NWest ABA			
Pacific C	#227 TPC Schenckberger	#257 TPC Ch: Burgos				#273 DEV SIG			
Pacific E	#233 INT STROMER	#258 INT WILLIAMS				#282 Tenn ABA			
Pacific F	#234 INT GROEGER	#261 INT HAYES				#277 JPTC Ed. Board			
Pacific H	#225 Conf'd	#253 VRB Ch: Vargas					#287 Southern Illinois Univ. Reunion		
Pacific I	#216 Conf'd	#250 DDA CE Ch: Smith							
Pacific J	#237 DDA CE Ch: Watkins								Fifth Floor
Sierra A	#236 BPH CE Ch: Newland					#276 JBE Ed. Board			
Sierra B						#275 EAHB SIG			
Sierra C						#274 Direct Instr. SIG			
Sierra E						#281 Parent/Prof. Sharing			
Sierra F						#272 Crime & Delinquency			
Sierra H	#230 DDA CE Ch: Neill	#260 OTH Ch: Sobie					#290 UW, Eau Claire Reunion		
Sierra I	#215 Conf'd	#246 EAB Ch: Seymour					#289 UW, Milwaukee Reunion		
Sierra J	#232 OBM CE Ch: Ellis						#285 EMU Reunion		
Sierra K	#228 OBM CE Ch: Shier	#256 OBM CE WALLACE					#290a Student Social		

130 International Special Event

5/25/2003

8:00 AM - 8:50 AM

Pacific F

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) and Amy L. Odum (University of New Hampshire)
- CBM: David E. Greenway (University of Louisiana at Lafayette)
- CSE: Mark A. Mattaini (Jane Addams College of Social Work, UIC) and Richard F. 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: John Austin (Western Michigan University)
- TBA: Thomas Brigham (Washington State University)
- TPC: Derek Blackman (Cardiff University)
- VRB: Genae Hall (Behavioral Consultant)

131 Business Meeting

5/25/2003

8:00 AM - 8:50 AM

Pacific E

Behaviorists Interested in Gambling

Chair: Ginger Wilson (University of Nevada)

To discuss the current status of the BIG SIG and develop a plan for the future year.

132 Business Meeting

5/25/2003

8:00 AM - 8:50 AM

Pacific A

Chicago Association for Behavior Analysis

Chair: Doreen Veltz (Joliet Junior College)

CABA will meet to review activities of 2002-2003, elect new officers and make plans for 2003-2004. All CABA members and those who would like to join are welcome. We will be accepting dues.

133 Business Meeting

5/25/2003

8:00 AM - 8:50 AM

Salon 14/15

JABA Business Meeting

Chair: Wayne W. Fisher (The Marcus Institute)

The purpose of the JABA business meeting is to review data on submissions to the journal, circulation and other information related to the journal.

134 Business Meeting

5/25/2003

8:00 AM - 8:50 AM

Nob Hill A

New York State Association for Behavior Analysis Business Meeting

Chair: Thomas Zane (The Sage Colleges)

To discuss the business of New York State ABA and update members on the association's activities.

135 Business Meeting

5/25/2003

8:00 AM - 8:50 AM

Pacific C

Parent Professional Partnership Special Interest Group

Chair: David Cellbert (Private Practice)

In recent years, parents have assumed an even greater degree of leadership in directing their children's intervention, as well as advocating for improved quality of services for all individuals with autism. Not surprisingly, parent participation in the ABA conference has risen steadily. Given this trend, a business meeting will be held to provide a forum for networking and for exploring ways in which behavior analysts can assist families of newly diagnosed children and families seeking ABA services. All interested parents and professionals are encouraged to attend.

136 Business Meeting

5/25/2003

8:00 AM - 8:50 AM

Pacific B

Sports, Health and Fitness Special Interest Group

Chair: Michael Kirkpatrick (Wesley College)

To discuss organizational issues including newsletter publication, dues and mechanisms available for supporting research. The meeting is also intended to facilitate collaboration among SIG members and other interested attendees.

137 Special Event

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 9:50 AM

Salon 9

AUT

2003 Tutorial - Making Sense of Autism Treatment Research

Chair: Jack Scott (Florida Atlantic University)

GINA GREEN (The Institute for Effective Education)



Dr. Gina Green received a Ph.D. in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's degree studies at Michigan State University. Currently Dr. Green is the Director of Professional Training and Research for The Institute for Effective Education in San Diego, CA and an adjunct faculty member in the Department of Behavior Analysis, University of North Texas. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries, as well as the experimental analysis of behavior. Dr. Green co-edited the books *Behavioral Intervention for Young Children with Autism* and *Making a Difference: Behavioral Intervention for Autism*. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis. Dr. Green also serves on the Board of Trustees of the Cambridge Center for

Behavioral Studies, the Board of Directors of the Behavior Analyst Certification Board and the advisory boards of several autism programs and organizations. She is a Board Certified Behavior Analyst, former President of the Association for Behavior Analysis, and a Fellow of the American Psychological Association. *Psychology Today* named her "Mental Health Professional of the Year" in 2000. Dr. Green lectures and consults widely on autism and related disorders, behavioral research, and effective interventions for people with disabilities.

Abstract: Parents and professionals alike report that they find conflicting claims about treatments for autism confusing, even overwhelming. It behooves both groups to become skilled in making sense of autism treatment research so as to base their treatment selections on a sound knowledge base. The ongoing popularity of treatments for autism that have little or no scientific support increases the pressure on parents and professionals to discriminate pseudoscientific treatments from those that have been tested and found effective in sound studies. Scientific methods provide the means for making those discriminations, enabling parents and professionals to judge the quality of the evidence produced by various types of "research" so they can determine which autism treatments are likely to provide measurable, meaningful benefits. This invited tutorial will provide participants with an overview of current research on treatments for autism, and some tools for making fully informed treatment decisions.

138 Paper Session

5/25/2003

9:00 AM - 9:50 AM

Salon 3

CBM

CBM: Computer Aided Interventions

Chair: Jeffrey VanWormer (HealthPartners Insurance)

- **Computer-Aided Self-Monitoring and Electronic Mail Counseling: Improving Physical Activity Levels in Overweight Adults (Databased Presentation).** JEFFREY VANWORMER (HealthPartners Insurance)
- **Using the Internet in the Provision of Behavior Analytic Services: Issues and Controversies.** KYLE FERGUSON, William O'Donohue and Casey Sackett (University of Nevada, Reno)

139 Paper Session

5/25/2003

9:00 AM - 9:50 AM

Nob Hill B

EDC

Issues of Reinforcement

Chair: Merrill Berkowitz (Syracuse University)

- **The Effect of Tangible and Social Reward Systems on Changing Behavior in an Elementary School (OBM; Databased Presentation).** MONICA GARLOCK and Ramona Houtmanfar (University of Nevada, Reno)
- **Assessing Students' Preferences for Positive and Negative Reinforcement (Databased Presentation).** MERRILL BERKOWITZ and Brian K. Martens (Syracuse University)

140 Panel Discussion

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 9:50 AM

Pacific A

CSE/TBA

Process, Measurement, Evaluation and Outcomes: Issues of Receiving and Providing Supervision for BCBA/BCABA

Chair: Raymond G. Romanczyk (Institute for Child Development)

- JENNIFER M. GILLIS (Department of Psychology)
- JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology)
- G. ROY MAYER (California State University, Los Angeles)

141 Invited Event

5/25/2003

9:00 AM - 9:50 AM

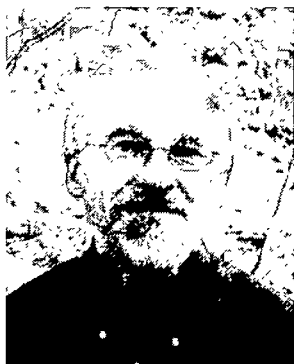
Salon 7

EAB

Steps, Pips and Resets: A Story of Responses in Time

Chair: A. Charles Catania (University of Maryland, Baltimore County)

KENNON A. LATTAL (West Virginia University)



Dr. Kennon A. Lattal is Centennial Professor of Psychology at West Virginia University, where he has taught since 1972 and where he has served as Coordinator of the Behavior Analysis Program in the Department of Psychology for the past 20 years. His research has covered topics in response-reinforcer relations, punishment, reinforcement mechanisms, the relations between basic research and applications, pet behavior management, and topics in behavior theory and philosophy and in the history of behavior analysis. He is the recipient of several awards for teaching, and was the 2001 recipient of the APA Division of Behavior Analysis award for contributions to basic research in behavior analysis. He is a past President of the Association for Behavior Analysis and is the current Editor of the *Journal of the Experimental Analysis of Behavior*.

Abstract: The cumulative record is a familiar icon of the experimental analysis of behavior. Behind every cumulative record there was a cumulative recorder. This presentation traces the history of the cumulative recorder from its origins in physics and experimental physiology to the present. During the years between Skinner's first attempts at cumulative recording in the 1930s and the first commercial recorder in the early 1950s, the cumulative recorder underwent a series of evolutionary steps to overcome technical problems of stepping, marking stimulus events and resetting the device reliably. Once commercially available, the variety and uses of cumulative recorders proliferated until the widespread use of digital computers in behavior analysis laboratories finally supplanted it. The evolution of the cumulative recorder may be considered an instance of selectionism whereby environmental demands giving rise to innovative and varied solutions. These solutions in turn are modified through trial and error, leading to proliferation and dissemination, but ultimately extinction as concurrently evolving technologies supplant the current dominant one. The evolution of cumulative recording also illustrates the strong interaction between scientific and technological change and provides broader insights into the history of behavior analysis.

142 Symposium

5/25/2003

9:00 AM - 9:50 AM

Nob Hill C

EDC

Use of Technology in the Classroom: Prompts and Feedback (Databased Presentation)

Chair: Mary Catherine Scheeler (Pennsylvania State University)

Discussant: Janice Grskovic (Indiana University Northwest)

- **Effects of Using Handheld Computers as Prompts to Increase Homework Completion with Middle School Students.** DAVID L. LEE, Dan Currie and Mary Catherine Scheeler (Pennsylvania State University)
- **Effects of Using Technology to Provide Immediate Corrective Feedback to Teachers in an Applied Setting.** MARY CATHERINE SCHEELER and David L. Lee (Pennsylvania State University)

143 Symposium

5/25/2003

9:00 AM - 10:20 AM

Pacific J

DDA/EDC

Accessing the General Curriculum for Students with Severe Disabilities (Databased Presentation)

Chair: Fred Spooner (University of North Carolina, Charlotte)

Discussant: Diane Browder (University of North Carolina, Charlotte)

- **Project ACT: Achieving Change Together: Using a Building-Level Planning Process to Promote Access to General Education Classes and the General Education Curriculum.** JOHN McDONNELL (University of Utah)
- **Statewide Assessment of Best Practices for Students with Severe Disabilities in Tennessee.** Terry Long, David Cordray and CRAIG H. KENNEDY (Vanderbilt University)
- **A Content Analysis of the Curricular Philosophies Reflected in States' Alternate Assessments.** Diane Browder, FRED SPOONER, Lynn Ahlgrim-Dezell, Claudia Flowers, Bob Algozzine and Megan Karvonen (University of North Carolina, Charlotte)

144 Symposium

5/25/2003

9:00 AM - 10:20 AM

Salon 8

AUT/EAB

Assessment and Treatment of Challenging Behavior for Children with Autism in Home and School Settings (Databased Presentation)

Chair: Jennifer M. Asmus (University of Florida)

Discussant: Bridget A. Taylor (Alpine Learning Group)

- **Treatment Generalization Training Across Care Providers for a Child with Autism in the Home Setting.** JENNIFER A. SELLERS, Jennifer M. Asmus, Maureen A. Conroy and Crystal N. Ladwig (University of Florida)
- **Assessment and Treatment of Covert Pica in a Young Boy with Autism.** Angela Rodriguez and Suzanne P. Jasper (Alpine Learning Group) and HANNAH HOCH (The Graduate Center, CUNY)
- **Treating Negatively Reinforced Aggression: The Effects of Concurrent Schedules of Reinforcement.** LEANNE JOHNSON and Jennifer J. McComas (University of Minnesota)

145 Symposium

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 10:20 AM

Pacific I

DDA/EAB

Assessment and Treatment of Stereotypy and Problem Behavior Maintained by Automatic Reinforcement (Databased Presentation)

Chair: K. Mark Derby (Gonzaga University)

Discussant: Han-Leong Goh (University of Florida)

- **The Role of Matched Stimuli versus Preferred Stimuli to Reduce Hand Mouthing.** Nancy Thompson, K. MARK DERBY, Anjali Barretto and Brandy Hundhammer (Gonzaga University)
- **Longitudinal Functional Analysis of Stereotypy, Proto-SIB and SIB in Young Children with Developmental Disabilities.** DAVID M. RICHMAN, Steven Lindauer, Stephanie Thorne, Joanna Mushunkenshey and Travis Thompson (University of Kansas Medical Center)
- **Evaluation of Competing Stimuli on Problem Behavior Maintained by Automatic Reinforcement: An Outcomes Summary.** DANIELLE N. DOLEZAL, Wendy K. Berg, Joel E. Ringdahl, David P. Wacker, Lisa C. Winborn and Joni Bosch (University of Iowa)

146 International Symposium

5/25/2003

9:00 AM - 10:20 AM

Pacific H

VRB

Autoclitics, Grammar and Analogical Reasoning: Developmental Issues (Databased Presentation)

Chair: Joanne Keaveney (National University of Ireland, Maynooth)

Discussant: Carmel Staunton (National University of Ireland, Maynooth)

- **Derived Grammar Responses as a Function of a Multiple Exemplar Instructional History.** Dolleen-Day Keohane, SUSAN MARIANO-LAPIDUS and R. Douglas Greer (Columbia University Teachers College)
- **Analogical Reasoning and Relating Relational Frames: Can Young Children Reason Analogically?** Dermot Barnes-Holmes (National University of Ireland, Maynooth), Ian Stewart (National University of Ireland, Galway), Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and PAUL M. SMEETS (Leiden University, Holland)
- **The Effects of Multiple Exemplar Instruction on Derivation of Autoclitic Functions and Classes.** JEANNE M. SPECKMAN and R. Douglas Greer (Columbia University Teachers College)

147 Symposium

5/25/2003

9:00 AM - 10:20 AM

Sierra A

BPH/EAB

Behavioral and Physiological Mechanisms of Stimulant Effects (Databased Presentation)

Chair: Diana Walker (University of Chicago)

Discussant: Steven Dworkin (University of North Carolina, Wilmington)

- **The Effects of Cocaine on Eating in Pigeons on a Variable-Time Schedule of Food Reinforcement.** JIN HO YOON and Marc N. Branch (University of Florida)

- **Automaintenance: Effects of Correlated Reinforcement Magnitude and Cocaine.** MICHELLE L. MILLER and Marc N. Branch (University of Florida)
- **Repeated Exposure to VTA Amphetamine Enhances Cocaine Self-Administration: Contributions of Dopamine and Glutamate Receptors.** NOBUYOSHI SUTO and Paul Vezina (University of Chicago)

148 International Symposium

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 10:20 AM

Salon 6

DEV/TPC

Behavioural Assessment of 'Attention' and 'Impulsivity' in Children and Adolescents with ADHD (Databased Presentation)

Chair: David P. Wacker (University of Iowa)

Discussant: F. Charles Mace (University of Wales)

- **Temporal Discounting and Impulsive Behaviour in Children with ADHD.** DAVID J. LEACH and Douglas Brewer (Murdoch University)
- **Assessment of Impulsivity in Adolescent Males with ADHD.** DOUGLAS BREWER, David J. Leach and Tracy Hart (Murdoch University)
- **Development and Validation of the Test of Attention and Impulsivity in Children (TAI-C).** DOUGLAS BREWER and David Leach (Murdoch University)

149 International Paper Session

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 10:20 AM

Salon 5

CBM

CBM: Data-Based Assessment and Treatment

Chair: Heidi L. Hillman (University of Kansas)

- **The Identification of Functional Relations Involved in Obsessive-Compulsive Behavior in Single Case Studies (Databased Presentation).** JOANA SINGER VERMES and Roberto Alves Banaco (Pontifícia Universidade Católica de São Paulo)
- **A Spouse-Implemented Contingency Contract on Asthma Medication Adherence: Evaluating Intervention Sustainability and Effectiveness (Databased Presentation).** HEIDI L. HILLMAN and L. Keith Miller (University of Kansas)
- **Elimination of Concurrent Hair Pulling and Thumb Sucking Using a Fixed Dental Appliance (Databased Presentation).** VERONICA JOKER (Columbus Medical Services)

150 International Symposium

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 10:20 AM

Salon 4

CBM

Computer Self-Monitoring and Tobacco Cessation Procedures: Program Design, Training and Implementation

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

- **Developing Behaviorally Oriented Outreach Strategies for Tobacco Cessation Programs.** ALLISON LORD (Tobacco Outreach Technology, Inc.)
- **Developing Behaviorally Oriented Outreach Strategies for Tobacco Cessation Programs.** SHERMAN YEN (Asian American Anti-Smoking Foundation)

- **Behavioral Analysis of Teen Smoking: Developing Prevention and Intervention Strategies.** ROBERT M. STEIN (Center for Neurobehavioral Health, Ltd.)
- **Behavioral Prevention and Substance Abuse.** PER HOLT (SIRUS - Norwegian Institute for Alcohol and Drug Research)

151 International Symposium

5/25/2003

9:00 AM - 10:20 AM

Pacific C

TPC

Derived Relational Responding and Human Language: Evidence from Other Psychological Traditions

Chair: Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Discussant: Mark Gallizo (University of North Carolina, Wilmington)

- **Derived Relational Responding as Human Language: The Untested Hypothesis.** MARTHA PELAEZ (Florida International University), Denis O'Hara (London Metropolitan University), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Luzmary Amesty (Florida International University)
- **Derived Relational Responding as Human Language: Evidence from the WAIS-III.** DENIS O'HARA (London Metropolitan University), Martha Pelaez (Florida International University), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Luzmary Amesty (Florida International University)
- **Rampant Retrodiction: Does a Path Paved by Chomsky Lead to Support for a Relational Frame Theoretic Account of Language?** RICK DALE (Cornell University)

152 Symposium

5/25/2003

9:00 AM - 10:20 AM

Sierra K

OBM

Determination and Analysis of Components Essential to Behavioral Safety (Databased Presentation)

Chair: John Austin (Western Michigan University)

Discussant: Mark A. Alavosius (EduSafe)

- **The Effects of Ergonomics and Performance Management on Safe Behavior.** KATHY M. CULIG and John Austin (Western Michigan University)
- **The Observer Effect.** ALICIA M. ALVERO and John Austin (Western Michigan University)
- **The Effectiveness of Self-Monitoring Interventions with an Observational Component on Safe Bus Operation.** AUSTIN KAYE JACKSON (Florida State University) and Jon S. Bailey (BMC, FSU, FABA)

153 International Symposium

5/25/2003

9:00 AM - 10:20 AM

Salon 12/13

AUT

Evaluating Components of Early Intensive Behavioral Intervention (Databased Presentation)

Chair: Tristram Smith (Strong Center for Developmental Disabilities)

- **Intensive Early Intervention: Varying Measures of the Effects of Treatment Intensity upon Clinical Progress.** ERIC V. LARSSON (FEAT of Minnesota), Patti Metosky (Pittsburgh Center for Early Intervention) and Kara Riedesel and Kristy Bartlett (FEAT of Minnesota)
- **Assessing the Generalized Effects of EIBI Across Different Situations and Time.** ASUN PUCHE (Ramon Llull University) and Victor Rodriguez (Institut de Intervencio Temprana)

- **Stimulus-Induced Stereotypic Behavior in Children with Autism.** SVEIN EIKESETH (Akershus University College)
- **Utilizing a Reading and Writing Program to Increase the Rate of Acquisition of Language Concepts.** JACQUELINE WYNN, Christine Averill and Michelle Anderson (Columbus Children's Hospital IBI Clinic)

154 Symposium

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 10:20 AM

Salon 11

AUT/DDA

Fluency Based Instruction for Learners with Autism: Examples from Preschool to Adulthood (Databased Presentation)

Chair: Lara Delmolino (Douglass Developmental Disabilities Center, Rutgers University)

Discussant: Mary Jane Weiss (Douglass Developmental Disabilities Center, Rutgers University)

- **Establishing the Effect of Fluency-Based Instruction in an Adolescent with Autism: Does Decreasing Response Effort of Performing Clerical Skills Decrease Challenging Behavior?** MARLENE COHEN, Donna Sloan and Jacqueline Wright (Douglass Developmental Disabilities Center, Rutgers University)
- **Using Fluency Based Instruction to Remediate Unilateral Motor Neglect in an Adult with Autism and Acquired Brain Injury.** JACQUELINE WRIGHT, Donna Sloan and Marlene Cohen (Douglass Developmental Disabilities Center, Rutgers University)
- **Adduction of Fine Motor Skills in Fluency Based Instruction for Preschoolers with Autism.** HEATHER JENNETT and Jacqueline Wright (Douglass Developmental Disabilities Center, Rutgers University)

155 Symposium

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 10:20 AM

Pacific B

TPC

Interbehavioral Psychology Interacts with the Applied World

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

- **A Summary of Kantor's Interbehavioral System of Psychology.** HEIDI LANDABURU, Jennifer L. Thomas and Patrick M. Ghezzi (University of Nevada, Reno)
- **Dichotomies in Behavior Analysis.** JENNIFER L. THOMAS, Heidi Landaburu and Patrick M. Ghezzi (University of Nevada, Reno)
- **Intimate Domestic Violence: An Interbehavioral Description.** HEIDI LANDABURU and Patrick M. Ghezzi (University of Nevada, Reno)
- **Where Does the Environment End? Problems and Considerations Concerning the Organism/Environment Distinction.** SCOTT HERBST (University of Nevada, Reno)

156 Symposium

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 10:20 AM

Nob Hill A

TBA/EDC

Issues Regarding the Delivery of Behavior Analytic Services in School Settings (Databased Presentation)

Chair: James W. Moore (May South, Inc.)

Discussant: Brian K. Martens (Syracuse University)

- **A Methodology for Training School Personnel in the Delivery of Behavioral Procedures.** MICHAEL M. MUELLER and James W. Moore (May South, Inc.)

- **A Model for Conducting Functional Assessment in School Settings.** JAMES W. MOORE and Michael M. Mueller (May South, Inc.)
- **Using Functional Assessment Practices to Design Effective Classroom Behavior Support Practices.** MARCIE W. HANDLER, Lorrie Ann Perry, Jannette Rey and Robert F. Putnam (The May Institute)

157 Panel Discussion

(available for CE for behavior analysts)

5/25/2003

9:00 AM - 10:20 AM

Sierra H

DDA/AUT

Recognition and Funding of BACB Certification at the State Level

Chair: James M. Johnston (Auburn University)

- MICHAEL J. HEMINGWAY (Florida Department of Children and Families)
- DAVID PYLES (Illinois Office of Developmental Disabilities)
- GREGORY WAGNER (California Department of Developmental Services)
- FRAN WARKOMSKI (Pennsylvania Department of Education)

158 International Symposium

5/25/2003

9:00 AM - 10:20 AM

Sierra J

OBM/CBM

Role of Verbal Behavior in Analysis of Organizational Culture: Values and Rules (Databased Presentation)

Chair: Ramona Houmanfar (University of Nevada, Reno)

Discussant: Frank Bond (Goldsmiths College, University of London)

- **Implications of RFT for the Development of Organizational Cultures.** STEVEN C. HAYES (University of Nevada, Reno)
- **Verbal Networking Systems and Resistance to Change.** RAMONA HOUMANFAR and Scott Herbst (University of Nevada, Reno)
- **Early Childhood Behavioral History and OBM.** RICHARD W. MALOTT (Western Michigan University)

159 Symposium

5/25/2003

9:00 AM - 10:20 AM

Salon 10

OTH

Tails from the Zoo: Some Relevant Variables to Target Training (Databased Presentation)

Chair: Nicole Dorey (University of North Texas)

Discussant: Mark Lipsitt (Lipsitt Training Services)

- **Group Discrimination Training with Cotton-Top Tamarins.** MELISSA MOREHEAD, Nicole Dorey, Kimberly N. Smith and Jesus Rosales-Ruiz (University of North Texas)
- **The Effects of the Immediate Presentation of a Conditioned Reinforcer and the Delayed Presentation of Food on the Behavior of Sheep.** KIMBERLY N. SMITH, Nicole Dorey, Melissa Morehead and Jesus Rosales-Ruiz (University of North Texas)
- **Effects of Reinforcement Location with Ostriches.** NICOLE DOREY, Kimberly N. Smith, Melissa Moorehead and Jesus Rosales-Ruiz (University of North Texas)

160 Symposium**(available for CE for behavior analysts)**

5/25/2003

9:00 AM - 10:20 AM

Salon 14/15

AUT/DDA

Training Young Children with Autism to Reach Fluency Aims for Academic and Social Goals (Databased Presentation)

Chair: Thomas Zane (Sage Colleges)

Discussant: Stephen R. Anderson (Summit Educational Resources)

- **Procedures for Establishing Aims for Fluency in Academic and Social Curricular Areas.** KELLY YOUNG (Crossroads Center for Children)
- **An Analysis of the Fluent Performance of Young Children with Autism.** CAROLYN GIAQUINTO (Crossroads Center for Children)
- **Teaching Young Children with Autism to Reach Fluency Aims of Children Without Disabilities.** HELEN BLOOMER (Crossroads Center for Children)

161 Paper Session

5/25/2003

9:00 AM - 10:20 AM

Nob Hill D

EDC

Using Behavior Analysis in the Schools

Chair: Kim Killu (University of Michigan - Dearborn)

- **Issues in Consulting to ABA and Non-ABA Schools, Speech Therapist and ABA Perspectives.** DANA R. REINECKE (Room to Grow) and Meredith S. Needelman (Private Practice)
- **Relevance of School-Based Studies in *Journal of Applied Behavior Analysis for Functional Behavioral Assessment* (TPC; Databased Presentation).** FRANK GRESHAM, Laura Lee McIntyre and Heidi Olson-Tinker (University of California, Riverside)
- **The No Child Left Behind Act and Applied Behavior Analysis: A Marriage of Possibilities.** KIM KILLU (University of Michigan, Dearborn) and Kimberly Weber (Gonzaga University)

162 Paper Session

5/25/2003

10:00 AM - 10:20 AM

Nob Hill B

EDC/TBA

Generalization: Illustrating Behavior Systems Interventions Designed for Long-Range Effects in Professional Education and Educational Practice Settings

Chair: Stephanie Ammarl (Eastern Michigan University)

THOMAS SHARPE (University of Nevada, Las Vegas)

163 International Paper Session

5/25/2003

10:00 AM - 10:50 AM

Pacific F

INT/CBM

Behavioral Parenting Styles (translated from English to Japanese)

Chair and Translator: Sayaka Endo (Hawthorne Country Day School)

ROGER McINTIRE (University of Maryland, College Park)

164 Panel Discussion

5/25/2003

10:00 AM - 10:50 AM

Salon 3

CBM

Clinical Roundtable (Databased Presentation)

Chair: Maria Karekla (SUNY Albany)

- EDELGARD WULFERT (SUNY at Albany)
- JOHN P. FORSYTH (University at Albany, SUNY)
- RAINER FRANZ SONNTAG (Private Practice)
- DAVID E. GREENWAY (University of Louisiana at Lafayette)

165 Paper Session

5/25/2003

10:00 AM - 10:50 AM

Pacific A

CSE

Emerging Conceptual Issues in Cultural Analysis

Chair: Christine T. Lowery (University of Wisconsin, Milwaukee)

- **The Natural Science of Nonviolent Action (TPC; Databased Presentation).** MARK A. MATTAINI (Jane Addams College of Social Work, UIC) and Christine T. Lowery (University of Wisconsin, Milwaukee)
- **Environmental Determinism of Behavior: Guns, Germs and Steel versus The Blank Slate.** RICHARD F. RAKOS (Cleveland State University)

166 International Symposium

5/25/2003

10:00 AM - 11:20 AM

Nob Hill C

EDC

Teaching Reasoning Skills

Chair: Agata Vitale (National University of Ireland, Maynooth)

- **Fighting the Uphill Battle to Target Celeration.** DEIRDRE LEE FITZGERALD (Eastern Connecticut State University)
- **Facilitating Complex Patterns of Responding in Accordance with the Frame of Comparison in Adults.** AGATA VITALE, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Deductive Reasoning and Relational Responding: Analyzing 'If-Then' Conditional.** Francisco Cabello (Unidad Ciencias Sociales del Trabajo, Universidad de La Rioja), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Sonsoles Valdivia-Salas (Universidad de Almería)
- **Derived Relational Responding in Intraverbal, Selection and Production to Geometry Problems as a Function of a Multiple Exemplar Instructional History.** DOLLEEN-DAY KEOHANE and Grant Gautreaux (Columbia University Teachers College) and R. Douglas Greer (CABAS Schools)

167 International Invited Event

5/25/2003
10:30 AM - 11:20 AM
Sierra A
BPH

Drug Effects on Remembering (Databased Presentation)

Chair: Christine E. Hughes (University of North Carolina, Wilmington)

K. GEOFFREY WHITE (University of Otago, New Zealand)



Dr. Geoffrey White runs one of the two most Southern operant labs in the world (the other is Brent Alsop's lab in the same building), only a few degrees South of the labs of Anthony McLean and Randy Grace. Geoff has benefited from the fine EAB tradition in New Zealand, and finds inspiration in the question of how to account for action at a temporal distance (remembering) without having to suppose cognitive representations. Geoff is Professor of Psychology at the University of Otago, New Zealand, where he chaired his department for a decade. He is active in New Zealand Psychology, and is a Fellow of the Royal Society of New Zealand. He has served as Associate Editor of the *Journal of the Experimental Analysis of Behavior*, and with John Wixted, won the George Miller award for their paper in the *Journal of the Experimental Analysis of Behavior* on psychophysics of remembering.

Abstract: The experimental analysis of behavior has made a major contribution in the area of quantification. Forgetting functions, the decrement in discriminability with increasing retention-interval duration, can be quantified in terms of two parameters of a fitted function, intercept and slope. Intercept, or initial discriminability, is influenced by task difficulty or conditions for encoding. Slope, or rate of forgetting, is influenced by conditions for retrieval. Intercept and slope are measures of the delay-independent and delay-dependent aspects of performance. The question asked in the present paper concerns the effects of different drugs on the two parameters of forgetting functions. Can evidence for the role of different neurotransmitter systems be gleaned from the effects of drugs on the intercept and slope parameters of forgetting functions? What conclusions can be drawn about the behavioral character and neural basis of Alzheimer's Disease?

168 International Symposium

5/25/2003
10:30 AM - 11:50 AM
Salon 1
EAB

Alternative Methodologies in the Analysis of Derived Stimulus Relations

Chair: Dermot Barnes-Holmes (National University of Ireland, Maynooth)

- **Relational Responding in the Rat: Matching-to-Sample with Olfactory Stimuli.** MARK GALIZIO and Tracy Pena (University of North Carolina, Wilmington)
- **Priming and Event Related Potentials (ERPs) as Measures of Derived Relational Responding.** CARMEL STAUNTON, Dermot Barnes-Holmes, Robert Whelan and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
- **Electrophysiological Analysis of Stimulus Equivalence.** WILLIAM J. McILVANE, Amanda DiFiore and Kirsta Wilkinson (University of Massachusetts Medical School, Shriver Center)
- **Brain Activation and Stimulus Equivalence.** DAVID DICKINS (University of Liverpool)

169 Panel Discussion**(available for CE for behavior analysts)**

5/25/2003

10:30 AM - 11:50 AM

Sierra J

OBM/CSE

Behavior Analyst Certification Board Update

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

- GERALD L. SHOOK (Behavior Analyst Certification Board, Inc.)
- JAMES M. JOHNSTON (Auburn University)
- GINA GREEN (The Institute for Effective Education)
- RAYMOND G. ROMANCZYK (SUNY at Binghamton)

170 Special Event

5/25/2003

10:30 AM - 11:50 AM

Salon 7

EAB/TPC

Celebrating the Life and Work of William S. Verplanck

Chair: Joseph J. Plaud (Cambridge Center for Behavioral Studies)

- DAVID D. BAKER (Archives of the History of American Psychology)
- JOHN C. MALONE (University of Tennessee, Knoxville)
- A. CHARLES CATANIA (University of Maryland Baltimore County)



William S. Verplanck (1916-2002) is a founding contributor to the field of behavior analysis. The panel will discuss his many empirical and theoretical contributions, his structuring of our discipline in his glossary/thesaurus, his activities as a teacher both in the classroom and on the Web, and his abiding humor and humanity. Reminiscences will be shared by the panel and invited from the audience.

Sunday, May 25

171 International Paper Session

5/25/2003

10:30 AM - 11:50 AM

Sierra I

EAB

Choice and Changeover

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

- **Varying the Changeover Cost in Dynamic Reinforcing Environments (Databased Presentation).** CARLOS F. APARICIO and Jorge A. Balderrama (University of Guadalajara-CEIC)
- **Changeover Response Requirement, Dynamic Choice and Steady State Performance (Databased Presentation).** CARLOS F. APARICIO and Ángel A. Jiménez (University of Guadalajara-CEIC)
- **Choice Behavior, Changeover and Variable Reinforcing Environments (Databased Presentation).** CARLOS F. APARICIO and Emily Otero (University of Guadalajara-CEIC)

172 Symposium**(available for CE for behavior analysts)**

5/25/2003

10:30 AM - 11:50 AM

Pacific B

TPC/EAB

Complexity Theory, Chaos and Behaviorism

Chair: Rene Quiliones (University of Nevada, Reno)

Discussant: Peter Killen (Arizona State University)

- **A Possible Approach to Discovering Dynamical Laws of Behavior.** M. JACKSON MARR (Georgia Institute of Technology)
- **On the Usefulness of Cellular Automata for Behavior Analysis.** JOSEPH RODRIGUEZ and Linda J. Hayes (University of Nevada, Reno)
- **Complexity Theory, Chaos and the Philosophical Core of Behaviorism.** RENE QUINONES and Linda J. Hayes (University of Nevada, Reno)

173 Symposium

5/25/2003

10:30 AM - 11:50 AM

Sierra H

DDA

Evaluation of the Relative Effects of Reinforcement and Preference Across Differing Schedules of Reinforcement (Databased Presentation)

Chair: David P. Wacker (University of Iowa)

Discussant: Wayne Fisher (The Marcus Institute)

- **On the Relationship Between Preference and Reinforcer Potency.** STEVEN LINDAUER, David M. Richman and Jennifer Zarcone (The University of Kansas Medical Center) and Jan Sheldon (The University of Kansas)
- **The Effects of Open and Closed Economies on Adaptive Responding.** HENRY ROANE, Wayne Fisher, Nicole Trosclair, Terry Falcomata and Alyson Hovanetz (The Marcus Institute)
- **Evaluating Choice Making in the Assessment and Treatment of Severe Behavior Problems.** JAY W. HARDING, David P. Wacker, Wendy K. Berg and John F. Lee (University of Iowa)

174 Symposium

5/25/2003

10:30 AM - 11:50 AM

Salon 2

EAB/CSE

Experimental Advances Towards a Behavioral Analysis of Gambling (Databased Presentation)

Chair: Janice L. Marley (Southern Illinois University Carbondale)

Discussant: Charles A. Lyons (Eastern Oregon University)

- **The Misruled Governed Behavior of Gamblers.** W. SCOTT WOOD and Mary Clapham (Drake University)
- **Resistance to Extinction when Gambling: Exploring the "Big Win" Hypothesis.** JEFFREY N. WEATHERLY, John M. Sauter and Brent M. King (University of North Dakota)
- **A Two-Tier, Four-Term Contingency Analysis of Gambling.** V. THOMAS MAWHINNEY (Indiana University, South Bend)

175 Symposium**(available for CE for behavior analysts)**

5/25/2003

10:30 AM - 11:50 AM

Pacific I

DDA

Extensions of Functional Behavioral Assessment of Problem Behavior: Variations in Population, Therapist and Functional Classes (Databased Presentation)

Chair: Lynn G. Bowman (Johns Hopkins University School of Medicine)

- **Evaluating Functional Relations with Typically Developing Children.** CYNTHIA M. ANDERSON, Carle L. English and Theresa Hedrick (West Virginia University)
- **Parental Consequences as Indicators of Behavioral Function.** SUNGWOON KAHNG (Johns Hopkins University School of Medicine) and Lisa M. Toole and Arthur Wilke (Kennedy Krieger Institute)
- **An Examination of Atypical Operant Functions for Problem Behavior Identified Through Analog Functional Analyses.** ISER GUILLERMO DELEON (Johns Hopkins University School of Medicine), Scott A. Braud (Kennedy Krieger Institute), Lynn G. Bowman (Johns Hopkins University School of Medicine), Amy Christensen (Kennedy Krieger Institute), Louis P. Hagopian and SungWoo Kahng (Johns Hopkins University School of Medicine) and William N. Lazarchick and Lisa M. Toole (Kennedy Krieger Institute)
- **Identifying Stimuli that Occasion and Maintain Problem Behavior in Demand Contexts.** LOUIS P. HAGOPIAN (Johns Hopkins University School of Medicine), Ethan S. Long (Kennedy Krieger Institute) and Lynn G. Bowman and Iser Guillermo DeLeon (Johns Hopkins University School of Medicine)

176 Symposium

5/25/2003

10:30 AM - 11:50 AM

Sierra K

OBM

Improving Performance with OBM: Applications to Retail (Databased Presentation)

Chair: Dave Avery (Meijer Stores)

Discussant: Alyce M. Dickinson (Western Michigan University)

- **Performance Management in the Call Center.** EDWARD BLACKMAN (Meijer Stores)
- **Which One Shall We Use, Systems Analysis or Performance Management? Using OBM to Improve Key Performance Metrics in a Supercenter.** CORINA GROEGER, Dora Lezovich and Missy Reardon (Meijer Stores) and Becky Kehe (Western Michigan University)
- **Process Design from Scratch: A Top-Down Systems Approach to Regulatory Compliance in a Supercenter.** DAVE AVERY (Meijer Stores)

177 International Symposium**(available for CE for behavior analysts)**

5/25/2003

10:30 AM - 11:50 AM

Salon 6

DEV

In Honor of Donald M. Baer: His Contributions to the Behavior Analysis of Development

Chairs: Edward K. Morris (University of Kansas) and Jacob L. Gewirtz (Florida International University)

Discussant: Paolo Moderato (University of Parma, Italy)

- **The Organism as Host: Behavioral Science and Social Policy Implications.** HAYNE W. REESE (West Virginia University)

Sunday, May 25

- **The Age-Irrelevant Concept of Development: Infant Development and the Irrelevancy of the Hollow Variable "Age".** MARTHA PELAEZ and Jacob L. Gewirtz (Florida International University)
- **A Behavior-Analytic View of Development: Cusps, Not Stages.** JESUS ROSALES-RUIZ (University of North Texas)
- **The Control of the Developmental Process – Why Wait? Promoting Developmental Change.** GARY D. NOVAK (California State University, Stanislaus)

178 Symposium

5/25/2003

10:30 AM - 11:50 AM

Salon 5

EDC

Increasing Math Performance Using Reinforcement-Based Interventions: Three Key Factors That Make Rewards More Rewarding (Databased Presentation)

Chair: Brian K. Martens (Syracuse University)

Discussant: Ruth A. Ervin (Western Michigan University)

- **Assessing Students' Choice of Contingency as a Function of Task Difficulty.** AMANDA LANNIE, Brian K. Martens and Stacie Monterello (Syracuse University)
- **Effects of Pre-session versus Within-Session Choice of Reinforcers on Task Completion.** ALEXANDRA HILT, Brian K. Martens and Carlos Panahon (Syracuse University)
- **Effects of Non-contingent Reinforcement on Academic Performance.** Carlos Panahon, Brian K. Martens and Alexandra Hilt (Syracuse University)

179 Symposium

(available for CE for behavior analysts)

5/25/2003

10:30 AM - 11:50 AM

Nob Hill A

TBA/EDC

Innovative Approaches to Teaching Behavior Analysis to Pre-service Teachers

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

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

- **Preparing Pre-service Elementary Education Teachers to Consider Behavioral Function in the Development of Behavior Change Strategies.** JENNIFER L. AUSTIN and Heather J. Huber (University of South Florida)
- **Teaching ABA to Pre-service Post-graduate Special Education Personnel: A Cooperative Field-Based Approach.** JO WEBBER (Southwest Texas State University)
- **Developing, Implementing and Maintaining a Responsive Teacher Preparation Program for Pre-service General Education Teachers.** LAWRENCE J. MAHEADY, Barbara Mallette and Gregory F. Harper (SUNY College at Fredonia)

180 Symposium

5/25/2003

10:30 AM - 11:50 AM

Pacific J

DDA/AUT Autism

Innovative Strategies for Young Children with Autism and Developmental Disabilities (Databased Presentation)

Chair: Diane M. Sainato (The Ohio State University)

- **The Magnitude of Sibling Influence: A Comparison of Peer and Sibling Models for Children with Autism.** CHRISTOPHER D. JONES and Ilene S. Schwartz (University of Washington)

- **The Effects of a Fluency Building Intervention on the Language of Preschool Children with Autism and Developmental Disabilities and Their Peers.** JULIE SCHEPIS (Fairfield Sulsun Union School District) and Diane Saintano (The Ohio State University)
- **Decreasing Inappropriate Behavior and Transition Time: Application and Fading of the High Probability Request Procedure in an Inclusive Preschool Classroom.** CHRISTIE PALOMBARO and Ann Garfinkle (Vanderbilt University)
- **Using the Assessment, Evaluation and Planning System to Evaluate Programmatic Effectiveness for Children with Autism.** CAROL ANN DAVIS (University of Washington)

181 International Paper Session

(available for CE for behavior analysts)

5/25/2003

10:30 AM - 11:50 AM

Salon 12/13

AUT

Intensive ABA Programs for Young Children: Effective Programs and Parent Views

Chair: Jack Scott (Florida Atlantic University)

- **Home-Based Behavioral Intervention for Young Children with Autism: Findings of an International Survey (DDA; Databased Presentation).** JACK SCOTT (Florida Atlantic University)
- **The Acceptability of ABA Therapy for Children with Autism in New Zealand: Parents' Perspectives (CSE; Databased Presentation).** BONNY LE GRICE (Christchurch College of Education)
- **The Effects of Discrete Trial Teaching on the Situational-Based Emotion Identification of Two Preschoolers with Autism (TBA; Databased Presentation).** HUA FENG (National Chang-hua University of Education) and Phyllis Williamson (Applied Behavior Consultants)

182 International Paper Session

5/25/2003

10:30 AM - 11:50 AM

Nob Hill D

EDC

Literacy Issues in the Classroom

Chair: David Forbush (Utah State University)

- **Developing Reading Habits in Elementary School Students (Databased Presentation).** LETICIA RIVERA (Universidad Cristóbal Colón) and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)
- **Teaching the Use of Definite Articles to Second Language Learners: A Comparison of Three Training Methods (Databased Presentation).** SCOTT HERBST and Ramona Houmanfar (University of Nevada, Reno)
- **Reading Skill and Reading Amount: Is There a Relationship and What Is the Direction? (Databased Presentation).** DAVID FORBUSH and Timothy A. Slocum (Utah State University)

183 International Symposium

5/25/2003

10:30 AM - 11:50 AM

Pacific H

VRB/AUT

Relational Responding, Observational Learning and Generalisation

Chair: Jennifer O' Connor (Dublin CABAS School)

- **The Effects of Levels of Verbal Behavior on the Emergence of Stimulus Equivalence Relations in Young Children with Autism Diagnoses.** JENNIFER O' CONNOR, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

- **Is Transformation of Stimulus Function Across Match, Point, Tact and Intraverbal Responses for Children with Autism a Function of Multiple Exemplar Instructional Histories?** R. Douglas Greer, CELESTINA RIVERA, Mapy Chavez-Brown and Lauren Stolfi (Columbia University)
- **Observational Learning of Relational Frames.** CLAIRE EAGAN and Olive Healy (Cork CABAS School)
- **The Contribution of Stimulus Class Formation to Generalisation and Stimulus Control Transfer.** OLIVE HEALY (Cork CABAS School) and Geraldine Leader (National University of Ireland, Galway)

184 International Symposium

(available for CE for behavior analysts)

5/25/2003

10:30 AM - 11:50 AM

Pacific C

TPC/CSE

Social Control and Social Change: Conceptual and Empirical Analyses

Chair: Maria R. Ruiz (Rollins College)

Discussant: Philip N. Hineline (Temple University)

- **Social Prejudice and Unconscious Cognitions: A Behavioral Reframing.** MARIA R. RUIZ (Rollins College), Bryan Roche (National University of Ireland, Maynooth) and Angela C. Florio (Rollins College)
- **An Experimental Analysis of Social Discrimination Using Relational Frame Theory.** BRYAN ROCHE (National University of Ireland, Maynooth), Maria R. Ruiz (Rollins College) and Karen-Anne Hand (National University of Ireland, Maynooth)
- **Counter Control and Social Change.** JOHN R. KRAFT (Armstrong Atlantic State University)

185 Symposium

(available for CE for behavior analysts)

5/25/2003

10:30 AM - 11:50 AM

Salon 10

OTH

Some Issues and Current Research Concerning Visual Data Analysis (Databased Presentation)

Chair: Matthew Normand (Center for Autism and Related Disorders)

Discussant: Jon S. Bailey (Florida State University)

- **The Effects of Celeration Lines on the Visual Analysis of Graphed Within-Subject Data.** MATTHEW NORMAND and Jon S. Bailey (Florida State University)
- **Using Job Aids and Lecture to Teach Accurate Visual Analysis of Graphed Within-Subject Behavioral Data.** MATTHEW NORMAND and Sebastien Bosch (Center for Autism and Related Disorders)
- **Contemporary Perspectives on Functional Analysis Data Interpretation: Insights from New Methods for Studying Complex Verbal Behavior.** ROBERT J. WALLANDER (Florida State University)

186 Symposium

5/25/2003

10:30 AM - 11:50 AM

Salon 14/15

AUT/DDA

Strategies for Teaching Receptive Language to Children with Autism

Chair: Lillian V. Pelios (Bancroft NeuroHealth)

Discussant: Joanne Gerenser (The Eden II Programs)

- **A Literature Review on Teaching Strategies for Establishing Receptive Language.** LILLIAN V. PELIOS and Amy Sucharzewski (Bancroft NeuroHealth)
- **Selection-Based Imitation as a Tool Skill in the Development of Receptive Language in Children with Autism.** STEIN LUND and Donald Eisenhart (Bancroft NeuroHealth)

187 Symposium

5/25/2003

10:30 AM - 11:50 AM

Salon 11

AUT/DDA

Teaching Social Interaction Skills to Children with Autism: Activity Schedules and Script-Fading Procedures (Databased Presentation)

Chair: Patricia J. Krantz (Princeton Child Development Institute)

Discussant: Lynn E. McClannahan (Princeton Child Development Institute)

- **Teaching Joint Attention Skills to Young Children with Autism.** REGINA LEDO, Patricia J. Krantz and Lynn E. McClannahan (Princeton Child Development Institute) and Jay S. Birnbrauer (Murdoch University)
- **Teaching Children with Autism to Participate in Topic-Related Peer Conversation.** EDWARD C. FENSKE, Gregory S. MacDuff, Patricia J. Krantz and Lynn E. McClannahan (Princeton Child Development Institute)
- **Moving Toward Environmental Control of Language for Individuals with Autism.** JOHN L. BROWN, Patricia J. Krantz and Lynn E. McClannahan (Princeton Child Development Institute) and Claire L. Poulson (Queens College, CUNY)

188 Symposium

(available for CE for behavior analysts)

5/25/2003

10:30 AM - 11:50 AM

Salon 8

AUT/EDC

The Changing Face of Education for Individuals with Autism: Incorporating Fluency Based Approaches into Traditional Programs

Chair: Jan Handleman (The Douglass Developmental Disabilities Center)

Discussant: Sandra L. Harris (Douglass Developmental Disabilities Center)

- **Helping Staff to Become Fluent with Fluency: A Reference Manual for Instructors.** BETH A. GLASBERG (Rutgers University)
- **Timed Practices for Teachers: An Empirical Approach to Increasing the Pace of Instruction.** RITA GORDON (Rutgers University) and Joelle Lugo (Douglass Outreach, Rutgers University)
- **Systems Interventions to Ease the Incorporation of Fluency Based Approaches into a More Traditional School for Learners with Autism.** MARIA S. ARNOLD and Barbara L. Kristoff (Douglass Developmental Disabilities Center)

189 Panel Discussion**(available for CE for behavior analysts)**

5/25/2003

10:30 AM - 11:50 AM

Salon 4

CBM

Traumatic Brain Injury: Innovative Applications of Applied Behavior Analysis in the Neurorehabilitation Setting (Database Presentation)

Chair: Michael P. Mozzoni (Timber Ridge Group, Inc.)

- DIXIE EASTRIDGE (Oklahoma NeuroRestorative Center)
- NICOLE McCALLUM (Timber Ridge Ranch)
- CHRIS EWING (Timber Ridge Ranch)
- PABLO JUAREZ (Tennessee NeuroRestorative Center)

190 Special Event**(available for CE for behavior analysts)**

5/25/2003

11:00 AM - 11:50 AM

Salon 9

VRB

2003 Tutorial - The Multiple Control of Verbal Behavior

Chair: Bruce E. Hesse (California State University, Stanislaus)

JACK MICHAEL (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.

Abstract: After a brief review of Skinner's elementary verbal relations (mand, tact, etc.) various forms of divergent and convergent multiple control will be described. Included will be a simple combination of elementary relations, the multiple control in receptive language training, euphemism, the audience relation, humor and literature and in intellectual activities such as reading a difficult text.

191 Panel Discussion

5/25/2003

11:00 AM - 11:50 AM

Nob Hill B

EDC

Professional Development Series: Grant Development II: Applied Research

Chair: Matthew Tincani (University of Nevada, Las Vegas)

- NANCY A. NEEF (The Ohio State University)
- M. LYNN WOOLSEY (The University of North Florida)

192 International Paper Session

5/25/2003

11:00 AM - 11:50 AM

Pacific E

INT/TBA

Teaching Behavioral Principles and Procedures with Precision (translated from English to Spanish)

Chair: Randy L. Williams (Gonzaga University)

RANDY L. WILLIAMS (Gonzaga University)

193 Invited Event

(available for CE for behavior analysts)

5/25/2003

11:00 AM - 11:50 AM

Salon 3

CBM

Violence Prevention at the CDC and Behavior Analysis: A Mostly Good Match

Chair: David Greenway (University of Louisiana at Lafayette)

JOHN R. LUTZKER (Centers for Disease Control and Prevention (CDC))



Dr. John Lutzker is a Distinguished Consultant and Chief, Prevention Development and Evaluation Branch, Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. He is the author of over 100 professional articles, four books, and 300 presentations dealing mostly in child maltreatment and in developmental disabilities. He is on the editorial board of five journals and has been on the boards or a guest reviewer for 55 others, including two stints on the JABA Board.

Abstract: Presented here will be an overview of the public health model and its areas of compatibility with applied behavior analysis. Also covered will be the violence prevention agenda at the Centers for Disease Control and Prevention. Finally, the presenter will recommend strategies and styles that are more or less likely to

advance behavior analysis in government and other large arenas.

194 International Paper Session

5/25/2003

11:00 AM - 11:50 PM

Pacific F

INT/TPC

The Current Status of Generalization Promotion in Applied Behavior Analysis (translated from English to Japanese)

Chair and Translator: Koji Takeshima (Western Michigan University)

PAMELA OSNES and Tara Lieblein (University of South Florida)

Sunday, May 25

5/25/2003

11:00 AM - 11:50 PM

Pacific A

CSE

The Roots of Terrorism: A Contingency Analysis and Prescription

Chair: Richard F. Rakos (Cleveland State University)

T. V. JOE LAYNG (Headsprout)



Dr. Joe Layng is currently Senior Scientist with, and co-founder of, Headsprout in Seattle, WA. At Headsprout he worked with a talented team to develop a patented generative instruction technology for the purpose of teaching fundamental skills over the Internet.

Dr. Layng holds a Ph.D. in Biopsychology from the University of Chicago. At the University, he performed and later published basic experimental research in the area of experimental psychopathology, and helped lay the conceptual foundation with Paul T. Andronis and Israel Goldiamond for an account of how behavior shaped in one set of circumstances can be recruited for an entirely different function in another set of circumstances: Contingency addiction.

Dr. Layng has extensive clinical behavior analysis experience. He has worked in both in-patient and outpatient settings, with adults, children, and families. While working with Israel Goldiamond, he was trained in the nonlinear contingency analysis of behavior, and has since improved and extended the analysis to many forms of individual, social, and societal behavior.

From 1991 to 1996, Dr. Layng was the Director of the Academic Support Center, and then Dean of Public Agency and Special Training programs at Malcolm X College in Chicago. He was instrumental in bringing research-based teaching practices to the Chicago Public Schools.

Abstract: This presentation describes a behavior analytic approach to understanding how children and adults can come to feel isolated and excluded from mainstream social groups in a school, a community or a nation. Using a nonlinear contingency analysis this talk describes contingencies that may result in the shaping, recruiting, and maintaining of isolated behavior. A matrix of contingency relations describes how such isolation can lead to a "rationalization" of violent or other aggressive action taken in response to the isolation. Further social and societal contingencies are described that may not only give rise to terrorist acts, but possibly to an even more virulent totalitarian terrorism. Methods of detection, prevention and intervention are described in the hopes that tragedy, both for the isolated and their victims, can be avoided.

196 International Poster Session

5/25/2003

12:00 PM - 1:30 PM

Golden Gate A

AUT

1. **Comparison of Functional Assessment Instruments to Experimental Functional Analyses for Children with Autism (Databased Presentation).** ANDREA CHAIT (Kennedy Krieger Institute), Jennifer M. Asmus and Maureen A. Conroy (University of Florida), Gregory Valcante (Center for Autism and Related Disabilities) and Jennifer Sellers (University of Florida)
2. **Using Multiple Exemplars to Produce Generalized Use of Concepts (Databased Presentation).** ALICE SHILLINGSBURG, Kim Smith, Brooks Bowden and James McCoy (Auburn University)

3. **Using an Extended Ignore Condition to Clarify the Results of Brief Functional Analyses (Databased Presentation).** STEFANIE HORVATH, Stacy-Ann Stoebs, Aimee Holste and David B. McAdam (Bancroft NeuroHealth)
4. **The Use of Deprivation to Clarify the Function of Aberrant Behavior (Databased Presentation).** JAMES J. DUNLEAVY III, Jennifer Bertino, Nitzallee Tejada, Kelly Wakabayashi and David B. McAdam (Bancroft NeuroHealth)
5. **Effects of the Progressively Delayed Matching-to-Sample Procedure on the Acquisition of a Pointing Skill as a Listener Repertoire by Elementary Students with Autism (EDC; Databased Presentation).** SAYAKA ENDO and Tina M. Covington (Hawthorne Country Day School)
6. **The Effects of Lag-1 Schedules and Preferred Materials on Variable Responding in Students with Autism (DDA; Databased Presentation).** RONALD LEE (The Graduate School and University Center, CUNY) and Peter Sturmey (Queens College, CUNY, Department of Psychology)
7. **A Quick and Easy Computerized Data Collection Program Developed in Visual Basic 6.0 (DDA).** DAVID SIDENER (Western Michigan University)
8. **Using Hand-Held Pocket PC Technology to Teach Independent Play Skills to Students with Autism (Databased Presentation).** SHAYNA GUENTHER and Genee Joubert (Beecroft Learning Centre)
9. **Functional Analysis and Intervention for Spitting in a Young Child with Autism (Databased Presentation).** KATHERINE MASINCUP, Jody Banks, Jillian Woolard and Jane Carlson (The Faison School, Autism Center of Virginia at VCU)
10. **Analysis and Treatment of Active Noncompliance of a Young Child with Autism (DDA; Databased Presentation).** JILLIAN DENNICK (Crossroads Center for Children) and Thomas Zane (The Sage Colleges)
11. **The Effects of Social Proximity on Escape Maintained Aggression (Databased Presentation).** CHRISTOPHER PERRIN and Misty B. Simmons, Anthony Dicesare, David B. McAdam (Bancroft NeuroHealth)
12. **The Functional Analysis and Treatment of Spitting (Databased Presentation).** JAMES DUNLEAVY, Anthony Dicesare, Rachel Trautner and Deborah A. Napolitano (Bancroft NeuroHealth)
13. **The Effects of a Function Based Treatment Intervention on Behavior Reduction and Skill Acquisition (Databased Presentation).** KRISTIN VESPE, Francis Jamison, Sherri Hotz, Mobolade Olaloye, Brett J. DiNovi and Melissa Hearn (Bancroft NeuroHealth)
14. **A Preliminary Examination of the Relation Between Core and Associated Symptoms of Autism (DDA; Databased Presentation).** TERRY FALCOMATA, Wayne Fisher, Henry Roane and Robert Pabico (The Marcus Institute)
15. **The Treatment of Self-Injurious Behavior with Functional Communication Training (Databased Presentation).** FRANCIS JAMISON, Kristin Vespe, Renee Meeker and Brett J. DiNovi (Bancroft NeuroHealth)
16. **Identifying Verbal Praise as Aversive to a Child with Autism Through a Brief Functional Analysis (Databased Presentation).** DOUGLAS C. KING, Stephen R. Anderson, Marcus L. Thomeer, Michael C. Dedde and Gretchen M. Costantino (Summit Educational Resources, Inc.)
17. **Treatment of Perseverative Behavior and SIB in a 21 Year Old Male with Fragile-X (DDA; Databased Presentation).** WAYNE PIERSEL and Marsha Epperson (Heartspring)
18. **A Family-Centered Problem Solving Process for Resolving a Young Child's Challenging Behaviors (Databased Presentation).** STEPHANIE STROBECK, Glen Dunlap, Lise Fox and Pamelazita Buschbacher (University of South Florida)
19. **Functional Assessment and Treatment of Out-of-Seat and Disruptive Behaviors for Hyperactive Children with Autism.** OHAMMAD AL-ATTRASH, Sameera Al-Qasimi, Iada Al-Shirawi and Sameer Hamdash (Shafallah Center for Children with Special Needs)

20. **The Failure of Function Based Treatment for SIB: A Case Study (Databased Presentation).** SHAWN KENYON, Ronnie Detrich, Thomas S. Higbee (Utah State University), Harmony Estevane and Jennifer Moore (Spectrum Center for Educational and Behavioral Development)
21. **Assessing Vocational Preference: The Use of a Percentage Agreement Measure to Compare Parents and Child Preferences.** ERIN SPARACIO, Ruth Donlin, Eric Shyman and Mary E. McDonald (The Genesis School/Eden II)
- 21a. **Using Behavior Momentum and Visual Cues to Increase the Food Sampling of a Preschooler with Autism (EDC; Databased Presentation).** KATHLEEN McCABE-ODRI, Laura Kenneally and Jennifer Cornely (Partners in Learning, Inc.)
22. **Self-Modeling and Video Feed-Forward in Teaching Skills to Children with Autism and Other Developmental Disabilities (DDA; Databased Presentation).** MARC PIEPER (Anova Education and Behavior Consultation) and Robert Vreeland and Genae Hall (Behavior Analysis and Intervention Services)
23. **Assessment of Discrimination Skills in Individuals with Autism: Validity of the Assessment of Basic Learning Abilities (ABLA; DDA; Databased Presentation).** ROSEMARY A. CONDILLAC and Adrienne M. Perry (TRE-ADD Program, Thistleton Regional Centre)
24. **Comparing the Occurrence of Behavioral Difficulties when Implementing Naturalistic versus Structured Teaching Procedures (Databased Presentation).** CARLA MILITO and Christina Dallaire (Autism Spectrum Therapies), William Frea (California State University, Los Angeles) and Ronit Molko (Autism Spectrum Therapies)
25. **Increased Academic Responding Across Instructional Domains as a Function of an Establishing Operation Procedure (Databased Presentation).** SUDHA RAMASWAMY and Brigid Sinnott (Columbia University)
26. **Effects of Choice and Commitment for Reinforcers Before and After a Trial on Task Accuracy in Children with Autism.** MELISSA SUE BUTTERWEICH, Xanthi Pappas and Catherine Fallo (Personal-Touch, Early Intervention Program) and Kenneth F. Reeve (Caldwell College)
27. **Socially Mediated Behavior: A Comparison of Extinction, Verbal Reprimands and Redirection (Databased Presentation).** SHANNON EIDMAN and Rena Sorensen-Burnworth (Cincinnati Children's Hospital Medical Center)
28. **Increasing Speaker Volume of Children with Autism Through the Use of Visual and Auditory Response Prompts (VRB).** R. Douglas Greer, SCOTT RODERICK and Ananya Goswami (Columbia University Teachers College)
30. **Investigating the Effects of Behavior-Specific versus Nonbehavior-Specific Praise (Databased Presentation).** ALLISON CELLURA (BEST Consulting Services, Inc.)

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Golden Gate A

CBM

32. **Evaluating Food Preferences in a Child with a Feeding Disorder (DDA; Databased Presentation).** ELIZABETH MASLER, Charles S. Gulotta and Jennifer E. Dawson (Kennedy Krieger Institute)
33. **An Examination of Variables Affecting Parent Acceptability Ratings in the Treatment of Food Refusal (DDA; Databased Presentation).** HEATHER GOHNG, Jennifer E. Dawson, Charles S. Gulotta and Kunise Stroh (Kennedy Krieger Institute)
34. **A Preliminary Analysis of Structured versus Unstructured Meals for Increasing Oral Intake in Two Children with Feeding Problems (DDA; Databased Presentation).** STEPHANIE BETHKE and Jennifer E. Dawson (Kennedy Krieger Institute)

35. **Manipulating Variety of Food in the Treatment of Food Refusal (DDA; Databased Presentation).** BRIAN DUDLEY, Barbara J. Sierp-Shao, Jennifer E. Dawson and Ping Wang (Kennedy Krieger Institute)
36. **Treatment of Solid and Liquid Refusal (DDA; Databased Presentation).** PAULA GONCE, Jennifer E. Dawson and Charles S. Gulotta (Kennedy Krieger Institute)
37. **The Use of Lateral Placement to Increase the Oral-Motor Skills of Children with Pediatric Feeding Disorders (Databased Presentation).** MERRILL BERKOWITZ, Manuel Aguda, JoAnn Petronchak, Peggy Eicher, Ines Huggle and Paula Tokar (St. Joseph's Children's Hospital)
38. **Using Behavioral Momentum to Change Food Texture in a Four-Year-Old (Databased Presentation).** JUDITH R. MATHEWS, Stephanie Campbell and Kathleen Keller (University of Nebraska Medical Center)
39. **Extremely Low Birthweight Infant Responses to Positioning During Care Giving and Painful Procedures (Databased Presentation).** LEASHA BARRY (University of West Florida)
40. **The Effect of Antecedent Variables on Tic Frequency in Children with Tourette's Syndrome (Databased Presentation).** MELISSA NORBERG, Jessica Smerz, Douglas W. Woods and David Osmon (University of Wisconsin, Milwaukee)
41. **Korean Parents' Reaction Towards Medication for Children with ADHD (Databased Presentation).** SANG BOK LEE, Sungkyu Chol, Hyo-shin Lee and Chun Hee Kim (Taegu University, Korea)
42. **Using Percentile Schedules to Teach Children with Attention Deficit Disorder Self-Control (Databased Presentation).** ELLIE MAUEL, Gregory J. Madden and Kevin P. Klatt (University of Wisconsin, Eau Claire)
43. **Preliminary Exploration of Child Welfare Decision Making (Databased Presentation).** SUSAN McMILLAN, Marla Lynn Kessler and Virginia DeRoma (The Citadel)
44. **The Effects of Phrase Error Correction While Reading on a Vocal Habit (EDC; Databased Presentation).** RACHEL J. VALLELEY, Mark D. Shriver and Sheryl Rozema (Munroe Meyer Institute)
45. **Using the Parent Instruction Game (PIG) to Assess Treatment Gains During Parent Management Training (Databased Presentation).** STEPHEN HUPP (Southern Illinois University, Edwardsville), David Reitman (Nova Southeastern University), Mark D. Shriver (Munroe Meyer Institute), Mary Lou Kelley (Louisiana State University) and Keith D. Allen and Jennifer T. Freeland (Munroe Meyer Institute)
46. **Analysis of the Bedtime Pass for Bedtime Resistance: A Systematic Replication (Databased Presentation).** KURT FREEMAN (Oregon Health & Science University)

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Golden Gate A

DDA

47. **A Comparison of Two Methods to Teach Auditory-Auditory Identity Matching to Persons with Developmental Disabilities (VRB; Databased Presentation).** TRACEY SEWELL, Aynsley Verbeke, Garry L. Martin, Sara Spevack, Dickie C. T. Yu and Carole Marion (University of Manitoba)
48. **Using Video Modeling to Teach Simple Meal Preparation Skills to Adults with Moderate and Severe Mental Retardation (Databased Presentation).** DANA DAHMAN, Amanda Young, Hollie Cherry and Ruth Anne Rehfeldt (Rehabilitation Institute) and Paula K. Davis (Southern Illinois University)
49. **Program Adherence and Inter-response Time Effects (OBM; Databased Presentation).** JOHN POKRZYWINSKI (West Tennessee Regional Office)
50. **Increasing the Happiness of Individuals with Profound Mental Retardation: A Replication and Further Analysis (Databased Presentation).** AMANDA YOUNG, Hollie Cherry, Dahman Dana, Paula K. Davis and Ruth Anne Rehfeldt (Rehabilitation Institute)

51. **Towards an Analysis of Mand Generalization (EDC; Databased Presentation).** EMMA HERNANDEZ, Gregory P. Hanley, Einar T. Ingvarsson and Jeffrey H. Tiger (University of Kansas)
52. **Longitudinal Study of Challenging Behaviors in Two-Five Year Old Children with/at Risk for Developmental Delay (Databased Presentation).** JENNIFER PASSEY, Jennifer Laforce, Danielle Ostfield and Maurice Feldman (Queen's University)
53. **Functional Analysis of Stereotypic Hand Movements Among Two Individuals with Rett Syndrome (EAB; Databased Presentation).** CLAIRE LACEY, Mark O'Reilly, Nicole Murray and Margaret O'Halloran (National University of Ireland, Dublin)
54. **Impaired Cognitive Adaptability in Adult Rhesus Monkeys Exposed to Cocaine During Gestation (BPH).** MERLE PAULE (National Center for Toxicological Research), John J. Chelonis (University of Arkansas at Little Rock) and Michael Gillam (National Center for Toxicological Research)
55. **Comparison of Highly Preferred Matched and Unmatched Stimuli on Stereotypy in Students with Developmental Disabilities (Databased Presentation).** KATHLEEN M. CLARK, Christine Florentino, Erin Toomey, Yuko Isono, Jennifer Metzger and William H. Ahearn (New England Center for Children)
56. **Systematic Behavior Relaxation Training in Persons with Developmental Disabilities.** SCOTT A. BRAUD, Brian Konik, J. Helen Yoo and Theodosia R. Paclawskyj (Kennedy Krieger Institute)
57. **Epidemiology and Prevalence of Mental Retardation and Psychopathology: A Review of the Literature (Databased Presentation).** J. HELEN YOO and Stephen R. Schroeder (University of Kansas)
58. **Assessing Preferences in Children with Multiple Disabilities and Minimal Movements (Databased Presentation).** SARA SPEVACK and Lisa Wright (University of Manitoba) and Dickie C. T. Yu (St. Amant Centre)
59. **Response Effort and Environmental Enrichment to Reduce Disrobing and Inappropriate Sexual Behavior (Databased Presentation).** WILLIAM N. LAZARCHICK (Kennedy Krieger Institute), Iser Guillermo DeLeon (Johns Hopkins University School of Medicine) and Meagan Gregory (Kennedy Krieger Institute)
60. **Implementation of DRA During Behavioral Treatment Assessments May Cause Carry-Over Effects Across Sessions and Settings (Databased Presentation).** ANGEL M. CROWE, Ami Spencer, Jessica Phillips and Marilyn D. Cataldo (Kennedy Krieger Institute)
61. **A Comparison Between Two Modes of Presentation for Preference Assessments (Databased Presentation).** SHAWN BRYANT and John Molteni (New England Center for Children)
62. **Assessment and Treatment of Self-Injurious Behavior Maintained by Access to Protective Equipment (Databased Presentation).** JOHN MOLTENI and James Clark (New England Center for Children)
63. **The Effect of Contingent Presentation of Two Food Textures to Increase Food Consumption in a Child with Food Refusal (Databased Presentation).** DANIELLE N. DOLEZAL, Linda J. Cooper-Brown, Scott Dailey, Lisa Winborn and David P. Wacker (University of Iowa)
64. **A Systematic Review of Functional Analysis-Based Treatment Relapse (Databased Presentation).** MICHELLE D. CHIN and Patricia F. Kurtz (Kennedy Krieger Institute)
65. **Separating the Effects of Positive and Negative Reinforcement for Problem Behavior Occasioned by Schoolwork Initiation (EDC; Databased Presentation).** JENNIFER FRITZ and William Lazarchick (Kennedy Krieger Institute) and Iser Guillermo DeLeon (Johns Hopkins University School of Medicine)
66. **Effects of Positive Behavioral Programming to Replace the Need for Psychotropic Medication to Control Behavior (Databased Presentation).** LYNN PARRILLO, Patricia Rivera, Matthew L. Israel and Cherie Boisvert (Judge Rotenberg Educational Center)

67. **Teaching Self-Monitoring to a Fifth Grade Boy to Reduce Finger Sucking and Hand Mouthing (Databased Presentation).** K. Mark Derby, Gleanne Hoss, Michelle Gwinn and JULIE LEMIEUX (Gonzaga University)
68. **Treatment of Noncompliance During Vital Signs Readings in a Child with Developmental Disabilities (CBM; Databased Presentation).** CINDY TERLONGE (Kennedy Krieger Institute), SungWoo Kahng (The Johns Hopkins University School of Medicine) and Brian Mishler (Kennedy Krieger Institute)
69. **Effects of Choice versus No-Choice for Persons with Severe Developmental Disabilities in Natural Work Settings (Databased Presentation).** RENE HIEBERT, Toby L. Martin and Garry L. Martin (University of Manitoba) and Dickie C. T. Yu (St. Amant Centre)
70. **Evaluation of a Choice-Making Procedure to Identify Preferred Stimuli/Activities and Select Intervention Procedures to Treat a Failure-to-Settle Sleep Disturbance (EAB; Databased Presentation).** MARK O'REILLY (The University of Texas at Austin), Giulio E. Lancioni (University of Leiden) and Claire Lacey (National University of Ireland, Dublin)
71. **Using an Antecedent Manipulation to Increase Liquid Consumption in a Child with Feeding Problems (Databased Presentation).** KISHA T. HOPE and Cathleen C. Piazza (The Marcus Institutes)
72. **Teaching Monetary Skills as Conditional Discriminations (OBM).** KEVIN D. WILLIAMS and W. Larry Williams (University of Nevada, Reno)
73. **Teaching Students with Behavior Disorders to Accept Non-contingent Disapprovals.** Heather Gifaldi, ELIZABETH THEO and Gail Chan (Columbia University Teachers College)

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Golden Gate A

DEV

74. **Comparison of Mother-Child Linguistic Interaction Patterns Using a Multidimensional Observation System (VRB; Databased Presentation).** EMILIO RIBES-INESTA and Carmen Quintana (University of Guadalajara)
75. **Motivation and Children: The Effects of Age, Sex, Intelligence and Attention Deficit Hyperactivity Disorder (EAB; Databased Presentation).** AMANDA G. PHILYAW and John J. Chelonis (University of Arkansas, Little Rock), Donna Blake (University of Arkansas for Medical Sciences) and Merle G. Paule (National Center for Toxicological Research)
76. **Delayed Match-to-Sample as a Measure of Memory Impairment for People with Dementia (EAB; Databased Presentation).** ROBERT T. PEYTON, David G. Born and Dean C. Williams (University of Kansas)
77. **Functional Analysis and Treatment of Irrational Vocalizations of an Elderly Woman with Alzheimer's Disease (Databased Presentation).** SANDRA BEATON, Thomas Harvey and Collin M. Peeler (Florida State University, Panama City)

200 International Poster Session

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Golden Gate A

EAB

81. **Can Activity Anorexia in Rats Be Used as a Model for Human Anorexia? (Databased Presentation).** MICHAEL MANDRUSIAK, James C. Russell, Donald C. Heth and W. David Pierce (University of Alberta)
82. **Time Allocation to Distinct Thermal Zones Following REM Sleep Deprivation (Databased Presentation).** MARK T. HARVEY, Michael E. May, Maria G. Valdovinos and Craig H. Kennedy (Vanderbilt University)

83. **Local Sensitivity to Response-Dependent Alterations of a Stimulus Clock (Databased Presentation).** ROBERT W. ALLAN, Kristopher Klein, Heather Stauffer, Kelley Borradaile and Jeannie Tenuto (Lafayette College)
84. **Analysis of Feeding Patterns in Rats: Self-Deprivation Behavior Induced by a Function of Food Deprivation (Databased Presentation).** ANTONIO LOPEZ-ESPINOZA and Hector Martinez (Universidad de Guadalajara, Mexico)
85. **Behavioral Economics: How Does How the Session Is Terminated Affect Demand? (Databased Presentation).** T. MARY FOSTER, Catherine Sumpter, William Temple and Michelle Thompson (University of Waikato, New Zealand)
86. **Effects of Class-Specific Compound Reinforcers on Equivalence Class Formation and Expansion (DDA; Databased Presentation).** CHRISTY ASHFORD, Carol Pilgrim and Kelly Stanley (University of North Carolina, Wilmington)
87. **Human Social Behavior Under Concurrent Schedules: Conger & Killeen (1974) Revisited (VRB; Databased Presentation).** JEFF BORDENAVE, Luke Klein, Julie Schaller, Asley Wegener, Carla Arnold and Gregory J. Madden (University of Wisconsin, Eau Claire)
88. **Effects of Differential Intertrial Intervals on Accuracy in Delayed-Matching-to-Sample (Databased Presentation).** CARLOS FLORES, Claudio Carpio, Isaac Camacho, Virginia Pacheco, César Canales, Héctor Hernández and Marlo Serrano (Universidad Nacional Autónoma de México-FES Iztacala)
89. **Effects of Alternative Responses on Resistance to Change (Databased Presentation).** E. TERRY MUELLER and Phillip Hineline (Temple University)
90. **Observing in Pigeons Under Concurrent Schedules of Reinforcement (Databased Presentation).** DANIEL HEHLI, Mikhail Koffarnus, Thorhallur O. Flosason and Gregory J. Madden (University of Wisconsin, Eau Claire)
91. **Evidence Linking the P300 Event Related Potential in Rats to Conditioned Reinforcement (Databased Presentation).** LEAH FRANCK, William Klipec, Brooke Schneider, Kacey Stanley, Beth Beenken, Kelly King and Molly Larson (Drake University)
92. **Sensitivity to Initial Conditions in the Route-Finder Model (Databased Presentation).** JAIME R. ROBLES (Universidad Católica Andrés Bello and Universidad Simón Bolívar)
93. **Duration Measures and Preference Assessment: An Examination of Alternative Dependent Variables (Databased Presentation).** ERIN DUNN, Gary Pace, Helen Michele Walden-Dopke and Robin Coddling (The May Institute)
94. **Delay Discounting in Pathological Gamblers (Databased Presentation).** JANICE L. MARLEY, Mark Dixon, Anthony J. Cuvo and Eric A. Jacobs (Southern Illinois University at Carbondale)
95. **Differential Reinforcement of Sequential Response in Humans (VRB; Databased Presentation).** KANAME MOCHIZUKI (National Institute of Multimedia Education) and Masaya Sato (Teikyo University)
96. **Can Lever Pressing Be Analyzed as Bouts of Responding? (Databased Presentation).** JAMES S. MACDONALL (Fordham University)
97. **Separating Stimulus-Reinforcer Contingency from Response-Reinforcer Contingency in Temporal Control of Behavior (Databased Presentation).** TAKU ISHII and Takayuki Sakagami (Kelo University)
98. **Functional Analysis of Effective Control of Lunging Behavior in Dogs with the Gentle Leader® Collar (Databased Presentation).** JENNIFER SOBIE (Western Michigan University)
99. **Is White Noise Equivalent to Electric Shock? (Databased Presentation).** TINA McADIE (University of Huddersfield, England) and T. Mary Foster and William Temple (University of Waikato, New Zealand)
100. **Effects of Rule-Governed Analogs of Positive Reinforcement and Negative Reinforcement Contingencies on Rule-Following (VRB; Databased Presentation).** HORACIO ROMAN, Julianne Gallinat and Thomas E. Boyce (University of Nevada, Reno)

101. **Teaching the Self-Awareness? The Establishment of Self-Discrimination Response (Dymond and Barnes, 1994; Databased Presentation).** LIZANDRA DE CAMPOS BRANDANI (Pontifícia Universidade Católica de São Paulo)
102. **Target Training a Coati Mundi.** ANDREA GAMBLE, Nicole Dorey, Karen Belhumeur and Jesus Rosales-Ruiz (University of North Texas)
103. **Human Performance in an Adjusting Delay Procedure: Delay Discounting of Escape from Disruption of Audio/Video Stimulation (Databased Presentation).** BRIAN D. KANGAS and Eric A. Jacobs (Southern Illinois University)
104. **Component Duration and the Peak Shift (Databased Presentation).** TIMOTHY CLEARY, John C. Malone and Eric Billington (University of Tennessee)
105. **Feedback Function Effects in the Recurrent Regime of IRT Distributions (Databased Presentation).** MATTHEW BOWERS, Ben Y. Zimmerman and William L. Palya (Jacksonville State University)
106. **The Effect of a Variable Quantity Schedule of Reinforcement on a Discrimination Task (Databased Presentation).** RODNEY KLEIN, Karen Griffee, Ian Lovejoy, Sara Neal, Jennifer Lake and Chris Kast (Concord College)
107. **The Role of Successive Discriminations in the Extension of Stimulus Function.** CARRIE HARTMAN and Manish Vaidya (University of North Texas)
108. **Resistance to Satiation May Be Influenced by the Presence of a Conspecific (Databased Presentation).** CRISTIANO VALERIO DOS SANTOS (Universidade de São Paulo, Brazil) and Josele Abreu-Rodrigues (Universidade de Brasília)
109. **Pushing Verbal and Nonverbal Performances (Databased Presentation).** Elísa Tavares Sanabio (Universidade Católica de Goiás) and JOSELE ABREU-RODRIGUES (Universidade de Brasília)

201 International Poster Session

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12:00 PM - 1:30 PM

Golden Gate A

EDC

110. **The Use of Differential Reinforcement of Incompatible Behaviors and Rule-Governed Behavior (EAB; Databased Presentation).** BETH CARLUCCI and Lynn Yuan (Columbia University Teachers College)
111. **The Role Contingent Teacher Attention in Appropriate Classroom Behavior (Databased Presentation).** AMY DAVIES LACKEY and Lesley Lucas (Hawthorne Country Day School Manhattan)
113. **Effects of a Token Economy on On-Task Behavior with a Second Grade Student with Learning Disabilities (Databased Presentation).** CAROL ANTCLIFF and K. Mark Derby (Gonzaga University)
114. **A Comparison of a Self-Management versus Token Economy on the Effects of Off-Task and Talk-Out Behavior of an Adolescent with a Behavior Disorder (Databased Presentation).** KATHLEEN A. RICE, Anne E. Gregory, Kimberly P. Weber and Thomas F. McLaughlin (Gonzaga University)
115. **Using a Functional Token Economy to Shape Academic Organizational Skills (Databased Presentation).** BARBARA MALLETTE (SUNY Fredonia), Isaac Mallette-Lloyd (Silver Creek Central School), Kathleen Gradel (SUNY Fredonia) and Douglas Lloyd (Silver Creek Central School)
116. **Treatment of Disruption and Off-Task Behavior Within Regular Education Classrooms (Databased Presentation).** Adel Najdowski, Michele D. Wallace, Scott Harrington and JACKIE CLEVELAND (University of Nevada, Reno)
117. **The Effects of Peer-Administered Praise on Student Behavior (Databased Presentation).** MEREDITH BRENT and Richard West (Center for the School of the Future) and Donna Gilbertson (Utah State University)

118. **Comparing Currency and Non-currency Based Token Economies in Reducing the Disruptive Classroom Behavior of Emotionally and Behaviorally Disordered Students of Low Socioeconomic Status (Databased Presentation).** PHILIP CONCORDS, Karen Clasca and Jennifer Wallace (Devereux Consultants)
119. **Effects of Frequency of Token Exchange on On-Task Behavior (DDA; Databased Presentation).** Charna Mintz-Resudek, Michele D. Wallace and ALICIA GRAUVOGEL (University of Nevada, Reno)
120. **Intrinsic Motivation and the Effects of Achievement-Based Rewards During Learning and Testing (Databased Presentation).** W. DAVID PIERCE and Judy Cameron (University of Alberta)
121. **Reward for Reading Programs: A Review, Analysis and Evaluation (Databased Presentation).** AMBER GEAR, Rhonda Wizniak and Judy Cameron (University of Alberta)
122. **School-Wide Positive Behavior Support: First Year Implementation in Five Urban Schools (Databased Presentation).** DEBRA KAMPS, Howard Wills, Carmen Arreaga-Mayer, Mary Veerkamp, Junie Lazo and Linda Heitzman-Powell (Juniper Gardens Children's Project)
123. **Sit Down, Stop Talking, Don't Hit: Strategies for Behavior Management (TBA).** RANGASAMY RAMASAMY (Florida Atlantic University)
124. **Preference Assessments and Engagement for Typical Children (Databased Presentation).** MIKHAIL KOFFARNUS, Katie Solberg, Ashton Robinson, Elizabeth Alden-Anderson, Sarah Law and Kevin P. Klatt (University of Wisconsin, Eau Claire)
125. **Self-Monitoring of Academic Behavior by Middle-School Aged Students in an Alternative School (Databased Presentation).** SHARON MAGEE (Mobile County Public School System) and David Ellis (University of South Alabama)
126. **Evaluation of Procedures for Generating Greeting Responses of Preschool Teachers (EAB; Databased Presentation).** EINAR T. INGVARSSON, Gregory P. Hanley, Aphrodite Foundas, Nicole Heal and Anthony P. Cammilleri (University of Kansas)
127. **Effects of Preferred Components of Performance Feedback Packages on Treatment Integrity Scores (Databased Presentation).** KIMBERLY THIER, George Sugai, Emma Martin and Teri Lewis-Palmer (University of Oregon)
128. **Student or Classroom? You Can't See One Without the Other (Databased Presentation).** STEPHANIE ALPERT (University of South Florida) and Michael Cripe and Douglas Kostewicz (University of South Florida DARES)

202 Poster Session

5/25/2003

12:00 PM - 1:30 PM

Golden Gate A

TBA

129. **Assisting Students in the Transition from Undergraduate to Graduate School.** MELINDA S. SOTA, Joseph Cerri, Rachael Sautter and Richard W. Malott (Western Michigan University)
130. **The Behavioral Research Supervisory System: Helping Graduate Students Avoid Procrastination.** ALICIA WARGOWSKY, Christen Rae, Amy Rosenberg, Erin Seligson, Becky Kehe and Richard W. Malott (Western Michigan University)
131. **The Professional Psychology Practicum System: Training Graduate Students to Obtain Their Temporary Limited Licenses.** TRACY BRANDENBURG, Rachael Sautter, Jonathan Baker, Rhiannon Fante, Marco Tomasi and Richard W. Malott (Western Michigan University)
132. **Utilizing a Competency Validation System to Enhance the Performance of Professional Psychology Practicum Students.** RACHAEL SAUTTER, Tracy Brandenburg and Rhiannon Fante (Western Michigan University), James Kaye (Kalamazoo Regional Educational Service Agency) and Richard W. Malott (Western Michigan University)
133. **Managing the Performance of Counselors in the Behavioral Academic Career Counseling System.** AMBER FURTICK, Mitch Fryling, Kara Pomeroy, Brandy Goodwin, Rachel Skinner and Richard W. Malott (Western Michigan University)

134. **Getting College Students BACC on Track.** MITCH FRYLING, Amber Furtick, Kara Pomeroy, Brandy Goodwin, Rachel Skinner and Richard W. Malott (Western Michigan University)
135. **Transfer and Maintenance: Again, Everything You Know Is Wrong.** JENNIFER D. CLAYTON, Morgan Reynolds, Holly C. Harrison and Richard W. Malott (Western Michigan University)
136. **Teaching College Students Behavior Analysis: The Behavioral System Analysis Project.** TIFFANI WILLIAMS, Emily Helt, Terresa Kenney and Richard W. Malott (Western Michigan University)
137. **The PSY 360 System: Helping Undergraduate Students Achieve Competency in Behavior Analysis.** NATALIE WITT, Lesley Frakes, Jason Otto and Richard W. Malott (Western Michigan University)
139. **Advanced Behavior Analysis: A Supplement to an Undergraduate Course in the Principles of Behavior.** WAYNE SAGER, Bridget Falcoon and Richard W. Malott (Western Michigan University)
140. **Increasing the Effectiveness of Training for an Undergraduate Leadership Position Within the Confines of an Honors Seminar in Psychological Research.** CHRISTEN RAE, Alicia Wargowsky, Amy Rosenberg and Richard W. Malott (Western Michigan University)
141. **Increasing the Organizational Effectiveness of Educational Materials for an Honors Seminar in Psychological Research for Undergraduate Students.** AMY ROSENBERG, Alicia Wargowsky, Christen Rae and Richard W. Malott (Western Michigan University)
142. **The Behaviors of Children Diagnosed with Autism in Musical Group Activities.** CASEY N. LUDWICK, Tami L. McDowell and Richard W. Malott (Western Michigan University)
143. **The Advanced Autism Practicum: Develop and Manage the Advanced Autism Practicum (PSY398) at Croyden Avenue School.** OSONG KIM, Beth Ann Wolf, Jessica Marie Cretsinger, Moira P. McGlynn and Richard W. Malott (Western Michigan University)
144. **The Behaviors of Children Diagnosed with Autism in Snack Group Activities (AUT).** BRITTANY SHEETS, Casey I. Corullo, Tami L. McDowell, Casey N. Ludwick and Richard W. Malott (Western Michigan University)

203 Special Event

(available for CE for behavior analysts)

5/25/2003

1:30 PM - 2:20 PM

Salon 9

OBM

2003 Tutorial - Assuring the Quality of Your ABA Interventions Via OBM

Chair: John Austin (Western Michigan University)

BETH SULZER-AZAROFF (University of Massachusetts)



An early career in public education launched Beth Sulzer-Azaroff's quest for methods to promote behavior change in socially important directions. While pursuing her doctoral studies at the University of Minnesota she discovered the promise of the field of behavior analysis toward that objective. Since then she has been engaged in scholarship, research, consulting and teaching in the field. First at Southern Illinois University, later at the University of Massachusetts, she addressed challenges facing students, clients, instructors, care providers, supervisors, managers and executives in the community, schools, factories, offices, health care organizations and elsewhere. Currently she is a Professor Emeritus of the University of Massachusetts, Adjunct Professor at Florida International University and the University of North Texas, Director of Quality Assurance for the Pyramid Educational Consultants and President of the Browns Group of Naples, a training and performance management

consulting organization. In these capacities her work today emphasizes doing research, teaching and writing about behavioral systems for promoting quality Internet-based and direct educational services and healthy performance on the job.

The products of her individual and collaborative efforts have included over a dozen books and monographs, and about a hundred published papers. Sulzer-Azaroff has presented extensively at regional, national and international conferences and has received substantial research and training grant funding. Currently, in addition to consulting in education, human services plus other forms of performance management, she continues to conduct research, teach and write. Her most recent texts include *Who Killed My Daddy: A Fable About Behavioral Safety Systems*, a user-friendly novel for teaching the design and implementation of behavioral safety systems, its accompanying *Activities Manual*, and, with Andy Bondy, a revision of *The Pyramid Approach to Education: An Integrative Approach to Teaching Children with Autism*.

Sulzer-Azaroff has served her field and the public in a number of capacities, including: President of ABA, the Berkshire Association for Behavior Analysis and Therapy and Division 25 of APA; chair (APA Board of Scientific Affairs; Committee on Continuing Education) trustee (Cambridge Center for Behavioral Studies), and board member of various national committees; Associate Editor (JABA) and editorial board member of behavioral journals, member of research panels for national funding agencies and in numerous other capacities.

Recognition for Sulzer-Azaroff's achievements include her election to the Connecticut Academy of Science and Engineering, and being named Fellow in six divisions of the American Psychological Association, also the Academy of Behavioral Medicine and the American Psychological Society. She was the recipient of the Lifetime Achievement Award from the OBM Network of the Association for Behavior Analysis, the Fred S. Keller Award for Distinguished Contributions to Education from Division 25 of the American Psychological Association and the Outstanding Contributions Award from California ABA.

Abstract: Applied behavior analysis has documented the value of an abundance of successful interventions, from within the worlds of health, education and welfare as well as in the private sector. Replicating these methods to serve the needs of individuals and groups of consumers on a wider scale, however, is more easily said than done. Inconsistency, drift away from refined protocols, and "burnout" are familiar impediments to success. Here is where organizational behavior management strategies can play an important role. This talk will describe what OBM has to offer towards remedying the situation. Key points will be illustrated with examples from the promotion of improved performance by students in a variety of *en vivo* and distance settings to that of adults within their everyday working lives.

204 International Paper Session

5/25/2003

1:30 PM - 2:20 PM

Pacific E

INT/EAB

Acceptance and Commitment Therapy—Some Current Data on the Clinical Implications of Relational Frame Theory (translated from English to Spanish)

Chair and Translator: Martha Pelaez (Florida International University)

STEVEN C. HAYES (University of Nevada, Reno)

5/25/2003

1:30 PM - 2:20 PM

Salon 8

AUT

Autism, Science and Politics

Chair: Jack Scott (Florida Atlantic University)

PATRICIA J. KRANTZ (Princeton Child Development Institute)



Dr. Patricia Krantz is Executive Director of the Princeton Child Development Institute. In 1999, the Society for the Advancement of Behavior Analysis chose the Princeton Child Development Institute as the recipient of the Award for Enduring Programmatic Contributions in Behavior Analysis. Dr. Krantz holds academic appointments at the University of Kansas, University of North Texas and Queens College of the City University of New York.

Her current research focuses on stimulus control procedures that increase spontaneous generative language. She has published many journal articles and book chapters and co-authored the book *Activity Schedules for Children with Autism: Teaching Independent Behavior*. She has made many international contributions to autism intervention, including lectures at the British Institute of Mental Handicap; the Congress of the European Association of Behavior Therapy; the Dean's Leading Edge Lecture

at Deakin University, Victoria, Australia; and keynote addresses at the first conference on autism in the Soviet Union, the Norwegian Association for Behavior Analysis and the Gdansk Conference on Autism.

Abstract: Recent decades have seen great strides in the behavior analysis of and intervention in autism, but it sometimes appears that the developers and the consumers of this technology (researchers, administrators, parents, practitioners and funders) are their own worst enemies. Perhaps this is because scientific successes are punctuated by certain large-scale failures. For example, measures of social validity are increasingly common and indicate that the consumers of behavioral technology like it, but there are signs that many of those consumers do not know what "it" is, and they sometimes launch successful campaigns that induce government to support only selected pieces of technology or to invest in pseudoscience. Practitioners who do not know what "it" is are nevertheless willing to disseminate "it," and to argue for the superiority of their own brands of "it." These problems are unlikely to disappear; they require careful applied behavioral analyses of social systems.

Sunday, May 25

206 Panel Discussion

5/25/2003

1:30 PM - 2:20 PM

Salon 11

OTH

Developing Contingencies to Support Applied Behavior Analysis

Chair: Ethan S. Long (Association of University Centers on Disabilities)

- GREGORY A. WAGNER (California Department of Developmental Services)
- ERIC V. LARSSON (FEAT of Minnesota)
- SIGRID S. GLENN (University of North Texas)
- JOHN R. LUTZKER (Centers for Disease Control)

207 Paper Session**(available for CE for behavior analysts)**

5/25/2003

1:30 PM - 2:20 PM

Sierra H

DDA

Developmental Disabilities Methodology

Chair: Gary W. LaVigna (Institute for Applied Behavior Analysis)

- **Episodic Severity: A New Dependent Variable for ABA (AUT).** GARY W. LAVIGNA (Institute for Applied Behavior Analysis)
- **A Comparison of Three Methods of Functional Assessment (Databased Presentation).** SCOTT HALL (Stanford University)

208 International Paper Session

5/25/2003

1:30 PM - 2:20 PM

Pacific F

INT/OBM

Keys to a Successful Behavioral Safety Process (translated from English to Japanese)

Chair and Translator: Naoko Sugiyama (Yamawaki Gakuen College)

TERRY McSWEEN (Quality Safety Edge)

209 Invited Event (available for CE for behavior analysts)

5/25/2003

1:30 PM - 2:20 PM

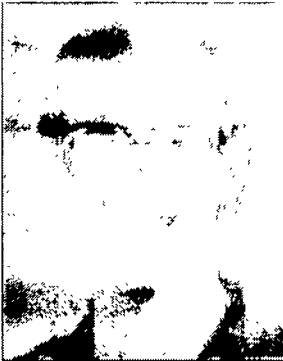
Pacific C

TPC

On the Philosophical Uniqueness of Radical Behaviorism

Chair: Frances K. McSweeney (Washington State University)

JAY MOORE (University of Wisconsin, Milwaukee)



Dr. Jay Moore received his master's degree from Western Michigan University in 1969, where his adviser was Dr. David Lyon. After three years in the US Navy, he received his Ph.D. from University of California, San Diego in 1975, where his adviser was Dr. Edmund Fantino. Dr. Moore is currently on the faculty of the Department of Psychology at the University of Wisconsin, Milwaukee, where he has been since 1977. His principal professional interests are in the experimental and conceptual analysis of behavior.

Dr. Moore has been a member of ABA since 1977. He served as Editor of *The Behavior Analyst*, as Board Coordinator for ABA's Accreditation and Professional Standards Board, and for the last five years on the ABA Executive Council, first as the At-Large, then as Experimental Representative, and now as President-elect.

Abstract: Radical behaviorism is not simply the scientific study of behavior but rather a comprehensive philosophy of science concerned with the subject matter and methods of psychology. However, radical behaviorism may be distinguished from other, more traditional philosophical perspectives in at least four ways. First, it regards behavior as a subject matter in its own right. Second, it admits behavioral events that are accessible to only one person but formulates them as part of the behavioral dimension. Third, it regards verbal behavior as operant behavior. Fourth, it conceives of matters of scientific epistemology from the standpoint of the operant analysis of verbal behavior. Taken together, these four points illustrate some of the philosophical uniqueness of radical behaviorism.

210 Paper Session

5/25/2003

1:30 PM - 2:20 PM

Pacific J

DDA

Parent Training

Chair: Kimberly Oquendo (Florida Institute of Technology)

- **The "Get Me Game!": A Shaping Program for Building Child Compliance (CBM).** ENNIO CIPANI (Alliant International University)
- **Decreasing Severe Inappropriate Behaviors via Training Parents in Functional Assessment (Databased Presentation).** STEPHANIE MILES (Munroe Meyer Institute) and T. Stuart Watson (Mississippi State University)

211 Invited Event

(available for CE for behavior analysts)

5/25/2003

1:30 PM - 2:20 PM

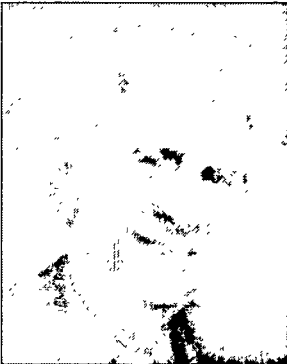
Salon 6

DEV

What if All Psychologists Were Behavior Analysts? The Developmental Case (Databased Presentation)

Chair: Jacob L. Gewirtz (Florida International University)

KURT SALZINGER (Executive Director for Science, American Psychological Association)



Dr. Kurt Salzinger is Executive Director for Science at the American Psychological Association. He's been President of the New York Academy of Sciences and has served on the Board of Directors of the APA. He also served as the first Chair of the Board of the Cambridge Center 1986 – 1988 and subsequently as a member until 1991. He is author or editor of 12 books and over 120 articles and book chapters. The most recent book was edited by Rieber, R.W., and him in 1998: *Psychology: Theoretical-Historical Perspectives*. Washington, D.C.: American Psychological Association. He has varied research interests, including behavior analysis applied to human beings, dogs, rats and goldfish; schizophrenia; verbal behavior of children and adults; and history of psychology. He has both given grants (when a program officer at the National Science Foundation) and received them (when professor of psychology at Hofstra University and Polytechnic University of New York and Principal Research Scientist at

the New York State Psychiatric Institute) for his own research.

Abstract: The object of this presentation will be to translate some studies in the developmental literature into behavior analytic language. Dr. Salzinger will provide some examples of translation and comment on the ease with which such efforts can be managed. Is there enough information for the translation to be possible and if all that it does is to suggest some hypotheses to be investigated on the basis of the untranslatable findings, is that worthwhile? Finally, he will discuss what the advantages of engaging in this activity are and try to make a judgment of the usefulness of its outcome.

Sunday, May 25

212 International Symposium

5/25/2003

1:30 PM - 2:50 PM

Salon 10

OTH

A Behavioral Account of Consumer Behavior (Databased Presentation)

Chair: Gordan R. Foxall (Cardiff University)

Discussant: Oliver Kinnane (National University of Ireland, Maynooth)

- **The Behavioral Economics of Consumption: Search for Rules of Interpretation.** GORDAN R. FOXALL (Cardiff University)
- **So What Do Consumers Maximize?** GORDAN R. FOXALL (Cardiff University)
- **Children's Derived Preferences for Soft Drinks: A Transformation of Functions in Accordance with the Relational Frame of Coordination.** Paul Smeets (University of Leiden), DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

213 International Symposium

(available for CE for behavior analysts)

5/25/2003

1:30 PM - 2:50 PM

Pacific A

CSE/TPC

Behavior Analysis in the Cultural Domain

Chair: Janet S. Twyman (Headsprout)

- **Religious Naturalism and the Science of Behavior.** MARK A. MATTAINI and Sarah Moore (Jane Addams College of Social Work, UIC)
- **Science and Religion: Same Aims and Means; Different Baggage.** CARL D. CHENEY (Utah State University)
- **What Does a Science of Behavior Suggest for Behaving Ethically?** GREGORY STIKELEATHER (Headsprout)
- **Cultural Invasion: A Cross-Cultural Behavior Analysis.** SATORU SHIMAMUNE (Naruto University of Education) and Janet S. Twyman (Headsprout)

214 Symposium

5/25/2003

1:30 PM - 2:50 PM

Salon 4

CBM

Behavioral Pediatric Interventions in Primary Care

Chair: L. E. Ruckstuhl, Jr. (University of Nevada, Reno)

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

- **Evaluating the Effectiveness of the Vibrating Urine Alarm: A Study of Effectiveness and Social Validity.** L. E. RUCKSTUHL, Jr. (University of Nevada, Reno) and Patrick C. Friman (Father Flanagan's Girls and Boys Home)
- **Using Positive Peer Reporting to Increase Social Acceptance of Learning Disabled Children in Elementary School.** AMANDA DREWS (University of Nevada, Reno), Patrick C. Friman (Father Flanagan's Girls and Boys Home) and Rebecca Arvans and Jennifer Rowland (University of Nevada, Reno)
- **Reducing Infant Potentially Dangerous Behavior: A Randomized Controlled Trial of Three Interventions for Preventing Unintentional Child Injury.** STEPHANIE SPEAR and Peter Linnerooth (University of Nevada, Reno) and Patrick C. Friman (Father Flanagan's Girls and Boys Home)

215 International Symposium

5/25/2003

1:30 PM - 2:50 PM

Sierra I

EAB

Behavioral Processes in Siamese Fighting Fish (Databased Presentation)

Chair: Stephanie P. da Silva (West Virginia University)

Discussant: William D. Timberlake (Indiana University)

- **Swimming Patterns During Habituation of Agonistic Display in *Betta splendens*.** TOBY L. MARTIN, Kerry Schledewitz, Wayne S. Chan and Joseph J. Pear (University of Manitoba)
- **Motivational Control of Responding for Food and Aggressive Display in Siamese Fighting Fish.** JERRY A. HOGAN (University of Toronto)
- **Response Resurgence and Reinstatement in Siamese Fighting Fish.** STEPHANIE P. Da SILVA and Kennon A. Lattal (West Virginia University)

216 Symposium

(available for CE for behavior analysts)

5/25/2003

1:30 PM - 2:50 PM

Pacific I

DDA/EDC

Descriptive Analyses of Caregiver-Child Interactions (Databased Presentation)

Chair: Rachel H. Thompson (University of Kansas)

Discussant: Timothy Vollmer (University of Florida)

- **A Descriptive Analysis of Preschool Classroom Contingencies.** PAIGE S. MORSE and Rachel Thompson (University of Kansas)
- **An Evaluation of Relations Between Child Behavior and Caregiver Reprimands.** KIMBERLY KAHL, Timothy Vollmer, Nicole M. Cotnoir and Carrie Borrero (University of Florida)
- **Descriptive Analyses of Teacher-Child Interactions: The Role of Child Behavior in Shaping Teacher Behavior.** LAURA R. ADDISON, Dorothea C. Lerman and Debra Forde (Louisiana State University)

217 Symposium

5/25/2003

1:30 PM - 2:50 PM

Salon 7

EAB

Do Delay-Discounting Procedures Measure the Same Thing in Humans and Animals? (Databased Presentation)

Chair: Jerry B. Richards (Department of Pediatrics, University of Buffalo, SUNY)

- **Do Delay Discounting Studies Measure Impulsivity?** GENE HEYMAN (Behavioral Psychopharmacology Research Laboratory/NIC)
- **Experiential versus Hypothetical Discounting Tasks: Do They Measure the Same Dimension of Impulsive Behavior?** BRADY REYNOLDS (Centers for Disease Control and Prevention)

- **Factors Impacting Delay and Effort Discounting in Humans and Rats.** SUZANNE H. MITCHELL (Behavioral Neuroscience & Psychiatry)
- **Discounting of Delayed Reinforcers as a Fundamental Behavioral Process.** JERRY B. RICHARDS (Departments of Pediatrics, Pharmacology and Psychiatry)

218 Symposium

5/25/2003

1:30 PM - 2:50 PM

Salon 5

CBM/DDA

Examining the Variables that Influence the Efficacy of Reinforcers via Stimulus Preference Assessments (Databased Presentation)

Chair: Iser Guillermo DeLeon (Johns Hopkins University School of Medicine)

Discussant: Gregory P. Hanley (University of Kansas)

- **Changes in Relative Preference For Activities Under Contingent Access Conditions.** TIMOTHY M. WEIL and Patrick M. Ghezzi (University of Nevada, Reno)
- **Effects of Blocking Stereotypy on Reinforcer and Preference Assessment Outcomes.** RACHEL S. F. TARBOX, Jonathan J. Tarbox, Patrick M. Ghezzi and Michele D. Wallace (University of Nevada, Reno)
- **The Evaluation of Preference in Elementary School Children.** CHARNA MINTZ-RESUDEK and Michele D. Wallace (University of Nevada, Reno)

219 International Symposium

5/25/2003

1:30 PM - 2:50 PM

Salon 2

EAB

Experimental Psychopathology 1: Basic Analyses and Laboratory Analogs (Databased Presentation)

Chair: Ian Stewart (National University of Ireland, Galway)

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

- **Size Matters: Examining the Nonarbitrary and Relational Properties of Sexual Reinforcers.** SIMON DYMOND (Anglia Polytechnic University, Cambridge) and Bryan Roche (National University of Ireland, Maynooth)
- **Transfer of Respondent Aversive Function and Attentional Bias for Threat: Implications for a Behavior Analysis of Language and Cognition.** JOHN P. FORSYTH, Megan M. Kelly, Carlos G. Finlay, Tiffany Fuse and Maria Karekla (University at Albany, SUNY)
- **Do Emotional Stimulus Functions Really Interfere with the Acquisition of Stimulus Equivalence?** IAN TYNDALL (National University of Ireland, Galway), Bryan T. Roche (National University of Ireland, Maynooth) and Jack James (National University of Ireland, Galway)

220 Symposium**(available for CE for behavior analysts)**

5/25/2003

1:30 PM - 2:50 PM

Nob Hill B

EDC

Function-Based Instructional Interventions for the General Education Classroom (Databased Presentation)

Chair: George Sugai (University of Oregon)

Discussant: Lee Kern (Lehigh University)

- **The Effects of a Contextual Intervention Package on the Task Engagement of a Kindergartener with Behavior and Learning Problems.** MACK BURKE and Shanna Hagan-Burke (University of Georgia)
- **The Functional Relationship Between Academic Variables and Problem Behavior: A Model for Assessment and Intervention in the Classroom.** KEVIN FILTER (University of Oregon)
- **Effects of Interspersed Math Problems on Escape-Maintained Problem Behaviors in Middle School Classrooms.** WILLIAM CALDERHEAD (University of Oregon)

221 Panel Discussion**(available for CE for behavior analysts)**

5/25/2003

1:30 PM - 2:50 PM

Nob Hill A

TBA

Professional Development Series: Graduate Training in ABA Part II: Choosing the Right Program and How to Get In

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

- JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology)
- INGUNN SANDAKER (Akershus University College)
- THOMAS L. ZANE (Russel Sage College)
- SUNGWOO KAHNG (University of Maryland Baltimore County)

222 Panel Discussion

5/25/2003

1:30 PM - 2:50 PM

Nob Hill C

EDC/EAB

Professional Development Series: Grant Development I: Basic Research

Chair: Thomas Waltz (Temple University)

- MARC N. BRANCH (University of Florida)
- PETER KILLEEN (Arizona State University)
- BARBARA WANCHISEN (The Federation of Behavioral, Psychological, & Cognitive Sciences)

223 Symposium**(available for CE for behavior analysts)**

5/25/2003

1:30 PM - 2:50 PM

Nob Hill D

EDC/TBA

Response Cards Go to College (Databased Presentation)

Chair: Daniel B. Shabani (Western Michigan University)

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

- **An Evaluation of Response Cards as an Adjunct to Standard Instruction in a University Classroom.** DANIEL B. SHABANI and James E. Carr (Western Michigan University)
- **No Sleeping Through These University Courses! Improved Quiz Scores Through the Use of Academic Response Cards.** M. LYNN WOOLSEY, Len Roberson and Janice J. Seabrooks (University of North Florida) and Gwen J. Williams (West Texas Agriculture and Mechanical University)
- **Increasing Active Student Responding in an Introduction to Applied Behavior Analysis Course: The Effect of Daily Assessments and Response Cards on End of Week Quiz Scores.** PAUL R. MALANGA and William J. Sweeney (University of South Dakota)

224 International Symposium**(available for CE for behavior analysts)**

5/25/2003

1:30 PM - 2:50 PM

Salon 1

EAB/VRB

The Role of Protocol Analysis in Verbal Behavior Research: Data-Based Demonstrations (Databased Presentation)

Chair: Sebastien Bosch (Center for Autism and Related Disorders)

Discussant: David C. Palmer (Smith College)

- **Using Protocol Analysis to Examine Verbal Behavior of Experts versus Novices in Interpreting Functional Analysis Data.** ROBERT WALLANDER and Jon S. Bailey (Florida State University)
- **Using Protocol Analysis in Behavior Analysis—Two Methods to the Madness.** MATTHEW NORMAND (Center for Autism and Related Disorders)
- **Addressing Protocol Analysis Criticisms Through Data: the “Silent Dog” Strategy.** FRANCISCO CABELLO (Universidad de La Rioja), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Carmen Luciano-Soriano (Universidad de Almería)

225 Symposium**(available for CE for behavior analysts)**

5/25/2003

1:30 PM - 2:50 PM

Pacific H

VRB/AUT

The Verbal Behavior Approach to Language Training: Refinements in the Procedures

Chair: Mary Ann Powers (Behavior Analysts, Inc.)

Discussant: Vincent J. Carbone (Private Practice)

- **Starting a Verbal Behavior Program.** MARK L. SUNDBERG and Rikki Ophelkens (Behavior Analysts, Inc.) and Carl T. Sundberg (Little Star School)

- **Establishing a Daily In-Home or School Early Language Curriculum.** RIKKI OPHEIKENS, Mark L. Sundberg, Debbie Ramirez, Agata Rozga and Judah Axe (Behavior Analysts, Inc.)
- **Moving on to Complex Tacts, RFFC and Intraverbal Training.** LISA HALE, Mark L. Sundberg, Kathleen Kelly and Kristen Burton (Behavior Analysts, Inc.)

226 Symposium

5/25/2003

1:30 PM - 2:50 PM

Salon 3

CBM/TPC

Therapists, Clients and the Self: Psychotherapy Research and Clinical Behavior Analysis (Databased Presentation)

Chair: Chauncey R. Parker (University of Washington)

Discussant: Robert J. Kohlenberg (University of Washington)

- **Therapist Focus on the Client-Therapist Relationship: Does It Happen? Can It Be Trained?** CHAUNCEY R. PARKER, Madelon Y. Bolling and Robert J. Kohlenberg (University of Washington)
- **Presentation of the Therapy Rationale: A Behavioral Analysis.** REO WEXNER and Robert J. Kohlenberg (University of Washington)
- **How to Find "The Self": A Behavior Analytic Quest.** CHRISTEINE M. TERRY, Chauncey R. Parker and Robert J. Kohlenberg (University of Washington)

227 Paper Session

5/25/2003

2:30 PM - 2:50 PM

Pacific C

TPC/VRB

Rorty on Truth: Making the Traditional Anti-pragmatist Critique Irrelevant

Chair: Ted Schoneberger (Stanislaus County Office of Education)

TED SCHONEBERGER (Stanislaus County Office of Education)

228 Paper Session

(available for CE for behavior analysts)

5/25/2003

2:30 PM - 3:20 PM

Sierra K

OBM

Analyzing Employment Discrimination and Training for Migrant Workers

Chair: Leslie Shier (Western Michigan University)

- **Effective Computer-Based Training for Migrant Workers with Limited Education (Databased Presentation).** W. KENT ANGER, Alys Tamulinas and Andrea Uribe (Oregon Health & Science University)
- **Aspiring to Fulfill Baer, Wolf and Risley's (1968) Dream of a Better State of Society (CSE).** JUDITH L. KOMAKI (Baruch College, CUNY)

229 International Paper Session

5/25/2003

2:30 PM - 3:20 PM

Salon 14/15

AUT

Innovative Planning and Approaches to Teaching Children with Autism

Chair: Christine Reeve (The Autism Consortium of Nova Southeastern University)

- **Creating Behavioral Teaching Plans: The Where, When and How of Classroom Teaching (EDC).** CHRISTINE REEVE (The Autism Consortium of Nova Southeastern University)
- **The Kololo Method (Databased Presentation).** HIJIRI ISHII (Kololo ET Center)

230 Paper Session

(available for CE for behavior analysts)

5/25/2003

2:30 PM - 3:20 PM

Sierra H

DDA

Issues in Developmental Disabilities

Chair: John C. Neill (Southampton College of Long Island University)

- **No Brain Is as Good as a Bad Brain (BPH; Databased Presentation).** JOHN C. NEILL (Southampton College of Long Island University)
- **Assessment and Treatment of Walking Refusal in a Client with Angelman Syndrome (EDC) (Databased Presentation).** Melanie DuBard, Heather Sterling-Turner, MELISSA SCOGGINS, Elizabeth Lyons and Kelly Turner (University of Southern Mississippi)

231 Paper Session

5/25/2003

2:30 PM - 3:20 PM

Pacific B

TPC

Philosophy and Behavior Analysis

Chair: Eileen Gambrell (School of Social Welfare University of California at Berkeley)

- **Potential Contributions of the Philosophy and Technology of Evidence-Based Practice to Applied Behavior Analysis.** EILEEN GAMBRILL (School of Social Welfare University of California at Berkeley)
- **The Structure of the Cognitive Revolution: An Examination from the Philosophy of Science.** WILLIAM O'DONOHUE and Kyle Ferguson (University of Nevada, Reno) and Amy Naugle (Western Michigan University)

232 Panel Discussion

(available for CE for behavior analysts)

5/25/2003

2:30 PM - 3:20 PM

Sierra J

OBM

START to Work: Achievement-Outcomes Resume, Job Opportunities and Effective Interview Behavior Required (Databased Presentation)

Chair: Janet Ellis (University of North Texas)

- JANET ELLIS (University of North Texas)
- COLIN M. PEELER (Florida State University, Panama City)
- CARRIE HARTMAN (University of North Texas)

233 International Paper Session

5/25/2003

2:30 PM - 3:20 PM

Pacific E

INT/DDA

Using Activity Schedules and Video Technology to Teach Children with Special Needs (translated from English to Spanish)

Chair: Robert Stromer (University of Massachusetts Medical School)

ROBERT STROMER (University of Massachusetts Medical School)

234 International Paper Session

5/25/2003

2:30 PM - 3:20 PM

Pacific F

INT/OBM

Which One Shall We Use, Systems Analysis or Performance Management? Using OBM to Improve Key Performance Metrics in a Supercenter (translated from English to Japanese)

Chairs and Translators: Yukiko Washio and Masayuki Shiraishi (Western Michigan University)

CORINA GROEGER, Dora Lezovich and Missy Reardon (Meljer Stores) and Becky Kehe (Western Michigan University)

235 Symposium

5/25/2003

2:30 PM - 3:50 PM

Salon 8

AUT

Developing Typical Social and Communicative Interactions in Children with Autism Using Pivotal Response Training and Self-Management (Databased Presentation)

Chair: Robert L. Koegel (University of California at Santa Barbara)

- **Teaching Social Conversation Skills to Children with Autism Through Self-Management: An Analysis of Treatment Gains and Meaningful Outcomes.** MENDY BOETTCHER (University of California at Santa Barbara)
- **Increasing Social-Communicative Initiations in Preschool Children with Autism Using Pivotal Response Training.** ROSY FREDEEN, Robert L. Koegel and Lynn Kern Koegel (University of California, Santa Barbara)
- **Developmental Trajectories and Longitudinal Intervention Outcomes for Young Nonverbal Children with Autism.** YVONNE BRUINSMA (UCSB Autism Research & Training Center), Robert L. Koegel (University of California), Lynn Kern Koegel (University of California, Santa Barbara)

236 Symposium

(available for CE for behavior analysts)

5/25/2003

2:30 PM - 3:50 PM

Sierra A

BPH/DDA

Experimental Models of Disorders of Development (Databased Presentation)

Chair: M. Christopher Newland (Auburn University)

- **Developing Animal Models of Behavioral Manifestations of Intellectual Disability.** WILLIAM J. McILVANE and Romariz Barros (UMMS Shriver Center and William V. Dube (E. K. Shriver Center)
- **A Laboratory Model of Stimulus Overselectivity in Mental Retardation.** WILLIAM V. DUBE (E. K. Shriver Center) and William J. McIlvane (UMMS Shriver Center)

Sunday, May 25

- **Acquisition and Maintenance of Behavior Under a Percentile Schedule in Rats: Effects Methylmercury Exposure and n-3 Fatty Acids.** ELLIOTT M. PALETZ, Phyllis Reile, Wendy Donlin, Mary E. Stallings and M. Christopher Newland (Auburn University)
- **The Role of Drug Challenges in Unmasking Behavioral Toxicity.** Wendy Donlin, Miranda Reed, Mary E. Stallings, Phyllis Reile, Elliott M. Paletz and M. Christopher Newland (Auburn University)

237 Invited Symposium

(available for CE for behavior analysts)

5/25/2003

2:30 PM - 3:50 PM

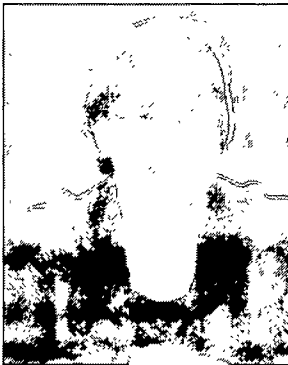
Pacific J

DDA

The Influence and Contributions of Beatrice H. Barrett (Databased Presentation)

Chair: Cathy Watkins (California State University, Stanislaus)

Abstract: This session highlights Beatrice H. Barrett's unique contributions in human operant conditioning, in "habilitation" of the handicapped, and in the conceptual development of behavioral education and assessment. Presenters will discuss different segments of her work, from different perspectives, quoting liberally from her recent book, *The Technology of Teaching Revisited: A Reader's Companion to B. F. Skinner's Book*, published by the Cambridge Center for Behavioral Studies. This symposium will use Barrett's contributions to explicate and discuss key ingredients of behavior analysis, as originally conceived and developed by Skinner, his students and associates.



Dr. Cathy Watkins received her doctorate from the University of Florida in 1987. She is a Professor of Special Education at California State University, Stanislaus. Dr. Watkins is chair of the Department of Advanced Studies in Education and co-director of the Center for Direct Instruction. She has consulted for the National Institute for Direct Instruction and the Effective Schools Model of Project Follow Through. Her analysis of Project Follow Through and the policy decisions associated with it was published as a monograph by the Cambridge Center for Behavioral Studies. She has served on the Content Review Panel for the California Reading and Language Arts adoption and as a member of the California Special Education Reading Task Force. Dr. Watkins is a Certified Behavior Analyst and past president of the California Association for Behavior Analysis. She serves on the editorial boards of the *Journal of Direct Instruction* and *The Behavior*

Analyst. In 2002, Dr. Watkins received the Association for Direct Instruction's Excellence in Education Award for College Teaching and Staff Development.

Dr. Watkins is interested in identifying, analyzing and disseminating empirically validated instructional programs and procedures. She supervises and trains teachers at the university and in public schools, and consults with individuals and agencies on effective educational methods.

- **Operant Conditioning from the Laboratory to the Classroom: Barrett's Liberating Perspective.** CARL V. BINDER (Binder Riha Associates) and Jay S. Birnbrauer (Murdoch University)

Abstract: B.H. Barrett began her operant conditioning work in the laboratory, working with Skinner, Lindsley and others. She continued her pre-operant conditioning interest in precise behavioral assessment through the use of operant conditioning methods and, in particular, the response rate measure. She was an early and outspoken advocate for precise behavioral programming for developmentally disabled people and an innovator through extension of laboratory paradigms into classroom practice. An early collaborator with Ogden Lindsley and Eric Haughton in the conceptualization of Precision Teaching, she pushed back on the tide of behavioral applications that abandoned Skinner's original use of count per minute measures for precise behavior assessment and diagnosis. Among the most important of her repeated communications to the field was the notion that only through precise measurement and functional definition can we enable the non-verbal to communicate their needs; and that only with the use of count per minute measures can we liberate

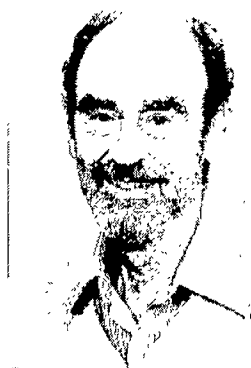
learners from constraints imposed by more traditional accuracy-only measures and discrete trial procedures. This paper reviews some of the highlights of Barrett's career and contributions to behavioral assessment, instructional design and programming and precise functional definition in both laboratory and applied settings.



Dr. Carl Binder began his career as a graduate student at Harvard studying with B. F. Skinner, followed shortly by a decade as Associate Director in

B. H. Barrett's Behavior Prosthesis Laboratory. During the 1970's and early 80's, his work focused on Precision Teaching, teacher training and curriculum development for a wide variety of handicapped and regular student populations. Since the 1980's he has made his living in corporate performance improvement, founding three consulting firms, speaking and writing extensively in that field, while maintaining a primary personal interest in children's education through affiliation with the Haughton Learning Center. His career-long devotion to promoting and supporting fluency-based instructional methods and research has provided the backbone of his contributions that have also included work in educational policy, management consulting, sales, marketing, and

customer service. His soon-to-be-published book, *Everybody Needs Fluency*, is intended to communicate to a broad audience about the importance of defining fluent performance as a new standard of mastery for every kind of human learning, based at its foundation on Skinner's primary datum, count per minute.



Dr. Jay Birnbrauer was Co-director of the Rainier School Research Laboratory and Programmed Learning Classroom in Buckley, Washington while Bea Barrett was establishing her lab at Fernald in the 1960s. The laboratory focused on schedules of reinforcement and stimulus control; the Classroom is probably best known for its pioneering research on token reinforcement. The EDMARK Reading Program he contributed to is still in wide use. After leaving the University of Washington, Jay assumed a teaching position at UNC, Chapel Hill and continued his applied work with a demonstration living unit for boys with severe Intellectual disabilities at Murdoch Center, NC. In the early 1970s, he was Associate Professor of Psychology at the University of Western Australia in Perth, WA where he consulted on behavioural programs in local facilities. After a brief sojourn in the real world as Research and Training Director at DeJarnette Center

for Human Development in Staunton VA, Jay returned to Perth in 1978 as Associate Professor at Murdoch University, where he headed the Clinical Psychology Training Program. Most recently, he co-directed the Murdoch Early Intervention Program for children with autism. He retired in 1997 and continues to consult and supervise a few doctoral students. He has known Bea Barrett for 45 years. They have had many discussions as they sailed on her beloved Aphrodite, not to mention the more usual venues such as her laboratory and conferences.

- **Measurement and Functional Definition: Barrett as Pragmatic Purist. HENRY S. PENNYPACKER** (University of Florida)



Abstract: Barrett's adherence to the precision and purity of Skinner's and Lindsley's emphasis on functional definition in the laboratory and in classroom applications formed the backbone of a career devoted to the improvement of behavioral assessment and programming. Her careful descriptions of these principles and methods in early laboratory publications, in later reviews and discussions of behavioral methods, and in her recently published book, *The Technology of Teaching Revisited*, are among the most elegant and precise in the behavioral literature. This paper focuses on several of key principles of behavior measurement and functional definition, their communication in Barrett's work, and their continued importance to the field.

Dr. Henry Pennypacker received a Ph.D. in Psychology from Duke University in 1962. He joined the faculty of the University of Florida the same year and became a Professor in 1970. He co-founded with

Ed Malagodi the Division of Behavior Analysis in the late 1960's. He founded Precision Teaching of Florida in 1969 and continues as its president. He is a cofounder and CEO of Mammatech Corporation which owns all rights to and markets MammaCare®, a proprietary technology for manual breast examination as a means of early detection of cancer.

Dr. Pennypacker has served as President of the Florida Association of Behavior Analysts and the Association for Behavior Analysis. He is currently Chairman of the Board of Directors of the Cambridge Center for Behavioral Studies. Dr. Pennypacker's primary interests are behavioral measurement and technology transfer.

- **Barrett's Seminal Influence on the Morningside Model of Generative Instruction. KENT JOHNSON** (Morningside Academy)



Abstract: Beatrice Barrett's influence on my work came at an early and fortuitous point when, fresh from graduate school, I set out to change the world with behavioral education. Her introduction to count per minute measurement in educational applications, and to standard celeration charting, as well as our shared interest in the instructional design work of Robert Gagne and others, provided a seminal influence on development of the Morningside Model. This presentation highlights issues in instructional measurement and design.

Dr. Kent 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

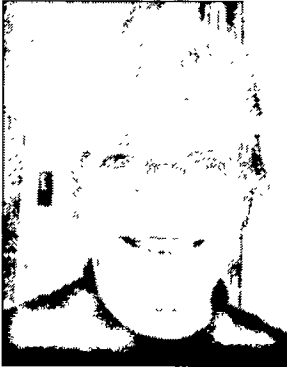
students; adults in literacy programs, both at school and work; and teachers who work with all of these learners.

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.

- **Barrett's Technology of Teaching Revisited and Contributions to the Cambridge Center for Behavioral Studies.** BETSY J. CONSTANTINE (The Cambridge Center for Behavioral Studies)



Dr. Betsy Constantine received her Ph.D. in Psychology from Northeastern University, where she was a major contributor to the research on equivalence class formation while completing her doctoral studies with Dr. Murray Sidman. From 1995 to 2001, Dr. Constantine was Executive Director of the Cambridge Center for Behavioral Studies. Prior to accepting the position at the Cambridge Center, Dr. Constantine had extensive research and development experience in the private sector, building software simulations of human behavior using diverse modeling technologies, particularly adaptive neural networks. Since leaving the Cambridge Center, Dr. Constantine has resumed her interest in computer modeling of behavior. Dr. Constantine is an active volunteer with the Cambridge Center as a Senior Fellow and member of the Board of Directors. Her recent work with the

Cambridge Center has included preparation of Beatrice Barrett's book, *"The Technology of Teaching Revisited: A Reader's Companion to B. F. Skinner's Book,"* for publication.

Abstract: Barrett's most recent contribution, published by the Cambridge Center for Behavioral Studies, and entitled "The Technology of Teaching Revisited: A Reader's Companion to B. F. Skinner's Book", provides a unique view of Skinner's evolution and his challenges during the several decades during which he wrote contents that eventually comprised the book. It also offers behavior analysts and others interested in instructional technology an insightful and clarifying review of major streams of evolution and influence in programmed instruction and instructional technology within the behavioral tradition. This paper will highlight aspects of the book, discuss the experience of the author working with Barrett to produce it, and describe Barrett's long history of contribution to the Cambridge Center for Behavioral Studies and to the field of behavior analysis, in general.

238 Symposium

5/25/2003

3:00 PM - 4:20 PM

Nob Hill B

EDC

"Including" Behavior Analysis Practices in General Education Settings (Databased Presentation)

Chair: Lawrence J. Maheady (SUNY Fredonia)

- **Infusing Effective Oral Reading Fluency Approaches Combined with Precision Teaching Measurement in General Education Classrooms: An Opportunity for Collaborative Teacher Training and Professional Development.** WILLIAM J. SWEENEY (Division of Curriculum and Instruction, Special Education Program),
- **The Effects of a Cooperative Learning Practice, Numbered Heads Together, with and Without a Behavioral Incentive Package on the Academic Performance of Diverse Learning Groups in General Education Classrooms.** LARRY MAHEADY, Gregory F. Harper and Barbara Mallette (SUNY Fredonia)
- **Class Wide Peer Tutoring - Learning Management System and Its Effects on Mississippi Third Graders.** LORIE TAYLOR and Sheila Alber (University of Southern Mississippi)
- **Teaching Big Ideas in Early Literacy: Preservice Educators' Applications of Best Teaching Practice in a Practicum Setting.** DAVID POMERANTZ (SUNY College at Buffalo)

239 Paper Session

5/25/2003

3:00 PM - 4:20 PM

Nob Hill C

EDC

Behavioral Approaches to College Teaching

Chair: Kimberly P. Weber (Gonzaga University)

- **The Effects of Quiz Re-takes as a Mastery Criterion in a Self-Paced, Personalized System of Instruction (OBM; Databased Presentation).** TRAVIS McNEAL and Ramona Houmanfar (University of Nevada, Reno)
- **A Critical Review of Curriculum-Based Measurement and Precision Teaching.** KIMBERLY NIX BERENS and Thomas E. Boyce (University of Nevada, Reno)
- **A Comparison of the Add-a-Card and the Back-Three-for-Errors Methods of Study on the Acquisition and Fluency of Advanced Vocabulary with Three College Students (Databased Presentation).** KIMBERLY P. WEBER, Dan T. Kerr, Gina L. Marchini and GeAnn Schmidt (Gonzaga University)

240 Symposium

(available for CE for behavior analysts)

5/25/2003

3:00 PM - 4:20 PM

Salon 10

OTH

Behavioral Research and Applications in Zoo Settings (Databased Presentation)

Chair: Eddie J. Fernandez (Indiana University)

Discussant: William D. Timberlake (Indiana University)

- **Clicker Training with Giraffes, Goats and Chickens.** SOPHIA YIN (University of California Davis)
- **The Effects of Fixed- and Variable-Time Schedules on Stereotypic Behaviors in an Adult Polar Bear.** EDDIE J. FERNANDEZ and William D. Timberlake (Indiana University)
- **Behavioral Enrichment with Endangered Species: Improving Rate and Duration of Play Behavior of Red Wolves.** Melissa Smith, Theresa Stewart, Jennifer Hanks and Valeri Farmer-Dougan (Illinois State University)

241 International Symposium

5/25/2003

3:00 PM - 4:20 PM

Salon 3

CBM/VRB

Clinical Implications of Relational Frame Theory: ACT, REBT and Cognitive Therapy (Databased Presentation)

Chair: Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Discussant: Kelly G. Wilson (University of Mississippi)

- **A Relational Frame Theory Account of Rational Emotive Behavior Therapy.** DANIEL J. MORAN (Valparaiso University)
- **Can Relational Frame Theory Account for Cognitive Disputing Techniques?** HANK ROBB (Pacific Institute for Rational Emotive Behavior Therapy)
- **An Empirical Investigation of Acceptance and Control Strategies in Dealing with Self-Evaluations.** MICHELLE CRAIG, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

242 Symposium

5/25/2003

3:00 PM - 4:20 PM

Salon 5

CBM

Clinical Service Models Within Applied Behavior Analysis

Chair: Joel Ringdahl (University of Iowa)

- **The Gonzaga Center for Applied Behavior Analysis.** K. MARK DERBY, Kimberly P. Weber and Rose Treacy (Gonzaga University)
- **Biobehavioral Services at University of Iowa.** NATHAN A. CALL, Joel Ringdahl, David P. Wacker and Linda J. Cooper-Brown (University of Iowa)
- **A Model of Continuum of Care in Behavioral Services: Kennedy Krieger Institute's Neurobehavioral Programs.** JOHN HUETE, Patricia F. Kurtz, Julia T. O'Connor, Theodosia R. Paclawskyj, Michelle D. Chin and Louis P. Hagopian (Kennedy Krieger Institute)
- **The Marcus Institute Pediatric Feeding Disorders Clinic.** ROBERT H. LARUE, Cathleen C. Piazza, Meeta R. Patel, Wayne Fisher and Henry Roane (Marcus Behavior Center)

243 Symposium

5/25/2003

3:00 PM - 4:20 PM

Salon 2

EAB/CSE

Contemporary Conceptualizations of Gambling Behavior (Databased Presentation)

Chair: Jamie Dake (Southern Illinois University)

Discussant: Gregory J. Madden (University of Wisconsin, Eau Claire)

- **A Relational Frame Theory Account of Problem Gambling.** KIMBERLY R. ZLOMKE and Mark R. Dixon (Southern Illinois University)
- **The Form of the Near-Miss Effect in Simulated Slot Machine Play.** GINGER WILSON and Patrick M. Ghezzi (University of Nevada, Reno)
- **What Are Gamblers Getting for Their Money?** BRADY J. PHELPS (South Dakota State University)

244 Symposium

(available for CE for behavior analysts)

5/25/2003

3:00 PM - 4:20 PM

Salon 6

DEV/EDC

Evidence-Based Practices for Young Children with Challenging Behavior: Syntheses of Existing Knowledge (Databased Presentation)

Chair: Glen Dunlap (University of South Florida)

Discussant: Glen Dunlap (University of South Florida)

- **A Review of Stimulant Medication Use with Preschool Children.** LEE KERN, George DuPaul and John VanBrakle (Lehigh University)
- **Comprehensive Social Emotional Learning Programs for Young Children.** GAIL JOSEPH (University of Colorado at Denver)
- **Behavioral Intervention Strategies to Influence Peer Social Interaction.** PHILLIP STRAIN (University of Colorado at Denver)

245 Symposium**(available for CE for behavior analysts)**

5/25/2003

3:00 PM - 4:20 PM

Salon 11

AUT/DDA

Expanding the Social Repertoire of Children with Autism (Databased Presentation)

Chair: Dawn Buffington Townsend (Institute for Educational Achievement)

Discussant: Patricia J. Krantz (Princeton Child Development Institute)

- **Analysis of Social Referencing in Children with Autism.** DEVORAH BRIM (Hebrew Academy for Special Children, Teaching and Training Institute, Inc.), Dawn Buffington Townsend (Institute for Educational Achievement) and Claire L. Poulson (Queens College and the Graduate Center of CUNY)
- **Increasing Helping Behavior in Children with Autism Using a Video Modeling Training Package.** SHARON A. REEVE and Kenneth F. Reeve (Caldwell College), Claire L. Poulson (Queens College and the Graduate Center of CUNY) and Dawn Buffington Townsend (Institute for Educational Achievement)
- **Teaching Youths with Autism to Respond Assertively to Threatening-Social Situations in Mainstream Settings.** ALEXANDRA HOLBERTON (The Graduate School and University Center of CUNY), Len Levin (Kinark Child and Family Services) and Claire L. Poulson (Queens College and the Graduate Center of CUNY)

246 Paper Session

5/25/2003

3:00 PM - 4:20 PM

Sierra I

EAB

Experimental Analysis of Behavior #1

Chair: Kail H. Seymour (University of North Texas)

- **The Role of Licking Behavior in the Appearance of Induction (TPC; Databased Presentation).** JEFFREY N. WEATHERLY, Emily Arthur and Brent M. King (University of North Dakota)
- **Haloperidol, Response Allocation and Variable Reinforcing Environments (Databased Presentation).** CARLOS F. APARICIO and Francisco Velasco (University of Guadalajara-CEIC)
- **The Effects of Reinforcing Operant Variability on Task Acquisition (EDC; Databased Presentation).** KAIL H. SEYMOUR (University of North Texas)

247 International Symposium

5/25/2003

3:00 PM - 4:20 PM

Salon 1

EAB/VRB

Incoherence in Stimulus Networks: Some Applied Implications

Chair: Serafin Gomez (University of Almeria)

Discussant: Carol Pilgrlm (University of North Carolina Wilmington)

- **Reversing Baseline Relations with Multiple Stimulus Relations.** NICHOLAS M. BERENS, Mathew Aguilar, Steven C. Hayes and Linda J. Hayes (University of Nevada, Reno)
- **Reversing Derived Stimulus Relations: Searching for the Controlling Variables.** PAUL SMEETS (University of Leiden) and Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

- **Coherent and Incoherent Training of Equivalence Classes and Its Effects on the Relational Context.** María José Garro and SERAFÍN GÓMEZ (University of Almería), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and María del Mar Lozano (University of Almería)

248 International Symposium

(available for CE for behavior analysts)

5/25/2003

3:00 PM - 4:20 PM

Pacific A

CSE/OBM

Large-Scale Applications in Behavior Analysis: Theoretical and Applied Considerations

Chair: Scott Herbst (University of Nevada)

Discussant: Peter Lamal (University of North Carolina at Charlotte)

- **Metacontingencies: A Matter of Units.** SIGRID S. GLENN (University of North Texas)
- **Monitoring the Well-Being of Children and Adolescents at the Community Level: A Fulcrum for Improving Well-Being.** ANTHONY BIGLAN (Oregon Research Institute)
- **Impact of Systems Analysis of Higher Education in the Community.** MARIA E. MALOTT (Malott & Associates) and Marco W. Salas Martínez (University of Veracruz, Mexico)

249 Panel Discussion

(available for CE for behavior analysts)

5/25/2003

3:00 PM - 4:20 PM

Nob Hill A

TBA

Professional Development Series: Graduate Training in ABA Part III

Chair: Randy L. Williams (Gonzaga University)

- SAUL AXELROD (Temple University)
- STEPHANIE M. PETERSON (The Ohio State University)
- CRAIG H. KENNEDY (Vanderbilt University)
- DOROTHEA C. LERMAN (Louisiana State University)

250 Symposium

(available for CE for behavior analysts)

5/25/2003

3:00 PM - 4:20 PM

Pacific I

DDA

Research on Some Determinants of Response Acquisition and Maintenance (Databased Presentation)

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

Discussant: Brian A. Iwata (University of Florida)

- **A Rapid Assessment of Skill Deficits in Young Children with Autism.** CHRISTINA M. VORNDRA, Dorothea C. Lerman, Laura R. Addison and Stephanie A. C. Kuhn (Louisiana State University)
- **Analysis of Response Repetition as an Error-Correction Procedure.** APRIL S. WORSDELL (Bancroft NeuroHealth), Brian A. Iwata, Claudia L. Dozler, Adrienne D. Johnson, Pamela L. Neidert and Jessica L. Thomason (University of Florida)
- **Within-Session Changes in Responding as a Function of Habituation versus Satiation.** BOBBY BUCKNER, Richard G. Smith, Lana L. Kastern, Kimberly Smith, Mandy McAllister, Anney Weiland and Caroline Cason (University of North Texas)

Sunday, May 25

251 Symposium**(available for CE for behavior analysts)**

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Salon 7

EAB

Shaping: An Art, a Science or Nature at its Finest? (Databased Presentation)

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

- **The Shaping of Locomotive Behavior with a Percentile Reinforcement Schedule in Mice.** JENNIFER L. THOMAS and Linda J. Hayes (University of Nevada, Reno) and Nelson Publicover (University of Nevada School of Medicine)
- **Shaping the Shapers: Comparing Human Percentile Shaping and Hillclimbing Parameters in a 2D Computer Game.** DARLENE E. CRONE-TODD (Johns Hopkins University), Barrie Todd (Red River College of Arts and Sciences) and Joseph J. Pear (University of Manitoba)
- **Using Percentile Schedules to Shape Abstinence from Cigarettes.** R. J. LAMB (University of Texas Health Science Center at San Antonio), Gregory Galbicka (Aventis Pharmaceuticals) and Andrew Morral (RAND)
- **Does Shaping Occur in the Natural Environments of Humans and Nonhumans?** JOSEPH J. PEAR (University of Manitoba)

252 Symposium**(available for CE for behavior analysts)**

5/25/2003

3:00 PM - 4:20 PM

Salon 4

CBM/EAB

The Role of Alternative Contingencies in the Analysis of Behavior: Nonlinear Relations in the Laboratory, Instruction and Clinic

Chair: Madalyn Tyson (Blue Ridge Behavior Systems)

Discussant: William Tyson (Blue Ridge Behavior Systems)

- **Implications of Nonlinear Analysis for the Laboratory: From Signal Detection to Cooperation.** PAUL THOMAS ANDRONIS (Northern Michigan University)
- **Nonlinear Curriculum Design: Building an Effective Online Beginning Reading Program.** JANET TWYMAN (Headsprout)
- **The Nonlinear Analysis of Behavior as a Basis for Systemic and Topical Clinical Interventions for Children and Adults.** T.V. JOE LAYNG (Headsprout)

253 Symposium

5/25/2003

3:00 PM - 4:20 PM

Pacific H

VRB

The Role of Joint Control in Verbal Behavior: Explanation, Application and Replication (Databased Presentation)

Chair: Julie S. Vargas (West Virginia University)

Discussant: Julie S. Vargas (West Virginia University)

- **Meaning, Expression and Comprehension.** BARRY LOWENKRON (California State University, Los Angeles)
- **The Role of Joint Control in Selection Responses in Children with Autism.** JOYCE TU (West Virginia University)
- **Coding Responses and the Generalization of Matching to Sample in Children: A Direct Replication.** DAVID SIDENER (Western Michigan University)

254 Symposium

5/25/2003

3:00 PM - 4:20 PM

Salon 12/13

AUT

The Role of Systematic Curriculum in Early Intensive Behavioral Intervention: An Analysis and Discussion

Chair: Lillian V. Pelios (Bancroft NeuroHealth)

Discussant: Phillip N. Hineline (Temple University)

- **Curriculum Development in Early Intensive Behavioral Intervention: Focus on Intrinsic Program Coherence.** STEIN K. LUND (Bancroft NeuroHealth)
- **Pivotal Skills: Do They Exist?** JOHN McEACHIN (Autism Partnership)
- **An Evaluation of an EIBI Curriculum Sequence According to Relational Frame Theory.** THOMAS J. WALTZ (Temple University) and John C. Barnard (Bancroft NeuroHealth)

255 Symposium

(available for CE for behavior analysts)

5/25/2003

3:00 PM - 4:20 PM

Nob Hill D

EDC/DDA

Treatment Acceptability, Treatment Integrity and the Relationship Between Them (Databased Presentation)

Chair: Ronnie Detrich (Spectrum Center)

Discussant: Ruth A. Ervin (Western Michigan University)

- **Considerations for Measuring Procedural Fidelity of the Independent Variable.** KIMBERLY S. THEIR and George Sugai (University of Oregon)
- **Using Quizzes About Positive Behavioral Support Plans to Increase Treatment Integrity.** RONNIE DETRICH, Paula Ribeiro Braga-Kenyon, Shawn E. Kenyon, Erin C. McDermott, Amy H. Albe, Katja Petrowski and Cynthia A. Reinbold Blackledge (Spectrum Center)
- **Ratings of Treatment Acceptability Across Time and the Relationship to Treatment Implementation.** RONNIE DETRICH, Katja Petrowski, Paula Ribeiro Braga-Kenyon, Shawn E. Kenyon, Erin C. McDermott, Amy H. Albe and Cynthia A. Reinbold Blackledge (Spectrum Center)

5/25/2003
3:30 PM - 4:20 PM
Sierra K
OBM

Analysis for Enterprise Process Performance Improvement

Chair: John Austin (Western Michigan University)

GUY W. WALLACE (EPPIC Inc.)



Dr. Guy Wallace has been in the T&D field since 1979 and an ISD consultant to government and industry since 1982. His clients have included 27 of the current Fortune 500 firms, plus non-US companies such as BP and Siemens. He has analyzed, designed, and developed training and development for almost every type of business function and process.

Guy is the author of three books, including *Lean ISD: Instructional Systems Design That Makes a Difference* and *T&D Systems View: Learning by Design versus Learning by Chance*. He has authored more than 50 articles, and has presented at more than 50 International conferences and local chapters of the International Society for Performance Improvement (ISPI), the American Society for Training & Development (ASTD), and Lakewood Conferences.

He served as the Treasurer and an Executive Director of the 1999-2000 board of ISPI and is currently ISPI's President-Elect for the 2002-2004 Board of Directors.

Abstract: This session will share an overview of the Enterprise Process Performance Improvement methodology and the specific analysis methods and data leading to improvements in various Human Capital Systems, and various Environmental Capital Systems.

EPPI, Enterprise Process Performance Improvement, is a performance-based, data-driven, management tool-set used to leverage improvement efforts for bottom-line impact.

EPPI takes a systems view of an enterprise and its processes and uses financial and other business scorecard indices within a planned, controlled set of steps to systematically but quickly target improvement initiatives. Those improvement targets are approached with a clearer understanding of all of the process improvements needed, and resulting ROI.

257 International Paper Session

5/25/2003
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Pacific C
TPC

Conceptual Issues

Chair: Jose E. Burgos (University of Guadalajara-CEIC)

- **On Behavioral Properties.** JOSE E. BURGOS (University of Guadalajara-CEIC)
- **The Organism of Behaviors: A Conceptual Analysis.** DAN PALMER (Monash University)

258 International Paper Session

5/25/2003

3:30 PM - 4:20 PM

Pacific E

INT/TPC

Evidence-Based Practice: A Promising Trend in Service-Related Disciplines (translated from English to Spanish)

Chair: Betty Fry Williams (Whitworth College)

BETTY FRY WILLIAMS (Whitworth College)

259 Paper Session

(available for CE for behavior analysts)

5/25/2003

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Pacific B

TPC

Issues for Behavior Analysts to Consider

Chair: Frank Marone (B*E*T*A: Behavior Education Training Associates)

- **"Secrets" of Applied Behavior Analysis (EAB).** FRANK MARONE and Karen Baker (B*E*T*A: Behavior Education Training Associates)
- **Are Behavior Analysts Becoming Prompt Dependent? (DDA).** CHARLES BUTLER (Behavior Analysis, Inc.)

260 Paper Session

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Sierra H

OTH

Issues in Animal Training

Chair: Jennifer Sobie (Western Michigan University)

- **The Effects of Response Cost on Socially Mediated Agonistic Behavior in Dogs (Databased Presentation).** JENNIFER SOBIE (Western Michigan University)
- **Creature Teacher Curricula: Accredited Courses in Animal Training (TBA).** JENNIFER SOBIE (Western Michigan University)

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Pacific F

INT/TPC

Observing "Private Events" (translated from English to Japanese)

Chair and Translator: Yukiko Washio (Western Michigan University)

LINDA J. HAYES (University of Nevada, Reno)

262 Panel Discussion

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Salon 14/15

AUT/CBM

Providing EIBI Services to Children of Troubled Families

Chair: Douglas S. Lee (Dr. Douglas S. Lee, Inc.)

- RAYMOND G. ROMANCZYK (SUNY at Binghamton)
- STEPHEN R. ANDERSON (Summit Educational Resources)
- DOUGLAS S. LEE (Dr. Douglas S. Lee, Inc.)

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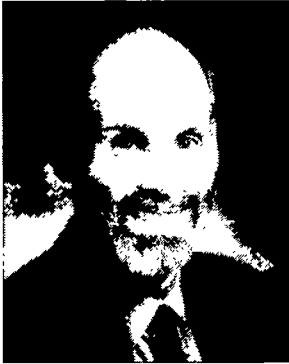
4:30 PM - 5:20 PM

Salon 9

Presidential Scholar's Address: The Human Genome Project: Does It Need the Behavioral Sciences?

Chair: Michael Perone (West Virginia University)

ALAN GUTTMACHER (Deputy Director, National Human Genome Research Institute of the National Institutes of Health)



Alan E. Guttmacher, M.D. is the Deputy Director of the National Human Genome Research Institute of the National Institutes of Health. In that role, he helps oversee the institute's efforts in advancing genome research, integrating the benefits of genome research into health care, and exploring the ethical, legal, and social implications of human genomics. Dr. Guttmacher also serves as the Director of the Office of Policy, Planning, and Communications at the NHGRI. In that role, he directs the institute's health affairs, public policy, communications, and public education functions.

Among Dr. Guttmacher's current activities is co-editing a series on Genomic Medicine that currently appears monthly in *The New England Journal of Medicine*. He has spoken to scores of national and international audiences regarding the health and societal

implications of the Human Genome Project.

Dr. Guttmacher came to the NIH in 1999 from the University of Vermont, where he had a busy practice in clinical genetics, conducted research, and taught. A graduate of Harvard College and Harvard Medical School, Dr. Guttmacher completed a residency in Pediatrics and a fellowship in Medical Genetics at Children's Hospital of Boston and Harvard.

Abstract: This presentation will consider where genomics will head after the end of the Human Genome Project, and how it may affect our exploration of biology, health, society, and behavior. The Human Genome Project has, by many measures, been a great success. In sequencing the human genome it has created a set of tools that now provide unparalleled opportunities for the exploration of human health and disease, and even of what it is to be human. However, the promise of genomics for lessening the burden of disease will be fully realized only if we are able to translate better understanding of the genetic factors in health and disease into behavior changes that improve health outcomes. We are only at the start of determining how to achieve that translation, and much work needs to be done. Concurrently, we are also now faced with new tools for determining how genes affect behavior, and how behavior affects genes. Much work needs to be done - work that will be intellectually stimulating, will teach us much about ourselves and each other, and that will change the analysis of behavior.

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5:30 PM - 7:00 PM

Golden Gate A

AUT

1. **The Effectiveness of a Role-Playing Package to Increase the Social Interactions Between Two Sibling Dyads (Databased Presentation).** VIVIAN CHAPMAN (Ann Sullivan Center of Peru), Glen W. White (University of Kansas) and Liliana Mayo and Judith LeBlanc (Ann Sullivan Center of Peru)
2. **The Effectiveness of Social Stories on Attending Skills and Coping Skills in High Functioning Preschoolers with Autistic Spectrum Disorder in a Home-Based Program (EDC; Databased Presentation).** Lisa Resto and CHERYL PAPROCKI (TheraCare)

3. **The Effectiveness of "Wait-Gesture-Ask-Say-Do" in Teaching Spontaneous Initiations (DDA; Databased Presentation).** MICHELLE GOLDMAN (Crossroads Center for Children) and Thomas Zane (Sage Colleges)
4. **Enhancing Social Skills: A Comparative Analysis of Videotape Modeling versus Discrete Trial Teaching (Databased Presentation).** STACI CARR and Jane Carlson (The Faison School, Autism Center of Virginia at VCU)
5. **Use of a Social Story to Prepare for Onset of Menses (Databased Presentation).** THERESA BAHNS and Pam Calabria (Heartspring)
6. **Behavior Analysis of Teaching "Theory of Mind" to Children with Autism (TPC).** KENJI OKUDA, Masahiko Inoue (Japan)
7. **Collateral Changes in Language, Play and Social Behaviors Following Joint Attention Training (Databased Presentation).** CHRISTINA DALLAIRE (Autism Spectrum Therapies) and Laura Schreibman (UCSD Department of Psychology, #0109)
8. **Social Skills Training Package (Databased Presentation).** LISA BROWNFIELD and Doreen Granpeesheh (CARD, Inc.)
9. **Increasing Play Initiations by Children with Autism when Paired with Typical Peers Using Video Modeling Techniques.** STEFANIE STRAUSS, Pearl Talavera and Catherine Fallo (Personal-Touch, Early Intervention Program) and Kenneth F. Reeve (Caldwell College/Chairperson Psychology Department)
10. **A Structured Play-Date Model to Facilitate Acquisition of Social Skills in Children with Autism (Databased Presentation).** MICHELLE LYON (Kinark Child and Family Services), Len Levin (Central East Preschool Autism Services) and Sylvie Donais (Kinark Child and Family Services)
11. **The Effects of Social Stories on the Social Communication of Children with Asperger's Syndrome (EDC).** FRANK J. SANSOSTI and Kelly A. Powell-Smith (University of South Florida)
12. **Teaching Appropriate Affective Responses to a Mentally Retarded Adolescent with the Label "Autistic Features" (Databased Presentation).** THOR OLAV SNERSRUD and Idar Nestaas (Bleiker Treatment Center)
13. **Teaching Children with Autism to Initiate to Peers Using Script Fading Within a Daily Text Schedule (Databased Presentation).** JENNIFER LOWENHERZ and Cheryl Newcomer (Queens College, CUNY), Katherine Cerino and Bridget A. Taylor (Alpine Learning Group) and Claire Poulson (Queens College, CUNY)
14. **Teaching Social Skills to Adolescents with Asperger's Disorder (CBM; Databased Presentation).** KELLEY A. HARRISON (The Grodon Center, Inc.)
15. **Promoting Initiations and Interactions of Youth with Disabilities: A Review.** JAMIE L. THIELEN and Anthony J. Cuvo (Southern Illinois University at Carbondale)
16. **Facilitating Social Development in Children with Autism Using Motivational Pivotal Response Interventions (Databased Presentation).** GRACE A. WERNER, Eileen Klein, Suzanne Babko, Lynn K. Koegel and Robert L. Koegel (University of California, Santa Barbara)
17. **Fluency-Based Instruction and Task Completion.** CARA PHILLIPS, Rosa Mack and Jane Carlson (The Faison School, Autism Center of Virginia at VCU)
18. **Using Precision Teaching to Measure Response Rates on an Augmentative Communication Device (EDC; Databased Presentation).** HOLLY C. ALMON, Alison L. Moors, Kelly Ferris and Amy King (Fabrizio/Moors Consulting)
19. **Empirically Validating Frequency Aims for Children with Autism (Databased Presentation).** Michael Fabrizio, Alison L. Moors, SARA PAHL, Amy King, Kelly J. Ferris and Kristin N. Schirmer (Fabrizio/Moors Consulting)
20. **The Impact of Fluency-Based Instruction on Teaching Simple Life Skills to a Learner with Autism (Databased Presentation).** JUDY MONROE, Melissa Andretta, Nicole Weidenbaum, Peter F. Gerhardt and Bonnie Eisert (Nassau Suffolk Services for Autism)

21. **Saplings Model of Education: Progress After One Year (Databased Presentation).** KENNETH KERR, Aisling Aardiff, Philomena Smyth and Nicola Hardy (Saplings Model of Education)
22. **Improving the Social Skills Performance of a Child with Autism Through Precision Teaching (EDC; Databased Presentation).** Allison L. Moors, KELLY FERRIS and Michael Fabrizio (Fabrizio/Moors Consulting)
23. **The Efficacy of Discrete Trial Intervention for Older and Multiply Disabled Children (EDC; Databased Presentation).** SALLY ROTH, William A. Flood and Sara White (Behavioral & Educational Strategies & Training)
24. **Effects of Fluency Building with "Big Six" Movements on Performance of Functional Life Skills (Databased Presentation).** MIKE BANKS (Protestant Guild Learning Center)
25. **Using Text Reconstruction, Cloze Reading and Precision Teaching to Enhance the Reading Comprehension of a Student with Autism (EDC; Databased Presentation).** Michael Fabrizio (University of Washington), KRISTA ZAMBOLIN (University of British Columbia) and Shane Isely (University of North Texas)
26. **Developing Fluent Imitation Skills in a Toddler with Autism (EDC; Databased Presentation).** Michael Fabrizio (University of Washington) and Amy King, KRISTIN SCHIRMER and Ami Diakite (Fabrizio/Moors Consulting)
27. **Mastery of Component Skills in Reading Fluency for Children with Autism (VRB; Databased Presentation).** TRACI CIRON and Guy Bedient (Special School District of St. Louis County)
28. **Component Frequencies and Composite Performance of a Basic Learning Skill by Children Diagnosed with Autistic Spectrum Disorder (VRB; Databased Presentation).** JOHN McELWEE, Shawn Munson, Bridget Gibbons and Tanya Jones (New Hope of Pennsylvania)
29. **Endurance of Basic Learner Skills Achieved Using Short Timings by Children with ASD (Databased Presentation).** JOHN McELWEE, Shawn Munson, Bridget Gibbons and Tanya Jones (New Hope of Pennsylvania)
30. **The Southern Illinois University Center for Autism Spectrum Disorders (DDA).** ANTHONY J. CUVO, Ruth Anne Rehfeldt, Marianne Sewing, Beth Lessenberry and Angela Moore (The Southern Illinois University)

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Golden Gate A

CBM

31. **Removal of Enuresis and Encopresis by Usage of Parent Training with an Eleven Year-Old Boy** LEO REIFF and Kjell Leikvik (Ambulatory Environmental Therapy)
32. **Behavioral Interventions that Increase Total Sleep Time are Effective in Reducing Sleepwalking and Sleep Terrors in Children (Databased Presentation).** BRETT R. KUHN, Connie J. Schoes and Michael K. Cruce (Munroe Meyer Institute)
33. **Treatment of Trichotillomania in an Eleven-Year-Old Girl Using a Modified Habit Reversal Program (Databased Presentation).** WAYNE PIERSEL (Heartspring)
34. **Conducting Functional Assessments with Typically Developing Adolescents: An Analysis of Hypothesis Stability over Time (Databased Presentation).** CLINT FIELD, Donna Stewart, Michael Axelrod and Michael L. Handwerk (Father Flanagan's Boys Home)
35. **Children's Social Status as a Predictor of Recognition of Emotion in Faces (DEV).** LEIGH ANNE FAUL, Lisa W. Coyne, Will Sharp and Dr. Alan M. Gross (Department of Psychology, University of Mississippi)

36. **Evaluating the Effectiveness of an In-vivo, Exposure-Based Self-Control Intervention for Youth in Residential Care (Databased Presentation).** MICHAEL AXELROD, Michael L. Handwerk, Julie Almquist, Joy Prichard, Clint Field and Donna Stewart (Father Flanagan's Boys Town)
37. **Altering Contingent Escape Response Ratios to Manage Child Behavior in Restorative Dentistry (Databased Presentation).** KEITH D. ALLEN and Hilary Ogren (Munroe Meyer Institute)
38. **Behavioral Support Programs For Children with Cancer and Their Families (Databased Presentation).** ANDROMEDA VALENCIA and Hector Ayala (National University of Mexico)
39. **A Comparison of Response Cost and DRO to Reduce Disruptive Behavior in a Classroom Setting (Databased Presentation).** CAROLE CONYERS, Raymond G. Miltenberger, Amber Maki, Rebecca Barenz, Mandy Jurgens, Angela Sailer, Meredith Haugen and Brandon Kopp (North Dakota State University)
40. **Treating Intentional Repetitive Behaviors Associated with Tourette Syndrome Using Exposure and Response Prevention (Databased Presentation).** CHAD WETTERNECK and Douglas W. Woods (University of Wisconsin, Milwaukee)
41. **Treatment of Self-Stimulatory Behavior in an Individual with Tourette's Syndrome (Databased Presentation).** ARNIE ZENCIUS (Autism Recovery Center Inc.)
42. **Decreasing Wandering in an Individual with Mental Retardation, Bipolar Disorder and Probable Dementia (Databased Presentation).** LEILANI F. DILIBERTO, Jessica Vore, Linda A. LeBlanc and Jonathan Baker (Western Michigan University)
43. **Extended Diaper Wearing: Effects on Continence in and out of the Diaper (DDA; Databased Presentation).** W. LARRY WILLIAMS, Rachel S. F. Tarbox and Patrick C. Friman (University of Nevada, Reno)

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Golden Gate A

CSE

44. **Self-Management with Children Diagnosed with ADHD (DDA; Databased Presentation).** LEASHA BARRY (University of West Florida)
45. **Effects of a Brief Condom Course on Observed Condom Use Skills (Databased Presentation).** DANA F. LINDEMANN, Colin R. Harbke, Thomas A. Brigham and Ryan Sain (Washington State University)
46. **The Effects of Posted Feedback on Recycling Behavior: The Relative Effectiveness of Posted Written and Graphic Feedback (Databased Presentation).** SUNG-BUM KIM and Shezeen Oah (Department of Psychology, Chung-Ang University) and Alyce M. Dickinson (Department of Psychology, Western Michigan University)
47. **A Content Analysis of Social Validation Measures in Intervention Research over Two Decades (Databased Presentation).** SHELLEY CLARKE, Terri C-Garves and Glen Dunlap (University of South Florida)
48. **Development and Evaluation of Community-Based Intervention Programs for Child Behavior Programs (Databased Presentation).** NOEMI BARRAGAN, Silvia Chalné and Hector Ayala (National University of Mexico)
49. **Relationship Between Obsessive-Compulsive Symptoms and Engagement in Activities in a Dually Diagnosed Individual (Databased Presentation).** SANDRA CEA and Carlos Gonzalez de la Hoz (Behavioral Services of Tennessee)
50. **Evaluation with Behavior Analysis of Maternal Role Attainment (Databased Presentation).** YUMI OZEKI (Nagoya University)
51. **Use of a Multicomponent Intervention for Nighttime Bed Wetting (Databased Presentation).** JENNIFER PRUSHAN, Stewart Shear and Sandra Powell (Devereux - The Whitlock Center)

52. **The Effect of Differential Reinforcement of Incompatible Behaviors (DRI) on Hand Mouthing (Databased Presentation).** DELIA BEN CHAABANE and Carlos Gonzalez de la Hoz (Behavioral Services of Tennessee)
53. **A Task Analysis of Teaching Parenting Skills (CBM; Databased Presentation).** DAVID GELLER, Bryon Neff, Michael Cripe, Douglas Kostewicz and Randi Pickle (University of South Florida)
54. **Time Allocation by Behavior Analysts Working in a Child Welfare Agency (Databased Presentation).** DAVID GELLER and Bryon Neff (University of South Florida)

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Golden Gate A

DDA

55. **Using an Avoidance Procedure to Increase Acceptance of Food and Decrease Inappropriate Mealtime Behaviors (Databased Presentation).** DANA M. SWARTWELDER, Cathleen C. Piazza and Stephanie Bethke (The Marcus Institute)
56. **Increasing Chewing Skills in a Child with Feeding Problems (Databased Presentation).** KATHERINE A. GUTSHALL, Meeta R. Patel and Cathleen C. Piazza (The Marcus Institute)
57. **Teaching Preacademic Skills to Individuals with Developmental Disabilities: Guiding Visual Attention in Matching to Sample (AUT; Databased Presentation).** GREG MORRO (Northeastern University), Harry Mackay (Evergreen Center), Sal Soraci (Tufts University) and Michael Carlin (Shriver Center of the University of Massachusetts Medical School)
58. **Reducing Expulsions in Children with Feeding Problems Using a Nuk® Bush (Databased Presentation).** STACY A. LAYER, Cathleen C. Piazza and Meeta R. Patel (The Marcus Institute)
59. **An Evaluation of Noncontingent Reinforcement and Escape Extinction in the Treatment of Food/Liquid Refusal in Children with Feeding Problems (Databased Presentation).** MELANIE H. BACHMEYER, Cathleen C. Piazza, Meeta R. Patel, Russell Coleman and Katherine A. Gutshall (The Marcus Institute) and Stephanie Bethke (Kennedy Krieger Institute)
60. **Controlling Emesis in a Child with Feeding Problems by Systematically Evaluating Volume and Caloric Consumption (Databased Presentation).** JOSLYN N. CYNKUS, Meeta R. Patel and Cathleen C. Piazza (The Marcus Institute) and Stephanie Bethke (Kennedy Krieger Institute)
61. **The Effects of Differential Negative Reinforcement of Alternative Behavior and Escape Extinction in the Treatment of Feeding Problems.** ROBERT H. LARUE, Cathleen C. Piazza and Meeta R. Patel (The Marcus Institute), Stephanie Bethke (Kennedy Krieger Institute) and Joslyn N. Cynkus (The Marcus Institute)
62. **An Evaluation of Sequential Bite Presentations in the Treatment of Poor Oral Intake in a Child with Feeding Problems (Databased Presentation).** ANGIE E. PRUETT, Russell Coleman, Cathleen C. Piazza and Meeta R. Patel (The Marcus Institute)
63. **Using Escape Extinction to Treat Refusal Behaviors Associated with Tooth Brushing (Databased Presentation).** MERCEDES EBANKS, Cathleen C. Piazza, Meeta R. Patel and Melanie H. Bachmeyer (The Marcus Institute)
64. **Does the ABLA Predict the Optimal Choice Presentation Method for Protracted Leisure Activities? (Databased Presentation).** CECILE De VRIES and Gina Sakko (University of Manitoba), Dickie, C. T. Yu (St. Amant Centre) and Lisa Schwartzman, Carole Marion, Aynsley Verbeke and Garry L. Martin (University of Manitoba)
65. **Activity-Based Data Collection Methodologies in School and Residential Settings (AUT; Databased Presentation).** JOHN HAMPEL and Amy Harchik (The May Institute)
66. **Effects of a Restraint Fading Procedure on Self-Injury (AUT; Databased Presentation).** ELLEN TAYLOR, Sharon Kell, Melonie Davis, Jerre R. Brimer, Kate Simm, Katy Plutowski and Ed Lane (The Learning Tree) and Robert W. Montgomery (Reinforcement Unlimited)

67. **Short-Term Inpatient Assessment and Treatment of Aberrant Behavior at University of Iowa Biobehavioral Service: Outcomes Analysis 1996-2001 (EAB; Databased Presentation).** JENNIFER M. ASMUS, Joel E. Ringdahl (University of Iowa), Jennifer A. Sellers (University of Florida) and Nathan A. Call, Marc Andelman and David P. Wacker (University of Iowa)
68. **Replacement of Disruptive Behavior in a Student with Angelman's Syndrome (Databased Presentation).** HANNA RUE (University of North Dakota)
69. **Effects of a Long Term Treatment for Pica (AUT; Databased Presentation).** SUE PLUTOWSKI, Jerre R. Brimer, Duke Nybera), Jim Crawford, Ellen Taylor, Sharon Kell and Katy Plutowski (The Learning Tree) and Robert W. Montgomery (Reinforcement Unlimited)
70. **Behavioral Home-Based Instruction by WEB for Students with Developmental Disabilities and Their Parents (EDC; Databased Presentation).** HIROSHI SUGASAWARA and Jun'ichi Yamamoto (Kelo University, Japan)
71. **Effects of Behavioral Treatment for Children with Mild Mental Retardation (Databased Presentation).** SIGMUND ELDEVIK (Center for Early Intervention, Oslo, Norway), Erik Jahr (Akershus University Hospital, Norway) and Svein Elkeseth (Akershus College)
72. **A Functional Analysis of Methylphenidate (BPH; Databased Presentation).** ANTHONY DICESARE, David B. McAdam and Amy Blederman (Bancroft NeuroHealth)
73. **Low Frequency Behaviors: How We Use Indirect ABC Observational Reports (CBM; Databased Presentation).** GREGORY BERTSCH and Ajit Doolabh (The Columbus Organization at Southbury CT), Len Gibson (Southbury Training School) and Carla Ratti (The Columbus Organization at Southbury CT)
74. **Self-Management of Initiations to Peers by a School Age Student with a Developmental Disability: A Case Study (VRB; Databased Presentation).** BOBBY NEWMAN (Room to Grow) and Brenda Haga (Union School District)
75. **Reducing Resistance to Teaching for People with Significant Developmental Disabilities Who Are Difficult to Teach (TBA; Databased Presentation).** JEANNIA ROLLYSON and Carolyn Green (Western Carolina Center), Dennis Reid (Carolina Behavior Analysis and Support Center) and Susan Passante and Shirley Gardner (Western Carolina Center)
76. **Correspondence Between Competition and Preference as a Function of the Temporal Parameters of Competing Stimulus Assessments (Databased Presentation).** JENNIFER L. BRUZEK, Iser DeLeon, Lisa M. Toole, Lynn G. Bowman and Kimberly E. Seckinger (Kennedy Krieger Institute)
77. **Evaluating the Reliability and Validity of a Videotaped Observation System for Tics Associated with Tourette's Syndrome (Databased Presentation).** MICHAEL B. HIMLE and Douglas W. Woods (University of Wisconsin, Milwaukee) and John Placentini and Susanna Chang (UCLA Neuropsychiatric Institute)
78. **The Effects of Location Fading on Compliance with Demands in Novel Settings (Databased Presentation).** CHRISTIE FYFFE (Kennedy Krieger Institute), Lynn G. Bowman (The Johns Hopkins University School of Medicine) and Lisa M. Toole, Katherine Litman and Michael Hibbard (Kennedy Krieger Institute)

268 International Poster Session

5/25/2003

5:30 PM - 7:00 PM

Golden Gate A

EAB

79. **The Effects of Sleep Deprivation on Mouse Levels of Activity (Databased Presentation).** MARIA G. VALDOVINOS, Michael E. May and Craig H. Kennedy (Vanderbilt University)
80. **Comparisons of Classroom Based Functional Assessment and Analysis Methods and Treatment Validity of Function Based and Non-function Based Interventions (EDC; Databased Presentation).** LORI NEWCOMER and Timothy J. Lewis (University of Missouri)

81. **Molar and Molecular Effects of COD Duration (TPC; Databased Presentation).** ELIAS ROBLES (University of Arkansas for Medical Sciences)
82. **Operant-Respondent Interaction: Adding Response-Dependent Clock Changes to Clock-Autoshaped Key Pecking (Databased Presentation).** ROBERT W. ALLAN, Kristopher Klein, Jeannie Tenuto, Heather Stauffer and Kelley Borradaile (Lafayette College)
83. **Spatial Orientation and Foraging in the Hamster (*Mesocricetus Auratus*) (Databased Presentation).** FELIPE CABRERA and François Tonneau (Universidad de Guadalajara)
84. **Stimulus-Specificity in Rats' Wheel Running (Databased Presentation).** KENJIRO AOYAMA (Doshisha University) and Frances K. McSweeney (Washington State University)
85. **Developmental Transition Between Spatial and Nonspatial Memory in Children (DEV; Databased Presentation).** ROSA M. CERUTTI (Universidad Nacional Autónoma de México-FES Iztaacala), Daniel T. Cerutti (Duke University) and Mary Michael (University of North Carolina, Chapel Hill)
86. **The Long-Term Retention of Generalized Equivalence Classes in Adults with Mental Retardation (Databased Presentation).** RUTH ANNE REHFELDT and Shannon Root (Rehabilitation Institute)
87. **Effects of Two Complementary Concurrent Fixed-Interval Schedule on the Spatial Distribution of Behavior (Databased Presentation).** EMILIO RIBES-INESTA, Gilberto Flores and Carlos Torres (Universidad de Guadalajara)
88. **Positive Induction Produced by Upcoming Food Pellets Is Under Operant Control (TPC; Databased Presentation).** EMILY ARTHUR and Jeffrey N. Weatherly (University of North Dakota)
89. **Human Avoidance Learning in the Absence of Verbal Mediation (Databased Presentation).** NATASHA BUIST, David Harper and Maree Hunt (Victoria University)
90. **Does Responding Analogous to the Conjunction Error Emerge Following Match-to-Sample Training? (Databased Presentation).** YUKIKO WASHIO, Paul Castone, Frederick J. Anderson and Scott Gaynor (Western Michigan University)
91. **How Do Humans Approximate the Ideal Free Distribution? (Databased Presentation).** DANIEL M. FIENUP, Jorie Colbert, Derek White and Thomas S. Critchfield (Illinois State University)
92. **Effects of Molar Response-Reinforcer Rate Dependencies on Pigeons' Key-Pecking in Concurrent, Multiple and Simple Schedule Arrangements (Databased Presentation).** CLAUDIA D. CARDINAL and Philip N. Hineline (Temple University)
93. **What Is Shaped in Shaping (Databased Presentation).** JAMES McEWAN (University of Waikato, New Zealand)
94. **Results of a Behavioral Parent Training Program for Aggressive Children in Mexico (Databased Presentation).** FRANCISCO PEDROZA and Hector Ayala (National University of Mexico)
95. **The Effects of Fixed-Time Release from Therapeutic Restraint (Databased Presentation).** GARY PACE, Erin Dunn, James Luiselli and Serra Riley (The May Institute)
96. **A Protocol Analysis to Assess the Effects of Contingency-Shaped versus Rule-Governed Behavior (Databased Presentation).** JAMIE DAKE and Mark R. Dixon (Southern Illinois University)
97. **The Effects of Visual Display on Pigeons' Discrimination of Paintings: Comparison of Liquid Crystal and Cathode Ray Tube Displays (Databased Presentation).** TETSUO YAMAGUCHI, Kenji Kitamura and Masato Ito (Osaka City University)
98. **Behavioral Economics: Behavior of Hens Under FR Schedules with Varying Session Lengths (Databased Presentation).** Mary Foster, William Temple, Catherine Sumpter and KAREN SMITH (University of Waikato, New Zealand)
99. **Investigating the Differential Resistance of Sequence Variability and Stereotypy (Databased Presentation).** CHRISTOPHER A. BARNES and Amy L. Odum (University of New Hampshire)

100. **P300 Event-Related Potential Correlates of Discrimination Learning and Reinforcement (TPC; Databased Presentation).** STEVEN F. FAUX and Molly Larson, Ruchika Dhussa (Drake University)
101. **Component Duration as Restriction of Access: Effects on Choice (Databased Presentation).** John C. Malone, Maria Armento and ERIC BILLINGTON (University of Tennessee)
102. **Strategies for the Establishment of Auditory-Visual Conditioned Discriminations and the Emergence of Equivalent Classes: Fading and Exclusion (EDC; Databased Presentation).** LEILA BAGAILOLO (Catholic University of São Paulo)
103. **The Effects of Extinction on Human Schedule Performance Following Fixed Interval Schedules of Reinforcement (Databased Presentation).** RUTH BEKKER, Richard Lynn Anderson, Jesus Rosales-Ruiz and Yuka Koremura (University of North Texas)
104. **Response Allocations to Concurrently Available Slot Machines (CSE; Databased Presentation).** Mark R. Dixon, Kimberly R. Zlomke, JONAH MARTIN and Alicia Gaston (Southern Illinois University)
105. **Convergent Evidence of a Functional Analysis Protocol Used with Typically Developing Adolescents in Residential Care (CBM; Databased Presentation).** DONNA STEWART, Clint Field, Michael Axelrod, Jamie Hughes and Michael L. Handwerk (Father Flanagan's Boys Home)
106. **A Comparison of Prompting versus Feedback in the Acquisition of Conditional Discriminations by Adult Humans (EDC; Databased Presentation).** YUSUKE HAYASHI, Richard G. Smith and Manish Vaidya (University of North Texas)
107. **Self-Editing Behavior in Real-Time Computer-Based Writing: An Exploratory Analysis (VRB).** L. KIMBERLY EPTING and Lewis Barker (Auburn University)
108. **Choice and Foraging of the Brown Treesnake (*Boiga irregularis*) in Guam Ambient Enclosures (TBA; Databased Presentation).** MICHAEL B. EHLERT and Gregory J. Witteman (University of Guam)

269 International Poster Session

5/25/2003

5:30 PM - 7:00 PM

Golden Gate A

EDC

109. **The Effects of Sign Language Training with Infants and Toddlers (DDA; Databased Presentation).** KELLY A. DANCHO, Paige S. Morse, Rachel H. Thompson, Catherine A. Cote and Trista L. Tate (University of Kansas)
110. **Effects of Staff-Mediated Modeling and Prompting on Mealtime Behaviors of Students with Multiple Disabilities (DDA; Databased Presentation).** CHASTIDY SOURS (Columbus Public Schools), Timothy E. Heron, Laurice Joseph, Donna Villareal and Ma Yao (The Ohio State University)
111. **Learning to Read Words with and Without Picture Prompts and the Blocking Effect (DDA; Databased Presentation).** ANNA E. BERGEN, Stephen W. Holborn and Alyssa Boily (University of Manitoba, Psychology Department)
112. **A Descriptive Assessment of Compliance in the Preschool Classroom (DDA; Databased Presentation).** VIRGINIA N'DORO, Gregory P. Hanley, Nicole Heal and Jeffrey H. Tiger (University of Kansas)
113. **Altering Time Allocation of Preschoolers During Free-Choice Periods (DDA; Databased Presentation).** Gregory P. Hanley, JEFFREY H. TIGER, Einar T. Ingvarsson, Emma Hernandez and Kylie Larsen (University of Kansas)
114. **Evaluation of Procedures for the Simultaneous Measurement of Individual Preferences (DDA; Databased Presentation).** Gregory P. Hanley, Anthony P. Cammilleri, EINAR T. INGVARSSON, Aphrodite Foundas and Erin Garvey (University of Kansas)

115. **Analysis of Student Behavior Referrals, Their Topographic and Functional Properties: Implications for Prevention and Remediation (DDA; Databased Presentation).** JAMES J. FOX, Lela D. Blevins, Sarah Camp, Michelle Frye and Scott Lamie (East Tennessee State University)
116. **Improving the Reading Rate and Accuracy of Middle School Students Identified as Emotionally and Behaviorally Disordered (DDA; Databased Presentation).** JOSEPH WEHBY and Amanda Strong (Peabody College of Vanderbilt University)
117. **Implementing Direct Instruction's Reading, Mathematics and Comprehension Curricula to Adolescents with a Traumatic Brain Injury (DDA; Databased Presentation).** BRIAN SMITH and Phillips Marinda (Southern Illinois University at Carbondale), Danyl Epperheimer (Center for Comprehensive Services), Jamie Dennis (Southern Illinois University at Carbondale), Barbara Bates (Center for Comprehensive Services) and Brandon Greene (Southern Illinois University at Carbondale)
118. **The Use of Data-Based Feedback to Train Special Education Paraprofessionals with Prompting Procedures (AUT; Databased Presentation).** DONALD WACHELKA (Quality Behavioral Outcomes)
119. **Observational Learning and its Direct Application to the Classroom (AUT; Databased Presentation).** MOLLY ROBSON and Mary Guest (Columbia University Teachers College, CABAS)
120. **Effects of Recess or Break and Stimulant Medication on the Classroom Behavior of Children with Attention Deficit Hyperactivity Disorder (BPH; Databased Presentation).** ANDREA RIDGWAY, John Northup, Laura Fountain, Angie Pellegrin, Totina Alisha, Lauren Seale, Katie Kennedy and Jennifer LeBlanc (Louisiana State University)
121. **Behavioral and Academic Improvement of Children with ADHD Following Combined Treatment with Methylphenidate and Behavior Therapy in the Regular Education Classroom (Databased Presentation).** DANA TRAHANT, D. Joe Olmi, Melissa Scoggins and Melanie Dubard (University of Southern Mississippi)
122. **The Effects of Peer and Teacher Presented Learn Units on Academic Responding (Databased Presentation).** CLAIRE EGAN (Columbia Teachers College)
123. **How Shaping was Utilized to Teach a Non-ambulatory Elementary-Aged Student to Walk (Databased Presentation).** LILLIANE ALEXANDRE and Patti Gatske (Ecole Oman Elementary School)
124. **Teacher-Mediated Strategies for Increasing the Engagement of Children with Disabilities in Inclusive Preschools (Databased Presentation).** ANDREA McDONNELL (University of Utah) and Susan Malmkog (Salt Lake City School District)
125. **Does Learning to Type Words from Dictation Automatically Impart the Skill of Reading Those Same Words (Databased Presentation).** ERIN E. HOLLAND, Matthew L. Israel, Robert W. Worsha, Timothy Palsey, Edward Langford and Michelle O'Neill (Judge Rotenberg Educational Center)
126. **Post-Treatment Outcomes for Former Students of a Residential Care Facility (Databased Presentation).** STEPHEN A. WONG, Robert von Heyn, Matthew L. Israel, Joseph Assalone and Rosemary Silva (Judge Rotenberg Educational Center)

270 International Poster Session

5/25/2003

5:30 PM - 7:00 PM

Golden Gate A

TBA

127. **The Associate Test: Applications and Reactions (Databased Presentation).** DANIEL J. MORAN and Stephanie M. Peterson (Valparaiso University)
128. **Systematic Reinforcement and Extinction of Verbal Behavior: Teaching Students: Replicating Verplanck (VRB; Databased Presentation).** STEPHEN RAY FLORA, Michelle Fisher, Lauren Hazelkorn, Lisa Kaneski, Anthony Meek and Lisa Torrence (Youngstown State University)
129. **Learning and Human Development: Taught the Behavioral Way (Databased Presentation).** DAVID REITMAN, Sherri Harris, Karen Jordan, Vivian Knighten, Konstantina Lakiotis and Joseph Thomas (Nova Southeastern University)
130. **Evaluating the Effects of Peer Observation Procedures on Conditioning Tokens as Reinforcers (Databased Presentation).** CHRISTINE O'ROURKE and R. Douglas Greer (Columbia University Teachers College)
131. **The Effects of Sequential Teaching Behavior Practice in Teacher Education in Korea (EDC; Databased Presentation).** WOO-YOUNG CHUNG (Chung Ang University) and Hosung So (California State University, San Bernardino)
132. **Students' Interactions and Contingency Management: Reducing the ABTS Syndrome (EDC; Databased Presentation).** SEBASTIAN FIGUEROA-RODRIGUEZ, Teresa de Jesus P. Luna-Domínguez, Elvia Cristina Peralta-Guerra and Minerva Pérez-Juárez (Universidad Veracruzana)
133. **An Analytic Scoring Rubric for Assessing Students' Performance on Functional Behavioral Assessment Cases (EDC; Databased Presentation).** SEKHAR PINDIPROLU (East Tennessee State University), Benjamin Lignugaris/Kraft and Sarah Rule (Utah State University), Stephanie M. Peterson (The Ohio State University) and Timothy A. Slocum (Utah State University)
134. **Using Performance-Based Training on the SCOOP Functional Assessment System.** CASEY I. CORULLO, Tami L. McDowell, Brittany L. Sheets, Casey N. Ludwick and Richard W. Malott (Western Michigan University)
135. **Total Life Management: A Personal Story of Self-Management.** HOLLY C. HARRISON (Western Michigan University)
136. **Survey Results of the Procrastination Habits of Students at Western Michigan University.** JENNIFER L. RAMER, Tami L. McDowell and Richard W. Malott (Western Michigan University)
137. **Teaching Functional Assessment: Which Should Come First, Example or Concept? (DDA; Databased Presentation).** MARCIE DESROCHERS, Elise Fuller and Kathryn Wardle (College of Charleston)
138. **Assessing Effect of Teacher-Student Interactions on Undergraduate Performance in an Online Behavior Analysis Course (EDC; Databased Presentation).** KIRSTY MACIVER, Tanya Baynham, Leslie Burkett and Sigrid S. Glenn (University of North Texas)
139. **Utilizing Computer-Based Skills Increase the Effectiveness of Training Manuals for a Graduate Practicum.** MARCO D. TOMASI, Rachael Sautter, Rhiannon Fante, Jonathan Baker, Tracy Brandenburg and Richard W. Malott (Western Michigan University)
140. **Behavior Analysis Training System Website.** MASAYUKI SHIRAIISHI, Ernesto Diaz and Richard W. Malott (Western Michigan University)
141. **ABA International: Assist International Students in Understanding the Presentations During the 2003 ABA Convention;** CHIEW FEI TAN, Koji Takeshima, Annie Carney and Richard W. Malott (Western Michigan University)
142. **The Behavior Analysis Program at WVU (EDC).** TAMMY WADE, Christine Kim, Shannon S. Haag and Cynthia M. Anderson (West Virginia University)

271 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Salon 4

Behavior and Social Issues Editorial Board and Behaviorists for Social Responsibility (joint meeting)

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

Members of BSI Editorial Board and other persons interested in applications of behavior analysis to issues of social importance will gather to discuss approaches for advancing the journal, the BFSR website and next year's convention, as well as other ways of building and disseminating related knowledge.

272 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Sierra F

Crime and Delinquency Special Interest Group

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

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 issues pertaining to expanding the role of the C&D SIG's presence at ABA including the presentation of scholarly papers and posters and involvement with ABA's Executive Council.

273 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Pacific C

Developmental Behavior Analysis

Chair: Jacob L. Gewirtz (Florida International University)

To report on the previous year and plan the subsequent year.

274 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Sierra C

Direct Instruction Special Interest Group

Chair: Timothy A. Slocum (Utah State University)

The Direct Instruction Special Interest Group will meet to discuss issues of research and implementation involving Direct Instruction. The SIG provides a focus for networking to promote research related to Direct Instruction.

275 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Sierra B

Experimental Analysis of Human Behavior Special Interest Group (EAHB-SIG)

Chair: Gregory J. Madden (University of Wisconsin, Eau Claire)

Meeting is for all ABA members interested in the experimental analysis of human behavior. Awards will be given to this year's recipients of the SIG's student paper competition. Updates on the status of the SIG's online journal will be provided. Discussion will center on new initiatives that will further promote the experimental analysis of human behavior.

276 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Sierra A

Journal of Behavioral Education, Editorial Board Meeting

Chair: Phillip Belfiore (Mercyhurst College)

The *Journal of Behavioral Education* will hold an Editorial Board and general information meeting regarding the current state of the Journal. The purpose of the meeting is twofold, (a) to update the Board on current issues related to the direction of the board and (b) to inform the general audience regarding the availability of the Journal as an outlet for applied scholarly works.

277 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Pacific F

Journal of Precision Teaching & Celeration

Chair: Clay Starlin (University of Oregon)

Meeting of editorial board of the *Journal of Precision Teaching & Celeration*. Discussion of current policy and future directions.

278 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Nob Hill D

Lesbigay Social Gathering

Chair: Kent Johnson (Morningside Academy)

Welcome to our 8th annual meet and greet. We will have newspapers and maps; and we'll recommend significant sites, restaurants, clubs and bars to make your stay in gay San Francisco a remarkable one!

279 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Pacific B

Northwest ABA

Chair: Ken Lloyd (Central Washington University)

Discuss annual NWABA Program and meetings.

280 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Salon 3

Organizational Behavior Management Network Annual Meeting

Chair: John Austin (Western Michigan University)

To provide an annual report of the Network's activities and accomplishments. In addition, this meeting serves as a forum for members to voice suggestions for future directions and enhancement of the Network's goals and activities. This meeting is open to all and students are especially welcome to attend.

280a Special Event

5/25/2003

7:00 PM - 7:50 PM

Salon 11

Pilates Exercises Session

Chair: Kim Lucker (BMC., Inc)

To provide conference attendees an opportunity to participate in a relaxing yet challenging workout session that will focus on stretching, strengthening and stability exercises designed to unite body and mind, improve posture, and create a more streamlined shape. Please wear comfortable clothing. No shoes needed (socks optional).

281 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Sierra E

Parents and Professionals Sharing the Conference Experience

Chair: Jack Scott (Florida Atlantic University)

This meeting provides an opportunity for parents of children receiving behavior analysis services and professionals to gather in an informal setting and discuss the conference. Autism treatment is typically a major topic. Pam Gorski, director of Reaching Potentials an ABA parent support agency, will co-host this meeting. Refreshments will be provided.

282 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Pacific E

Tennessee Association for Behavior Analysis

Chair: Kevin Schama (The Columbus Organization)

The business meeting will be used to review progress on goals set during the 2002 TABA conference and to establish priorities and assignments for the remainder of the year.

283 Business Meeting

5/25/2003

7:00 PM - 7:50 PM

Salon 10

Verbal Behavior SIG Business Meeting

Chair: William F. Potter (California State University, Stanislaus)

The VB SIG is dedicated to promoting research, teaching and general dissemination of news related to Verbal Behavior. The purpose 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 for an agenda prior to the meeting.

284 Special Event

5/25/2003

7:00 PM - 7:50 PM

Nob Hill A/B

YogaFit Workout Session

Chair: Amanda Adams (Fitness Evolution, Inc.)

AMANDA ADAMS (Fitness Evolution, Inc.)

This session is an easy to follow Yoga class. No experience necessary, all levels welcome in this fitness oriented Yoga session. We will strengthen, stretch, sweat a little and relieve stress. Wear easy to move in clothes and no shoes.

284a Reunion

5/25/2003

8:00 PM - 10:00 PM

Salon 5/6

Celebrating 25 Years of Applied Behavior Analysis – Aubrey C. Daniels, Ph.D.

Chair: Darnell Lattal (Aubrey Daniels International)

285 Reunion

5/25/2003

8:00 PM - 10:00 PM

Sierra J

Eastern Michigan University: Doctoral and Master's Programs

Chair: Flora Hoodlin (Eastern Michigan University)

286 Reunion

5/25/2003

8:00 PM - 10:00 PM

Salon 1

Florida State University

Chair: Donald Wachelka (Quality Behavioral Outcomes)

287 Reunion

5/25/2003

8:00 PM - 10:00 PM

Pacific H

Southern Illinois University Reunion

Chair: Martin J. Pollack (Connecticut Department of Mental Retardation)

288 Reunion

5/25/2003

8:00 PM - 10:00 PM

Salon 2

St. Cloud State University and Friends

Chair: Gerald C. Mertens (St. Cloud State University)

289 Reunion

5/25/2003

8:00 PM - 10:00 PM

Sierra I

University of Wisconsin, Milwaukee Reunion

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

290 Reunion

5/25/2003

8:00 PM - 10:00 PM

Sierra H

University of Wisconsin, Eau Claire

Chair: Kevin P. Klatt (University of Wisconsin, Eau Claire)

290a Special Event

5/25/2003

8:00 PM - 10:00 PM

Sierra H

5th Annual Student Social

Chair: Matthew Tincani (University of Nevada, Las Vegas)

Student members are invited to socialize with some of the big names in behavior analysis in an informal setting. Refreshments will be provided by Aubrey Daniels. We hope to see you there.

291 Special Event

5/25/2003

10:00 PM - 12:00 AM

Salon 8/9

Behavioral Follies

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



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Monday, May 26

Day Schedule

ABA Business Meeting

Sessions

Presidential Address

Business Meetings

ABA Social

ABA

Monday, 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		
B2 Level	Golden Gate A											POSTER SESSIONS				
	Golden Gate B/C					ABA Cooperative Bookstore and 2003 Exhibitors										
Lower B2 Level	Salon 1	<div><div></div> = Special and Invited Events</div> <div>#W = Workshop</div> <div>CE = Available for CE for behavior analysts</div> <div>NOTE: All pre-convention workshops are available for CE for psychologists</div>					#321 EAB Ch: Rehfeldt		#330 EAB CE Ch: Bailey							
	Salon 2						#319 EAB Ch: Fields		#350 EAB Ch: O'Hora							
	Salon 3						#307 CBM Ch: Groom		#332 CBM Ch: McHugh						#372 CBM Ch: Roberts	
	Salon 4						#298 CBM CE Ch: Wong		#338 CBM Ch: Lucyshyn						#384 CBM Ch: Siemp-Shao	
	Salon 5						#300 CBM Ch: Perkins		#324 CBM Ch: Clarke	#343 EDC Ch: Fox					#374 CBM Ch: Meyer	
	Salon 6						#320 DEV Ch: Enge		#341 DEV CE Ch: Saunders							
	Salon 7						#308 EAB Ch: Hackenberg		#337 EAB Ch: Peterson						#369 EAB GREEN	
	Salon 8	<div>Ch: = Chair</div> <div>LEGEND</div>					#301 AUT PARTINGTON		#335 AUT Ch: Peterson						#381 AUT Ch: Opendon	
	Salon 9						#297 EAB CE DOMJAN		#353 AUT CE BONDY						#364 DEV CE CATANIA	
	Salon 10						#305 OTH Ch: Lattal		#351 OTH Ch: Fuqua						#375 OTH CE Ch: Kirkpatrick	
	Salon 11						#316 OTH Ch: Budd		#340 AUT CE Ch: Fabrizio						#385 AUT CE Ch: Horowitz	
	Salon 12								#346 AUT CE Ch: McEachin						#378 AUT Ch: Charlop-Christy	
	Salon 13								#344 AUT CE Ch: Shook						#371 AUT Ch: Castrogiovanni	
	Salon 14		#295 Martial Arts													
	Salon 15															
Fourth Floor	Nob Hill A					#302 TBA CE Ch: Ellis		#328 TBA Ch: Williams		#355 TBA CE Ch: Mathews					#383 TBA Ch: O'Donnell	
	Nob Hill B					#299 EDC CE Ch: Hakiel		#326 EDC WATKINS							#379 EDC Ch: Johnson	
	Nob Hill C					#323 EDC Ch: Bruce		#349 EDC Ch: Boyce							#376 EDC Ch: Moors	
	Nob Hill D					#312 EDC Ch: Belfiore		#333 EDC CE Ch: Ellis							#382 EDC Ch: Ainsleigh	
	Pacific A					#304 CSE Ch: Dixon		#325 CSE CE Ch: Rakos		#356 CSE CE BIGLAN					#373 CSE Ch: Coleman	
	Pacific B					#313 TPC CE Ch: Johnston		#336 TPC Ch: Flora							#380 TPC Ch: Morris	
	Pacific C					#317 TPC Chs: Morris & Smith		#339 TPC Ch: Vitale								
	Pacific E					#303 INT GREEN		#327 INT MORROW		#352 INT HOUMANFAR					#370 INT GROEGER	
	Pacific F					#292 ABA Business Mtg		#309 INT STROMER		#354 INT WILLIAMS					#365 INT HEWARD	
	Pacific H						#309 VRB Ch: McHugh		#347 VRB CE Ch: Carbone						#366 VRB CE MOERK	
Fifth Floor	Pacific I					#310 DDA CE Ch: Fisher		#348 DDA CE Ch: Napolitano							#377 DDA Ch: Hagopian	
	Pacific J					#306 DDA CE Ch: Anderson		#342 DDA Ch: Wacker							#367 DDA Ch: Garcia	
	Sierra A					#322 BPH Ch: Odum		#331 BPH Ch: Woods								
	Sierra B															
	Sierra C															
	Sierra E															
	Sierra F															
	Sierra H					#315 DDA CE Ch: Graff										
	Sierra I					#311 EAB Ch: Rodrigues										
	Sierra J					#314 OBM CE Ch: Sigurdsson		#334 OBM Ch: Pampino								
Sierra K					#318 OBM Ch: Geller		#345 OBM Ch: Rodrigues							#368 OBM ANDERSON		

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	
Golden Gate A					POSTER SESSIONS				B2 Level
Golden Gate B/C	ABA Cooperative Bookstore and 2003 Exhibitors								
Salon 1	#396 EAB Ch: Stewart								Lower B2 Level
Salon 2	#393 EAB Ch: Saunders								
Salon 3	#372 Conf'd	#402 CBM Ch: Coyne							
Salon 4	#384 Conf'd	Ch: Sierp-Shao							
Salon 5	#374 Conf'd	#403 CBM Ch: Ayala							
Salon 6	#387 DEV SCHNELLE	#417 DEV CE Ch: Gewirtz							
Salon 7	#395 EAB Ch: Madden								
Salon 8	#381 Conf'd	#404 AUT CE Ch: Harchik						#427 ABA SOCIAL 9 PM - 1 AM	
Salon 9			#419 President MOORE CE						
Salon 10	#375 Conf'd	#398 OTH BARON							
Salon 11	#385 Conf'd	#410 AUT Ch: Boulware							
Salon 12	#378 Conf'd	#412 AUT CE Ch: Newman							
Salon 13									
Salon 14	#371 Conf'd	#401 AUT CE Ch: Charlop-Christy							Fourth Floor
Salon 15									
Nob Hill A	#383 Conf'd	#413 TBA Ch: McDowell				#426a Women in BA	#293 Student Committee		
Nob Hill B	#379 Conf'd	#405 EDC CE Ch: Horner				#294 Behav'l Safety SIG			
Nob Hill C	#376 Conf'd	#408 EDC Ch: Malmquist				#296 Parent/ Prof. Mtg.			
Nob Hill D	#382 Conf'd	#411 EDC Ch: Lewis-Palmer							
Pacific A	#373 Conf'd	#415 CSE Ch: Tarbox							
Pacific B	#380 Conf'd	#407 TPC Ch: Silvestri							
Pacific C	#390 TPC Ch: Hayes	#414 TPC Ch: Andery							
Pacific E	#388 INT MALOTT	#418 INT GREER							
Pacific F	#389 INT WILLIAMS								
Pacific H	#386 VRB Ch: Potter	#416 VRB CE Ch: Twyman							
Pacific I	#377 Conf'd	#409 DDA Ch: Taylor							Fifth Floor
Pacific J	#394 DDA CE Ch: Sheldon								
Sierra A	#391 BPH Ch: Hughes								
Sierra B									
Sierra C									
Sierra E									
Sierra F									
Sierra H		#397 OBM Ch: Harshbarger							
Sierra I		#400 EAB Ch: Mitchell							
Sierra J		#406 OBM Ch: Sasson							
Sierra K	#392 OBM Ch: Austin								

295 Special Event

5/26/2003

7:00 AM - 7:50 AM

Salon 14/15

OTH

Martial Arts Workout

Chair: Bobby Newman (Room to Grow)

BOBBY NEWMAN (Room to Grow) and Catherine Sales (Mohegan Karate School)

A beginner-level, non-contact workout will be held for ABA participants. The workout will emphasize basic movements that can be used for self-defense, as well as physical conditioning. Techniques will be task analyzed and the participants led through the activities by certified instructors. Participants should wear comfortable workout clothing.

292 International Special Event

5/26/2003

8:00 AM - 8:50 AM

Pacific F

ABA Business Meeting

Chair: Michael Perone (ABA President)

- Maria E. Malott (Executive Director)
- Gerald R. Bernicky (Affiliated Chapters Board Coordinator)
- Pamela G. Osnes (Education Board Coordinator)
- Amy Elliot (Membership Board Coordinator)
- Jay Moore (Program Board Coordinator)
- Nancy A. Neef (Publications Board Coordinator)
- Michael Perone (Science Policy and Research Board Coordinator)
- James E. Carr (Standards, Accreditation and Professional Affairs Board Coordinator)

297 Special Event

(available for CE for behavior analysts)

5/26/2003

9:00 AM - 9:50 AM

Salon 9

EAB

2003 Tutorial - Learning and Sexual Behavior (Databased Presentation)

Chair: William D. Timberlake (Indiana University)

MICHAEL DOMJAN (University of Texas at Austin)



Dr. Michael Domjan is Professor and Chair of the Psychology Department at the University of Texas at Austin, where he has been teaching undergraduate and graduate courses in learning since 1973. He became excited about psychology as a high school student attending the Behavior Science Institute at Grinnell College, where visiting speakers included Jack Michael, Murray Sidman, and Nathan Azrin. After obtaining his B.A. at Grinnell, Domjan spent a year at Western Michigan University before moving on to get his Ph.D. at McMaster University, working under the supervision of Shepard Siegel. It was there that he became interested in adaptive specializations and the generality of learning principles. Domjan examined these issues within the framework of studies of taste aversion learning for about 15 years before switching to studies of learning in the sexual behavior system. Along the way, he served as Associate Editor of

Learning and Motivation and Editor of the *Journal of Experimental Psychology: Animal Behavior Processes*. He is recipient of the G. Stanley Hall Award from the American Psychological Association, and his research on sexual conditioning was singled out for a MERIT Award by the National Institutes

of Mental Health. He has served on the Governing Board of the Psychonomic Society and as President of the Division of Behavioral Neuroscience and Comparative Psychology of the American Psychological Association. His book, *The Principles of Learning and Behavior*, is currently in its 5th edition and is widely used in countries where conditioning and learning is a part of the core curriculum.

Abstract: Sexual conditioning is a form of learning in which some type of sexual stimulation serves as the reinforcer or unconditioned stimulus (US). The sexual reinforcer may be exposure to the visual, olfactory, and/or auditory features of a potential sexual partner, or it may be copulation with the sexual partner. The tutorial will describe studies of Pavlovian sexual conditioning conducted with animals in which either arbitrary or sexually relevant cues serve as the conditioned stimulus (CS). Pairing an arbitrary conditioned stimulus with sexual reinforcement permits demonstration of numerous major Pavlovian conditioning phenomena, including acquisition, extinction, renewal, blocking, second-order conditioning, conditioned inhibition, and context conditioning. The use of more naturalistic conditioned stimuli results in a greater range of conditioned responses and learning that is resistant to extinction, blocking, and increases in the CS-US interval. The implications of these findings for learning theory and for studies of sexual conditioning in humans will be discussed.

298 Symposium

(available for CE for behavior analysts)

5/26/2003

9:00 AM - 10:20 AM

Salon 4

CBM/CSE

Behavior Analysis of Chronic Mental Disorders: Challenging the Biomedical Model (Databased Presentation)

Chair: Stephen Wong (Florida International University)

Discussant: Jose A. Martinez-Diaz (Florida Institute of Technology)

- **Why Challenge the Biomedical Model of Mental Disorders? A Peek Through the Emperor's New Clothes.** STEPHEN WONG (Florida International University)
- **Psychotropic Medication as a Potential Establishing Operation for Attention-Maintained Bizarre Speech in an Adult with Schizophrenia.** DAVID WILDER, Holly White, Paige Wilson, Staci Saylor and Gloria Stone (University of the Pacific)
- **Functional Assessment and Brief Functional Analysis of Aberrant Vocalizations in Persons Diagnosed with Schizophrenia.** CRIS T. CLAY (University of the Pacific)

299 Paper Session

(available for CE for behavior analysts)

5/26/2003

9:00 AM - 9:50 AM

Nob Hill B

EDC

Behavior Analysis to Meet Special Needs

Chair: Nick Hakiel (Sultan School District)

- **Behavioral Computer-Based Instruction at Hawthorne Country Day School: The First Year (DDA).** CHRISTOPHER S. McDONOUGH and Hirofumi Shimizu (Hawthorne Country Day School)
- **Modified ABA, a Successful Application in a Public School Setting (AUT; Databased Presentation).** NICK HAKIEL and Leslie Walker (Sultan School District)

300 Paper Session

5/26/2003

9:00 AM - 9:50 AM

Salon 5

CBM

CBM: Conceptual Issues

Chair: Rick Perkins (University of Louisiana at Lafayette)

- **Seven Research Values for the Clinical Behavior Analyst (TPC).** JON S. BAILEY (Florida State University)
- **Behavior Analysis' Lack of Impact on Voluntary Adult Outpatient Clinical Services: the Missing Theory.** LOUIS WYNNE (Clinical Private Practice)

301 Invited Event

5/26/2003

9:00 AM - 9:50 AM

Salon 8

AUT

Developing Active Learner Participation by Children with Autism: Capturing the Motivational Variables

Chair: Jack Scott (Florida Atlantic University)

JAMES W. PARTINGTON, Teresa A. Grimes and Steven J. Ward (Behavior Analysts, Inc.)



Dr. James Partington is the director of Behavior Analysts, Inc., in Pleasant Hill, California. The corporation provides a variety of educational services for children with autism or other developmental disabilities. He is a licensed psychologist and a board certified behavior analyst (BCBA), and has more than 25 years experience. His expertise is in language intervention with children who are experiencing language delays as a result of autism-related disorders. Dr. Partington received his bachelor's degree and master's degree at Western Michigan University, and received his Ph.D. from Florida State University. He has taught courses in the Psychology Department at West Virginia University, in the Department of Education at St. Mary's College, and in the Counseling Psychology program at the University of San Francisco. He has published several papers on teaching strategies for children

with disabilities, has co-authored with Dr. Mark L. Sundberg the book, *Teaching Language to Children with Autism or Other Developmental Disabilities and The Assessment of Basic Language and Learning Skills (The ABLLS): An assessment, Curriculum Guide, and Skills Tracking System for Children with Autism or Other Developmental Disabilities*, and has produced an instructional video, "Teaching Verbal Behavior: An Introduction to Parents Teaching Language".

Abstract: Children with a diagnosis of autism live in an environment that includes concurrent schedules of reinforcement. Practitioners who work with these children can benefit from attending to the motivational operations (variables) that are in effect when they attempt to teach the children new skills. A review of the response effort requirements to access socially-mediated reinforcement, along with a review of the ambient stimulus and motivational conditions present in both structured and naturally-occurring teaching conditions will be presented. Some potential environmental manipulations to increase a child's participation in learning activities, while maintaining the conditioned reinforcement value of the trainer, will be presented.

302 Paper Session

(available for CE for behavior analysts)

5/26/2003

9:00 AM - 9:50 AM

Nob Hill A

TBA

Making Distance Learning More Effective

Chair: Janet Ellis (University of North Texas)

- **Let's Go to the Movies But Bring Your Own Popcorn! (EDC).** JANET ELLIS and Leslie Burkett (University of North Texas)
- **Effective Education and the Distance Learning Course: Problems and Solutions (EDC; Databased Presentation).** LESLIE BURKETT (University of North Texas)

303 International Paper Session

5/26/2003

9:00 AM - 9:50 AM

Pacific E

INT/AUT

Research Issues in Behavior Analytic Treatment of Autism (translated from English to Spanish)

Chair and Translator: Francisco Cabello (Universidad de la Rioja)

GINA GREEN (The Institute for Effective Education)

304 Panel Discussion

5/26/2003

9:00 AM - 9:50 AM

Pacific A

CSE/CBM

The Current Status of a Behavior Analytic Perspective of Gambling

Chair: Mark R. Dixon (Southern Illinois University)

- W. SCOTT WOOD (Drake University)
- PATRICK M. GHEZZI (University of Nevada, Reno)
- CHARLES A. LYONS (Eastern Oregon University)
- JEFFREY N. WEATHERLY (University of North Dakota)

305 Panel Discussion

5/26/2003

9:00 AM - 10:20 AM

Salon 10

OTH

Training Parents, Training Pet Owners—Same Thing?

Chair: Kennon A. Lattal (West Virginia University)

- CYNTHIA M. ANDERSON (West Virginia University)
- ALICE DARNELL LATTAL (Aubrey Daniels International)
- MARK LIPSITT (Lipsitt Training Services Inc.)
- SUSAN KAPLA (West Virginia University)

306 Symposium

(available for CE for behavior analysts)

5/26/2003

9:00 AM - 10:20 AM

Pacific J

DDA/EDC

A System-Wide Protocol for Implementing and Monitoring Behavior Change Strategies in a Large Private Agency

Chair: Stephen R. Anderson (Summit Educational Resources)

- **The Protocol for the Assessment and Treatment of Behavior Challenges Throughout an Agency.** MARCUS L. THOMEER, Janet Ide, Douglas C. King, Christopher Nalbach and Pam Brown (Summit Educational Resources)
- **Managing Behavior Problems Across Multiple Classrooms.** WALTER NEIDRAUER, Marcus L. Thomeer and Linda McNinch (Summit Educational Resources)
- **A Systematic Approach to the Development of Individual Behavior Change Programs in a Large Agency.** DOUGLAS C. KING and Marcus L. Thomeer (Summit Educational Resources)
- **Extending an Agency-Wide Behavior Protocol to Intensive Behavior Programs in the Home.** AMY JABLONSKI, Vicki Madaus Knapp and Marcus L. Thomeer (Summit Educational Resources)

Monday, May 26

307 Symposium

5/26/2003

9:00 AM - 10:20 AM

Salon 3

CBM

ACT, Values and New Wave Behavior Therapy (Databased Presentation)

Chair: Jennifer M. Groom (University of Mississippi)

- **Reasons for Quitting Antidepressant Treatment: The Therapeutic Necessity of Discerning Values.** MADELON Y. BOLLING and Robert J. Kohlenberg (University of Washington)
- **Acceptance and Commitment Therapy for Academic Success.** LAURA ELY and Kelly G. Wilson (University of Mississippi)
- **Examination of the Psychometric Properties of the Valued Living Questionnaire (VLQ): A Tool Acceptance and Commitment Therapy (ACT).** JENNIFER M. GROOM and Kelly G. Wilson (University of Mississippi)
- **Treatment of Refractory School Refusal Using a Values-Centered ACT Approach.** KELLY G. WILSON and Lisa W. Coyne (University of Mississippi)

308 International Symposium

5/26/2003

9:00 AM - 10:20 AM

Salon 7

EAB

Demand, Preference and Hoarding: Recent Research in Behavioral Economics (Databased Presentation)

Chair: Timothy D. Hackenberg (University of Florida)

- **Effects of Response Requirement and Reinforcer Delay on Demand and Preference.** THERESA A. FOSTER and Timothy D. Hackenberg (University of Florida)
- **The Behavioral Economics of Relative Reinforcer Efficacy.** GREGORY J. MADDEN, Adria Bye, Jared Choate, Karl Koenig and Ellie Mauel (University of Wisconsin, Eau Claire)
- **Behavioral Economics: The Relation Between Measures of Demand and Preference.** T. MARY FOSTER, Catherine Sumpter, Tania Signal and William Temple (University of Waikato, New Zealand)
- **Reinforcer Accumulation in a Token Reinforcement Procedure: Implications for Unit Price.** CHRISTOPHER BULLOCK, Rachelle Yankelevitz and Timothy D. Hackenberg (University of Florida)

309 International Symposium

5/26/2003

9:00 AM - 10:20 AM

Pacific H

VRB/EAB

Derived Stimulus Relations Research with Higher Cognitive Processes (Databased Presentation)

Chair: Louise McHugh (National University of Ireland, Maynooth)

- **Transfer and Transformation of Discriminative Functions Related to Control-Expectancies and Evaluations of Task-Difficulty in Adult Subjects.** J. C. Visdomine, Marie Carmen Luciano, SONSOLES VALDIVIA-SALAS, Jose Ortega, Marisa Paez-Blarrina and Miguel Rodriguez-Valverde (University of Almeria)
- **Knowing when a Belief Is Just a Belief.** Louise McHugh, Yvonne Barnes-Holmes, Dermot Barnes-Holmes and SINEAD SMYTH (National University of Ireland, Maynooth)

- **Relational Frame Theory and Conceptual Self: Clinical Implications.** RHONDA MERWIN, Kelly Wilson, Catherine Adams and Amy Murrell (University of Mississippi)
- **Derived Relational Responding of Metaphor as a Function of a Multiple Exemplar Instructional History.** DOLLEEN-DAY KEOHANE, Katherine Meincke, Heather Gifaldi and R. Douglas Greer (Columbia University Teachers College)

310 Symposium

(available for CE for behavior analysts)

5/26/2003

9:00 AM - 10:20 AM

Pacific I

DDA/AUT

Development and Validation of Effective and Efficient Protocols for Training Professionals and Paraprofessionals in Behavior Analysis Methods (Databased Presentation)

Chair: Wayne Fisher (The Marcus Institute)

- **The Effects of Videotaped Modeling on a Staff Acquisition of Functional Analysis Methodology.** JAMES W. MOORE (May South) and Wayne Fisher (The Marcus Institute)
- **An Examination of an Efficient Method to Train Staff to Implement Discrete-Trial Training Procedures.** MEETA R. PATEL, Catherine Trapani and Wayne Fisher (The Marcus Institute), Dana C. Jeffery (May South) and Ashley Glover and Amanda Oberdorff (The Marcus Institute)
- **Evaluating the Relative Effects of the Discriminative and Motivational Properties of Performance Feedback in the Implementation of Stimulus Preference Assessments.** EILEEN ROSCOE, Wayne Fisher, Ashley Glover and Valerie Volkert (The Marcus Institute)
- **Development and Validation of a Visual-Inspection Training Method for Single-Case Data.** MICHAEL E. KELLEY, Wayne Fisher, Joanna Lomas, Amanda Oberdorff and Dana Trahan (The Marcus Institute)

311 International Paper Session

5/26/2003

9:00 AM - 10:20 AM

Sierra I

EAB

Experimental Analysis of Behavior #2

Chair: N. Joseph Rodrigues (University of Nevada, Reno)

- **Operant and Respondent Processes in Activity Anorexia (Databased Presentation).** SARAH-JEANNE SALVY (University of Quebec at Montreal), W. David Pierce (Department of Sociology, University of Alberta), Donald C. Heth (Department of Psychology, University of Alberta) and James C. Russell (Department of Surgery, University of Alberta)
- **Applications of Classical Conditioning Research Involving Environmental Cues to Drug Use (Databased Presentation).** RODNEY KLEIN (Concord College)
- **Behavioral Patterns in a Competitive Two-Person Auction (Databased Presentation).** N. JOSEPH RODRIGUES and Linda J. Hayes (University of Nevada, Reno)

312 Symposium

5/26/2003

9:00 AM - 10:20 AM

Nob Hill D

EDC/DDA

Increasing Academic Performance and Persistence Using Behavioral Momentum: Task Interspersal Strategies (Databased Presentation)

Chair: Phillip Belfiore (Mercyhurst College)

Discussant: F. Charles Mace (University of Wales)

- **Behavioral Momentum and Academic Noncompliance: Effects of a High-Probability Sequence on Letter Writing.** PHILLIP BELFIORE and Youjia Hua (Mercyhurst College)
- **Increasing Compliance: A Quantitative Synthesis of Applied Research on High-Probability Request Sequences.** MARY CATHERINE SCHEELER and David L. Lee (Pennsylvania State University)
- **Behavioral Momentum in Academics: Using Embedded High-P Sequences to Increase Journal Writing.** DAVID LEE and Mary Catherine Scheeler (Pennsylvania State University)

313 International Paper Session

(available for CE for behavior analysts)

5/26/2003

9:00 AM - 10:20 AM

Pacific B

TPC

Memory, Continuous Repertoires and Self-Knowledge

Chair: Michael R. Johnston (University of Nevada, Reno)

- **The Behavioral Perspective on Memory: A Review and Analysis.** MICHAEL R. JOHNSTON and Linda J. Hayes (University of Nevada, Reno)
- **Beyond Generalization: Continuous Repertoires – A Largely Forgotten Concept?** PER HOLTH (National Institute for Alcohol and Drug Research, Norway)
- **A Biobehavioristic Thought Experiment on Behavioral Self-Knowledge.** JOSE E. BURGOS (University of Guadalajara-CEIC)

314 International Paper Session

(available for CE for behavior analysts)

5/26/2003

9:00 AM - 10:20 AM

Sierra J

OBM

Methods of Performance Improvement

Chair: Sigurdur Oli Sigurdsson (Western Michigan University)

- **The Seven Drivers of Performance.** LINDA ROSS (The Cobalt Group)
- **Organizational Behavior Management in The Netherlands (TBA).** MARIUS RIETDIJK (Quo Behavioural Systems Nederland)
- **The Free Operant: B.F. Skinner, Charles Darwin and Adam Smith (TPC).** WILLIAM B. ABERNATHY (Abernathy & Associates)

315 Symposium

(available for CE for behavior analysts)

5/26/2003
9:00 AM - 10:20 AM
Sierra H
DDA

Recent Research on Assessing Preferences and Reinforcers in Individuals with Special Needs (Databased Presentation)

Chair: Richard Graff (New England Center for Children)
Discussant: Iser Guillermo DeLeon (Kennedy Krieger Institute)

- **Assessing the Prerequisite Skills for Using Pictorial Preference Assessments.** THERESA CLEVENGER and Richard Graff (New England Center for Children)
- **Evaluation of Verbal Preference Assessments in Individuals with and Without Idiosyncratic Speech.** Richard Graff and HEATHER MORRISON (New England Center for Children)
- **Stability of Preference for Individual Items and Categories of Items.** FRANCIS CICCONE and Richard Graff (New England Center for Children)

316 Special Event

5/26/2003
9:00 AM - 10:20 AM
Salon 11
OTH

Reflections of the Don Baer Festschrift Celebration

Chairs: Karen S. Budd (DePaul University) and Trevor Stokes (University of South Florida)

- KAREN S. BUDD (DePaul University)
- TREVOR STOKES (University of South Florida)

317 Symposium

5/26/2003
9:00 AM - 10:20 AM
Pacific C
TPC

Studies in Skinner's Science and System: Co-authors, Journals and Citations

Chairs: Edward K. Morris and Nathaniel G. Smith (University of Kansas)
Discussant: Victor G. Laties (University of Rochester)

- **Skinner's Co-authors: Who, When and Why.** TODD L. McKERCHAR and Edward K. Morris (University of Kansas)
- **Skinner's Publications: Journals, Policies and Practices.** KIMBERLY K. BESSETTE, Edward K. Morris and Nathaniel G. Smith (University of Kansas)
- **Skinner's Citation Practices.** NATHANIEL G. SMITH and Edward K. Morris (University of Kansas)

Monday, May 26

318 Symposium

5/26/2003

9:00 AM - 10:20 AM

Sierra K

OBM

The Applicability of Using Self-Management Techniques in Industrial Safety and Health (Databased Presentation)

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

Discussant: Timothy Ludwig (Appalachian State University)

- **Do Safety Observers Self-Manage Their Safety Behavior as a Result of Conducting Safety Observations?** ALICIA M. ALVERO and John Austin (Western Michigan University)
- **Concrete Truck Drivers Self-Reports of Critical Driving Behaviors: Does It Influence Safe Driving Behaviors?** MICHAEL O'TOOLE (Purdue University Calumet)
- **Applying Self-Management Techniques to Improve the Safe Driving Practices of Short-Haul Truck Drivers.** JEFFREY S. HICKMAN and E. Scott Geller (Virginia Polytechnic Institute and State University)

319 Symposium

5/26/2003

9:00 AM - 10:20 AM

Salon 2

EAB

The Formation, Maintenance and Breakdown of Linked Perceptual Classes (Databased Presentation)

Chair: Lanny Fields (Queens College, CUNY)

- **Definition and Measurement of Linked Perceptual Classes.** ANTONIOS VARELAS and Lanny Fields (Queens College, CUNY)
- **Effect of Training on the Immediate Emergence of Linked Perceptual Classes.** MARI WATANABE, Kim Shamoun, Adrienne Fitzner and Lanny Fields (Queens College, CUNY)
- **Effects of Testing Schedules on the Immediate Emergence of Linked Perceptual Classes.** ADRIENNE FITZNER, Kim Shamoun, Mari Watanabe and Lanny Fields (Queens College, CUNY)
- **Effects of Testing Schedules on the Delayed Emergence, Maintenance and Breakdown of Linked Perceptual Classes.** KIM SHAMOUN, Adrienne Fitzner, Mari Watanabe and Lanny Fields (Queens College, CUNY)

320 International Symposium

5/26/2003

9:00 AM - 10:20 AM

Salon 6

DEV/OBM

The Need For Multiple-Specialty Participation in Gerontology (Databased Presentation)

Chair: Stephen Enge (Virtual-IT.Net)

- **How Behavior Analysts Are Meeting the Challenge of an Aging Population.** CHIEW FEI TAN (Western Michigan University) and Matthew L. Miller and Stephen Enge (Virtual-IT.Net)
- **The Engagement Model: Using Behavior Analysis to Improve Dementia Care.** DEBORAH E. ALTUS (Washburn University), Kimberly K. Engelman (University of Kansas Medical Center) and R. Mark Mathews (University of Kansas)

- **Matching-to-Sample as a Measure of Memory Impairment for People with Dementia.** ROBERT T. PEYTON (University of Kansas Life Span Institute) and David G. Born (University of Kansas)
- **An OBM Systems Perspective on Gerontology Issues.** STEPHEN ENGE and Matthew L. Miller (Virtual-IT.Net)

321 International Symposium

5/26/2003

9:00 AM - 10:20 AM

Salon 1

EAB/VRB

The Transformation of Stimulus Functions and Multiple Stimulus Relations: New Empirical Advances (Databased Presentation)

Chair: Ruth Anne Rehfeldt (Southern Illinois University)

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

- **Stimulus Classes and the Transformation of Functions in Accordance with Multiple Stimulus Relations.** DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)
- **The Transformation of Respondent Eliciting and Operant Discrimination Functions in Accordance with Multiple Stimulus Relations.** SIMON DYMOND and Nancy Ridoutt (Anglia Polytechnic University, Cambridge) and Bryan Roche, Robert Whelan and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Generalized Relational Stimuli and the Transformation of Operant and Respondent Stimulus Functions.** MICHAEL J. DOUGHER, Derek Hamilton, Brandi Fink and Jennifer Harrington (University of New Mexico)

322 Symposium

5/26/2003

9:00 AM - 10:20 AM

Sierra A

BPH/EAB

Time and the Behavioral Effects of Drugs (Databased Presentation)

Chair: Amy L. Odum (University of New Hampshire)

- **The Effects of Morphine on the Production and Discrimination of Duration.** AMY L. ODUM (University of New Hampshire)
- **Effects of Cocaine on Performance Under Tandem Fixed-Interval Fixed-Ratio Schedules.** JONATHAN W. PINKSTON and Marc N. Branch (University of Florida)
- **Effects of Morphine and Naltrexone on Delay Discounting in Rats.** Artur K. Kieres and JERRY B. RICHARDS (University of Buffalo, SUNY)
- **Finding the Peak on Peak Interval Schedules.** CLIVE WYNNE and Kathryn Saulsgiver (University of Florida)

323 Symposium

5/26/2003

9:00 AM - 10:20 AM

Nob Hill C

EDC/EAB

Variables that Affect Learning Efficiency (Databased Presentation)

Chair: Guy S. Bruce (APEX Consulting)

- **Variables that Affect Learning Efficiency: Review of the Literature.** GUY S. BRUCE (APEX Consulting)

- **Reinforcement Rates That Produce Differential Rates of Responding Through High Rate or Accuracy Requirements Also Affect Subsequent Visual Discrimination Performances.** SCOTT D. BORN (University of Kansas)
- **Three Case Studies: How to Design Efficient Learning Programs.** CHARRYSE FOUQUETTE and Matthew Fuzland (St. Cloud State University), John Eshleman (Optimal Instructional Systems) and Guy S. Bruce (APEX Consulting)
- **The CBA Learning Module Series: An Empirical Evaluation and Discussion of the Salient Variables that Influence Learning Efficiency.** STEVEN EVERSOLE (Behavior Development Solutions)

324 International Paper Session

5/26/2003

10:00 AM - 10:20 AM

Salon 5

CBM/CSE

A Waiting List Control Evaluation of Dialectical Behaviour Therapy (DBT)

Chair: Susan Clarke (Dorset Healthcare NHS Trust)

325 International Paper Session

(available for CE for behavior analysts)

5/26/2003

10:00 AM - 10:50 AM

Pacific A

CSE

Conceptual Advances in Understanding Social Phenomena

Chair: Richard F. Rakos (Cleveland State University)

- **A Functional Analysis of Bereavement and Loss (CBM).** KAROLA DILLENBURGER (The Queen's University of Belfast) and Mickey Keenan (University of Ulster at Coleraine)
- **The Two-Tiered Four-Term Contingency for Applied Cultural Analysis (TPC; Databased Presentation).** V. THOMAS MAWHINNEY (Indiana University South Bend)

326 Invited Event

5/26/2003

10:00 AM - 10:50 AM

Nob Hill B

EDC

Direct Instruction and Applied Behavior Analysis: Samenesses and Differences

Chair: Laura D. Fredrick (Georgia State University)

CATHY L. WATKINS (California State University, Stanislaus)

Dr. Watkins' photograph and biographical statement are located at event #237.

Abstract: This address provides an overview of Direct Instruction and outlines some key principles of instructional design. It explores the relationship of Direct Instruction to applied behavior analysis, focusing on how they are the same and how they differ. Implications of Direct Instruction theory and practice for the field of applied behavior analysis are considered.

327 International Paper Session

5/26/2003

10:00 AM - 10:50 AM

Pacific E

INT/DDA

Starting a Behaviorally Based School for Children with Autism in China (translated from English to Spanish)

Chair and Translator: Gladys Williams (Behavioral Consultant Services, NY)

JOSEPH E. MORROW (Applied Behavior Consultants)

328 International Paper Session

5/26/2003
10:00 AM - 10:50 AM
Nob Hill A
TBA

Teaching the History and Principles of Behavior Analysis
Chair: Randy L. Williams (Gonzaga University)

- History of Behavior Analysis Revisited (TPC). JOHN CONNORS (Gonzaga University)
- Teaching Behavioral Principles and Procedures with Precision (TPC). RANDY L. WILLIAMS (Gonzaga University)

329 International Paper Session

5/26/2003
10:00 AM - 10:50 AM
Pacific F
INT/DDA

Using Activity Schedules and Video Technology to Teach Children with Special Needs
(translated from English to Japanese)
Chair and Translator: Satoru Shimamune (Naruto University of Education)

ROBERT STROMER (University of Massachusetts Medical School)

330 Panel Discussion (available for CE for behavior analysts)

5/26/2003
10:30 AM - 11:20 AM
Salon 1
EAB/VRB

Application of Protocol Analysis in Verbal Behavior Research: Theoretical and Practical Issues
Examined
Chair: Jon S. Bailey (Florida State University)

- ROBERT WALLANDER (Florida State University)
- MATTHEW NORMAND (Center for Autism and Related Disorders)
- JON S. BAILEY (Florida State University)

Monday, May 26

331 Invited Event

5/26/2003

10:30 AM - 11:20 AM

Sierra A

BPH

Delta Opioid Receptor Activation and Depression: Any Link to Operant Behavior? (Databased Presentation)

Chair: Amy L. Odum (University of New Hampshire)

JAMES H. WOODS (University of Michigan)



Dr. James Henry Woods received his bachelor's degree in Commerce from Ohio University in Athens Ohio in 1959. He attended graduate school in Psychology at the University of Virginia, where he received his Ph.D. in 1967. He has been a professor at the University of Michigan in the Departments of Pharmacology and Psychology since 1969. Dr. Woods is interested in all aspects of narcotics and related compounds. His expertise is in the behavioral effects of the actions of these drugs, but he argues eloquently that these effects cannot be divorced from actions at other levels of description. Some of his work is devoted to an analysis of narcotics that may have markedly different modes of action from those of morphine. His work has also branched into more extensive analysis of centrally active peptides, excitatory amino acids and drugs related to psychosis. Dr. Woods, along with Charles Schuster and Gail Winger, has published

pioneering work in behavioral pharmacology with nonhuman primates. He is an extremely productive scientist, having published over 250 articles. A little known fact is that he has published with co-authors whose names begin with every letter of the alphabet except "X".

Abstract: We recently reported that delta opioid receptor nonpeptidic-agonists are active in a forced swimming assay that predicts antidepressant activity in humans (e.g., Broom et al. *Neuropsychopharmacol.* 2002; 26, 744-755). The presentation will describe these effects and supplement them with new information on other ways of activating the delta receptor and some of the biochemical sequelae also associated with antidepressant effect. In addition, I will review what is known about the effects of this class of opioid on operant behavior and speculate on their relevance as to why these compounds might have useful clinical actions.

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5/26/2003

10:30 AM - 11:50 AM

Salon 3

CBM/EAB

Acceptance and Commitment Therapy (ACT) and the Analysis of Values and Defusion (Databased Presentation)

Chair: Louise McHugh (National University of Ireland, Maynooth)

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

- **Breast Cancer: A Comparison Between Acceptance and Control-Focused Psychological Treatments.** Marisa Paez-Blarrina, Carmen Luciano-Soriano and INMACULADA BECERRA GOMEZ (Universidad de Almería) and Francisco Montesinos (Asociación Contra el Cáncer)
- **Acceptance and Commitment Therapy as a Therapeutic Approach Centered in Values.** Carmen Luciano-Soriano, Marisa Paez-Blarrina, SONSOLES VALDIVIA-SALAS, Olga Gutiérrez-Martínez and Inmaculada Gomez (Universidad de Almería) and Francisco Cabello (Universidad de La Rioja)
- **Behavioral Processes Underlying Defusion.** CARMEN LUCIANO-SORIANO and Francisco J. Molina-Cobos (Universidad de Almería), Francisco Cabello (Universidad de La Rioja) and Jose Ortega (Universidad de Almería)

333 Symposium**(available for CE for behavior analysts)**

5/26/2003

10:30 AM - 11:50 AM

Nob Hill D

EDC

Applied Research in School Settings: Eating Refusal, Functional Analysis Modifications and Analysis of Prompting Procedures (Databased Presentation)

Chair: Janet Ellis (University of North Texas)

Discussant: Ronnie Detrich (Spectrum Center)

- **Analysis and Treatment of Food Refusal.** AMY CRYE RANDALL (Spectrum Center)
- **Functional Analysis Modifications: A Selective Review.** SANDY MAGEE (University of North Texas)
- **Training Students to Use Prompts: Comparison of Three Prompting Procedures in a College Classroom.** JANET ELLIS (University of North Texas)

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5/26/2003

10:30 AM - 11:50 AM

Sierra J

OBM

Assessment in OBM (Databased Presentation)

Chair: Ralph N. Pampino Jr. (University of the Pacific)

Discussant: John Austin (Western Michigan University)

- **The Use of Functional Assessment and Frequency Building Procedures to Increase Internal Product Knowledge and Data Entry Skills Among Foremen in a Large Construction Organization.** RALPH N. PAMPINO, JR. (University of the Pacific)
- **The Use of the Performance Diagnostic Checklist to Guide Intervention Selection in an Independently Owned Coffee Shop.** PAUL W. HEERING III, Ralph N. Pampino Jr., David A. Wilder, Carolyn G. Barton and Liberty M. Burson (University of the Pacific)
- **Functional Assessment, Systems Analysis and Measurement in a Corporate Business Setting.** JEANINE PLOWMAN, Christine Ratcliff and Elizabeth McHaffie (Florida State University)

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5/26/2003

10:30 AM - 11:50 AM

Salon 8

AUT

Autism: Public School-University Alliance

Chair: Karol Peterson (Croyden Avenue School)

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

- **Alan: A Case Study in Autism Intervention.** RICHARD W. MALOTT, Tami L. McDowell and Eric J. Chubb (Western Michigan University)
- **WMU Autism Practicum.** TAMI McDOWELL, Casey Ludwick and Koji Takeshima (Western Michigan University)
- **Partnership Outcomes at Croyden Avenue School.** CARMEN JONAITIS, Roxanne Damerow, Steve Ragotzy and Karol Peterson (Croyden Avenue School)

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10:30 AM - 11:50 AM

Pacific B

TPC/EDC

Battling the Myth: Effects of Reward on Perceived Self-Determination, Intrinsic Task Interest and Creativity (Databased Presentation)

Chair: Stephen Ray Flora (Youngstown State University)

Discussant: Robert Eisenberger (University of Delaware)

- **Reward Increases Perceived Self-Determination, Intrinsic Task Interest and Creativity.** ROBERT EISENBERGER (University of Delaware) and Linda Shanock (SUNY at Albany)
- **Positive Effects of Performance-Based Rewards on Measures of Intrinsic Motivation.** W. DAVID PIERCE and Judy Cameron (University of Alberta)
- **Effects of Employment as a "Reader" on Intrinsic Interest in Reading and Reported Reading Behavior.** STEPHEN RAY FLORA (Youngstown State University) and David B. Flora (Arizona State University)

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5/26/2003

10:30 AM - 11:50 AM

Salon 7

EAB

Beyond Points and Money: On the Use of Consumable-Type Reinforcers in Choice Research with Humans (Databased Presentation)

Chair: Timothy D. Hackenberg (University of Florida)

- **Choice for Cigarette-Puff Reinforcers.** JESSE DALLERY, Matthew Locey and Bethany Raiff (University of Florida)
- **Qualitatively Different Reinforcers in Human Choice: Money versus Access to Video.** MARK E. BERG and Harold L. Miller (Brigham Young University)
- **Human Risky Choice with Video Reinforcers.** TIMOTHY D. HACKENBERG and Christopher Bullock (University of Florida)
- **Individual Differences: The Third Dimension in Behavioral Research on Impulsivity.** DOUGLAS J. NAVARICK (California State University, Fullerton)

338 International Symposium

5/26/2003

10:30 AM - 11:50 AM

Salon 4

CBM/DDA

Collaborative Single Subject Research on Positive Behavior Support with Families: Empirical Considerations and Demonstrations (Databased Presentation)

Chair: Joseph Lucyshyn (University of British Columbia)

Discussant: Glen Dunlap (University of South Florida)

- **Collaborative Research on Positive Behavior Support with Families: A Conceptual Overview.** RICHARD ALBIN (University of Oregon), Glen Dunlap (University of South Florida) and Joseph Lucyshyn (University of British Columbia)
- **Family-Centered Intervention to Resolve Problem Behaviors in a Fast Food Restaurant: An Experimental, Single-Case Example.** BOBBIE VAUGHN, Diane Wilson and Glen Dunlap (University of South Florida)
- **Family Implementation of Comprehensive Positive Behavior Support: A Longitudinal, Single Case, Experimental Analysis.** JOSEPH LUCYSHYN (University of British Columbia) and Richard Albin, Robert Horner, Jane Mann, James Mann and Gina Wadsworth (University of Oregon)

339 International Symposium

5/26/2003

10:30 AM - 11:50 AM

Pacific C

TPC/EAB

Comparative Logical Reasoning in Humans: Theoretical and Empirical Analyses (Databased Presentation)

Chair: Agata Vitale (National University of Ireland, Maynooth)

Discussant: Thomas O'Reilly (National University of Ireland, Maynooth)

- **Logical versus Associative Reasoning: a Comparison Between Human and Animal Strategies.** AGATA VITALE, Robert Whelan and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Solving the Three-Term Series Problem as Derived Relational Responding.** AGATA VITALE and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **The Effect of Training Structure on Latency and Accuracy of Responses to Derived Comparative Relations.** THOMAS O'REILLY, Robert Whelan and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

340 Symposium

(available for CE for behavior analysts)

5/26/2003

10:30 AM - 11:50 AM

Salon 11

AUT/EDC

Developing Critical Component Skills for Learners with Autism Through Fluency-Based Instruction (Databased Presentation)

Chair: Michael Fabrizio (University of Washington)

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

- **Developing Fluent Motor Skills in Children with Autism.** Allison L. Moors and Michael Fabrizio (University of Washington) and AMY KING (Fabrizio/Moors Consulting)
- **Developing Fluent Imitation Skills in Children with Autism.** Michael Fabrizio (University of Washington) and Allison L. Moors and KRISTIN SCHIRMER (Fabrizio/Moors Consulting)
- **Developing Fluent Basic Language Skills in Children with Autism.** Michael Fabrizio (University of Washington) and Allison L. Moors and KELLY FERRIS (Fabrizio/Moors Consulting)

341 Symposium

(available for CE for behavior analysts)

5/26/2003

10:30 AM - 11:50 AM

Salon 6

DEV

Enabling Environmental Control in People with Profound Multiple Environments Through Technology and Behavior Analysis (Databased Presentation)

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

- **Evidence of Contingency Awareness: Response Duration versus Response Rate Indicators.** MURIEL SAUNDERS (University of Kansas Life Span Institute), GERALYN TIMLER (SUNY at Buffalo), TIMOTHY CULLINEN and SHIRLEY PILKEY (Fircrest School) and KENT QUESTED (Fircrest Regional Habilitation Center)
- **Detecting Contingency Awareness with Cumulative Records and DRO Procedures.** JOHN SMAGNER (University of Kansas) and Richard R. Saunders and Muriel Saunders (University of Kansas Life Span Institute)

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- **Social Feedback As a Preferred Reinforcer in Adults with Profound Multiple Impairments.** BRITTANY STRUVE (University of Washington), Muriel Saunders (University of Kansas Life Span Institute) and Lesley Olswang (University of Washington)
- **Effects of Auditory and Visual Stimuli in the Social Environment of Switch Users.** KATHLEEN MURPHY (University of Washington), Richard R. Saunders (University of Kansas Life Span Institute) and Lesley Olswang (University of Washington)

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5/26/2003

10:30 AM - 11:50 AM

Pacific J

DDA

Further Evaluations and Extensions of Functional Communication Training (Databased Presentation)

Chair: David P. Wacker (University of Iowa)

Discussant: Robert Horner (The University of Oregon)

- **Using FCT to Train Conditional Use of Requests.** JOE REICHLE (University of Minnesota)
- **Experimental Analysis of Mands.** JOEL RINGDAHL, Nathan A. Call, Lisa Winborn, Eric W. Boelter and Jayme Mews (University of Iowa)
- **Parent Use of Functional Communication Training to Replace Unconventional Verbal Behavior in Children with Multiple Disabilities.** Kathleen Tait and JEFFREY S. SIGAFOOS (University of Texas at Austin)

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5/26/2003

10:30 AM - 11:50 AM

Salon 5

EDC/DDA

Improving the Response of Schools to Student's Challenging Behavior: Functional Behavior Assessment and Beyond (Databased Presentation)

Chair: James J. Fox (East Tennessee State University)

Discussant: Carol Ann Davis (University of Washington)

- **Self-Evaluations and Analysis of Oral Reading Performance by Students with Behavior Disorders.** PHILIP L. GUNTER (Valdosta State University, Valdosta) and Gloria King (Merry Acres Middle School)
- **Toward Prevention: Assessing Classroom Behaviors as Setting Factors.** JANINE STICHTER and Timothy J. Lewis (University of Missouri)
- **Improving the Response of School FBA Teams to Students with Challenging Behavior: Analysis of the FBA Process from Training to Intervention.** JAMES J. FOX (East Tennessee State University), Lela D. Blevins, Michelle Frye and Scott Lamle (ETSU Make A Difference Project) and Sarah Camp (East Tennessee State University)

344 Panel Discussion

(available for CE for behavior analysts)

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10:30 AM - 11:50 AM

Salon 14/15

AUT/CSE

Legal and Ethical Considerations in Autism Treatment Programs

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

- SUZANNE LETSO (Connecticut Center for Child Development, Inc.)
- PETER GERHARDT (NSSA)
- RAYMOND G. ROMANCZYK (Institute for Child Development)
- RICHARD FOXX (Pennsylvania State University)

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5/26/2003

10:30 AM - 11:50 AM

Sierra K

OBM/CBM

Organizational Behavior Management: Values and Clinical Behavior Analysis (Databased Presentation)

Chair: N. Joseph Rodriguez (University of Nevada, Reno)

- **The Role of Acceptance in Workplace Well-Being and Performance.** FRANK BOND (Goldsmiths College, University of London)
- **Creating "New" Cultures in Organizations.** DONALD TOSTI (Van Gurd Consulting Inc.)
- **Targeting Interventions for Worker Satisfaction: An ACT Perspective.** KARA BUNTING and Steven C. Hayes (University of Nevada, Reno)
- **Health Worker Burnout and Client Stigmatization: The Impact of ACT/RFT in the Workforce.** STEVEN C. HAYES, Richard Bissett, Barbara Kohlenberg, Nancy Roget, Reville Nicolls, Jacque Pistorello, Gary Fisher and Akihiko Masuda (University of Nevada, Reno)

346 International Paper Session

(available for CE for behavior analysts)

5/26/2003

10:30 AM - 11:50 AM

Salon 12/13

AUT

Prompting and Response Marking in Discrete Trial Intervention

Chair: John McEachin (Autism Partnership)

- **Establishing Auditory Discrimination and Using Auditory Prompts to Facilitate Acquisition of Receptive Labels (Databased Presentation).** JOHN McEACHIN (Autism Partnership)
- **Teaching Children with Autism when Reward Is Delayed. The Effects of Marking Before and After a Response (EAB; Databased Presentation).** CORINNA F. GRINDLE and Bob Remington (University of Southampton)
- **The Discrete Trial Tracking System: An Integrative and Analytic Approach to the implementation of Discrete Trial Teaching Technology (DDA).** SALLY ROTH and Sara White (Behavioral & Educational Strategies & Training)

347 Symposium

(available for CE for behavior analysts)

5/26/2003

10:30 AM - 11:50 AM

Pacific H

VRB

Research Related to Skinner's Analysis of Verbal Behavior with Children with Autism (Databased Presentation)

Chair: Vincent J. Carbone (Private Practice)

- **The Use of Sign Language to Increase Vocal Responding of a Child with Autism.** JULIE DIXON, Lisa Lewis, Rose Loudon, Susan Quinn and Vincent J. Carbone (Private Practice)
- **Improving Vocal Verbal Behavior via Tutor Modeled Successive Approximations.** TAMARA KASPER and Jennifer Godwin (Private Practice)
- **Using Probe Data Recording Methods to Assess Learner Acquisition of Skills.** PAMELA DOLLINS and Vincent J. Carbone (Private Practice)
- **Using Joint Control Procedures to Teach Complex Listener Behavior to a Child with Autism.** VINCENT J. CARBONE, Lisa Lewis, Rose Loudon and Susan Quinn (Private Practice)

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348 Symposium**(available for CE for behavior analysts)**

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10:30 AM - 11:50 AM

Pacific I

DDA/EDC

Some Current Research on Preference Assessments (Databased Presentation)

Chair: Deborah A. Napolitano (Bancroft NeuroHealth)

- **The Effects of Access versus No Access on the Outcome of Verbal Preference Assessments.** JENNIFER L. TESSING, Deborah A. Napolitano, Anthony Dicesare and David B. McAdam (Bancroft NeuroHealth)
- **A Brief Stimulus Preference Assessment of Olfactory Stimuli.** THOMAS S. HIGBEE (Utah State University) and Linda K. Haymes and Shawn E. Kenyon (Spectrum Center)
- **The Effects of Deprivation and Satiation on Paired-Stimulus Choice Preference Assessment Outcomes.** DAVID B. McADAM (Bancroft NeuroHealth), Kevin P. Klatt and Mikhail Koffarnus (University of Wisconsin, Eau Claire), Anthony Dicesare (Bancroft NeuroHealth), Katie Solberg and Cassie Welch (University of Wisconsin, Eau Claire) and Sean P. Murphy (Bancroft NeuroHealth)
- **Increasing Varied Selections of Classroom Activities.** ANTHONY P. CAMMILLERI, Gregory P. Hanley and Virginia N'Doro (University of Kansas)

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5/26/2003

10:30 AM - 11:50 AM

Nob Hill C

EDC

Strategies for Increasing the Effectiveness of Reinforcement in a Precision Teaching Program (Databased Presentation)

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

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

- **An Evaluation of Contingent and Non-contingent Reinforcement to Increase Rate of Responding by Young School Children.** KIMBERLY NIX BERENS, Thomas E. Boyce, Kendra Brooks-Rickard and Megan Nollette (University of Nevada, Reno)
- **Evaluating the Effect of Two Contingencies on Celeration.** NICHOLAS M. BERENS, Kimberly Nix Berens and Thomas E. Boyce (University of Nevada, Reno)
- **An Evaluation of Dynamic versus Static Timing Lengths to Build Response Frequencies Among Elementary School Children.** KENDRA BROOKS-RICKARD, Kimberly Nix Berens and Thomas E. Boyce (University of Nevada, Reno)

350 International Symposium

5/26/2003

10:30 AM - 11:50 AM

Salon 2

EAB

The Acquisition and Maintenance of Complex Instructional Control and Rule Governance: Some Empirical Analyses (Databased Presentation)

Chair: Denis O'Hora (London Metropolitan University)

- **The Effects of Various Methods of Contacting Rules on Nonverbal Responding.** KAREN KATE KELLUM (University of Mississippi) and Linda J. Hayes (University of Nevada, Reno)
- **Consequential Control of Generalized Instructional Control.** DENIS O'HORA (London Metropolitan University) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

- **Discriminative Control of Generalized Instructional Control: A Preliminary Empirical Model of Pliance?** DENIS O'HORA (London Metropolitan University) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Resurgence of Inaccurately Instructed Behavior.** CAROLINA AGUILERA and Phil Chase (West Virginia University)

351 Symposium

5/26/2003

10:30 AM - 11:50 AM

Salon 10

OTH

Uniting Behavioral Science with Engineering Sciences (Databased Presentation)

Chair: R. Wayne Fuqua (Western Michigan University)

- **The Deaccelerator: A Behavioral Application of Differentially Imposed Force Schedule to the Accelerator Pedal of a Motor Vehicle to Control Unlawful Highway Vehicle Speed.** RICHARD E. SCHULMAN (The Deaccelerator Corporation)
- **Behavioral Science, High-Tech Engineering and Highway Speeding.** YUKIKO WASHIO (Western Michigan University) and Richard E. Schulman (The Deaccelerator Corporation)
- **Behavioral Engineering of Complex Repertoires via the Internet.** GREGORY STIKELEATHER (Headsprout, Inc.)

352 International Paper Session

5/26/2003

11:00 AM - 11:50 AM

Pacific E

INT/OBM

Balancing Academic, Professional and Financial Performance Measures: An Application of the Total Performance System at the University of Nevada, Reno (translated from English to Spanish)

Chair and Translator: Corina Groeger (Meijer Stores)

RAMONA HOUMANFAR, Charna Mintz-Resudek, Thomas Boyce, Patrick M. Ghezzi, Linda J. Hayes, Michele D. Wallace and Larry Williams (University of Nevada, Reno)

5/26/2003

11:00 AM - 11:50 AM

Salon 9

AUT

2003 Tutorial - Using Verbal Behavior to Analyze Complex Verbal Operants, PECS and a Better Understanding of Developmental Disabilities

Chair: Barbara Becker-Cottrill (Marshall University)

ANDREW BONDY (Pyramid Educational Consultants)



Dr. Andy Bondy has over 30 years experience working with children and adults with autism and related developmental disabilities. For more than a dozen years he served as the Director of the Statewide Delaware Autistic Program. He and his wife, Lori Frost, pioneered the development of the Picture Exchange Communication System (PECS). Based upon principles described in Skinner's *Verbal Behavior*, the system gradually moves from relatively simple yet spontaneous manding to tacting with multiple attributes. He has designed the Pyramid Approach to Education (with Beth Sulzer-Azaroff) as a comprehensive combination of broad-spectrum behavior analysis and functional communication strategies. This approach aims to help professionals and parents design effective educational environments for children and adults with developmental disabilities within school, community and home settings. He is the co-founder of Pyramid Educational Consultants,

Inc., an internationally based team of specialists from many fields working together to promote integration of the principles of applied behavior analysis within functional activities and an emphasis on developing functional communication skills independent of modality.

Abstract: Skinner's *Verbal Behavior* (1957) provides a powerful analytic tool that can provide insight into the development of teaching strategies designed to improve the communication of children with developmental disabilities. His identification of core verbal operants, such as the mand, tact, echoic and intraverbal, is increasingly familiar to practitioners of ABA. He also offered helpful pointers about "impure tacts," noting the origins of complex verbal operants, including examples of verbal episodes that contain characteristics of both mand and tact. This tutorial will offer suggestions on identifying other forms of 'impure' or complex verbal operants in hopes of identifying controlling factors. Examples of common teaching interactions will provide an opportunity to identify potential controlling stimuli and consequences, thus helping to organize other types of complex operants (behavior that may reflect characteristics of both an echoic and mand, for example). The clarification of such factors should help us analyze training protocols (independent of theory) to distinguish between what a teacher hopes to teach versus what is actually being taught. Such an analysis will be used with PECS, a visually based simple communication system. While Skinner did not speak directly about autism or other developmental disabilities per se, the tutorial will note several written statements made about verbal behavior in general, and autistics in particular. These statements offer an interesting perspective on how we come to think, and thus talk, about children with various developmental and language related disabilities.

354 International Paper Session

5/26/2003

11:00 AM - 11:50 AM

Pacific F

INT/TPC

Evidence-Based Practice: A Promising Trend in Service-Related Disciplines (translated from English to Japanese)

Chair and Translator: Yoshiaki Nakano (Sophia University)

BETTY FRY WILLIAMS (Whitworth College)

355 Panel Discussion**(available for CE for behavior analysts)**

5/26/2003

11:00 AM - 11:50 AM

Nob Hill A

TBA

Professional Development Series: Graduate Training in ABA Part IV

Chair: R. Mark Mathews (University of Kansas)

- R. MARK MATHEWS (University of Kansas)
- PATRICK M. GHEZZI (University of Nevada, Reno)
- BETH A. GLASBERG (Rutgers University)

356 Invited Event**(available for CE for behavior analysts)**

5/26/2003

11:00 AM - 11:50 AM

Pacific A

CSE

The Conceptualization and Design of Research in Communities (Databased Presentation)

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

ANTHONY BIGLAN (Oregon Research Institute)



Dr. Anthony 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. 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, 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.

Abstract: This presentation will discuss the philosophical, conceptual and methodological issues involved in research on childrearing practices in communities. Considerable knowledge about the factors that influence child and adolescent development has accumulated in recent years, but little is known about how empirically-supported policies and programs might be widely and effectively disseminated. From a functional contextualist framework, research on this problem identifies independent variables that influence the adoption and implementation of research-based practices. Financial contingencies appear to be the most powerful influence on practice. Interrupted time-series designs provide the most efficient and appropriate method of analyzing influences on effective implementation.

357 International Poster Session

5/26/2003

12:00 PM - 1:30 PM

Golden Gate A

AUT

1. **Vocal Imitation and Counter-imitation of Rhythm Promoted the Acquisition of Verbal Behavior in Children with Autistic Disorders (DDA; Databased Presentation).** NOZOMI NAOI, Hiroshi Sugawara and Jun'ichi Yamamoto (Kelo University)
3. **Teaching Children with Autism to Ask Questions About Hidden Objects (Databased Presentation).** ANANYA GOSWAMI (Columbia University)

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4. **Do Group Level Patterns of Speech Sound Development Apply to the Individual with Autism? (VRB; Databased Presentation).** LISA TULLY (UCSD Autism Research Laboratory) and Joseph McCleery, L. Robert Slevc and Laura Schreibman (University of California, San Diego)
5. **A Comparison of Generative Language Programming with Traditional Rote Language Programming for Children with Autistic Disorder (Databased Presentation).** KALA DABLE, Christina Vetter and Eric Larsson (FEAT of Minnesota)
6. **Decreasing Verbal Stereotypies in Autism (Databased Presentation).** JEREMY JOHNSON and Craig Allen Thomas (TCLC Texas Behavioral Clinic)
7. **Utilizing Oral Motor Therapy Techniques with Adolescents with Autism to Improve Speech Intelligibility (VRB).** ANGELA MEZZOMO and Amy Bergen (Eden II Programs)
8. **Effects of Fluency-Based Instruction on the Latency of Verbal Responses of a Student with Autism in a Naming Task (DDA; Databased Presentation).** SARAH BURTON and Mike Banks (Protestant Guild Learning Center)
9. **Effects of Direct and Indirect Reinforcement Contingencies Embedded in Picture Schedules on Skill Acquisition in Children with Autism.** ANNAMARIA CIURLEO, Joyce Wald and Catherine Fallo (Personal-Touch, Early Intervention Program) and Kenneth F. Reeve (Caldwell College Psychology Department)
10. **The Reduction of Noncontextual Vocal Repetition (Databased Presentation).** ANISSA KRAUSS and Vicki Madaus Knapp (Summit Educational Resources)
11. **Acquisition and Generalization of Question-Answering Skills by Children with Autism (DDA; Databased Presentation).** CHRISTINE BARTHOLD, Ellen McFarland and Andrew Egel (University of Maryland)
12. **Acquisition of a Functional Communication Training Response in a Girl Diagnosed with Rett's Syndrome (DDA; Databased Presentation).** ROBERT H. LARUE, Terry Falcomata, Roane Henry, Wayne Fisher and Rebecca Harrison (The Marcus Institute)
13. **Facilitating Language Development for a Child with Autism Using the Reading and Writing Program (Databased Presentation).** MARI SASAKI, Yoshiaki Nakano, Akiko Kato and Takahiro Yamamoto (Sophia University)
14. **Picture Exchange Communication Training: Transfer to Classroom and to Home (DDA; Databased Presentation).** ANNA FIRTH (University of Canterbury), Bonny Le Grice and Dianne Walker (Christchurch College of Education) and Neville Blampied (University of Canterbury)
15. **Teaching Oral Motor Skills to Children with Autism Through Systematic Desensitization and Shaping.** BONNIE FORMAN, Dawn Loparnos and Randy I. Horowitz (The Eden Program)
16. **Comparing Picture Exchange and Sign Language Training for Students with Autism and Multiple Disabilities (DDA; Databased Presentation).** MATTHEW TINCANI (University of Nevada, Las Vegas) and Timothy E. Heron (The Ohio State University)
17. **Comparing Two Intraverbal Training Methods (Databased Presentation).** NICOLE HEATHWOOD and Marla Saltzman (CARD, Inc.), Michele D. Wallace (University of Nevada, Reno) and Doreen Granpeesheh and Sebastien Bosch (CARD, Inc.)
18. **Acquisition of Receptive Language Skills in Children with Autism Utilizing the UCLA Reading and Writing Curriculum (Databased Presentation).** TERRI KIM, Nina Lovaas, Patricia A. Donahoe, Jaime Nicklas, Rebecca Slavin and Robin Grove (Lovaas Institute for Early Intervention)
19. **Comparing the Performance on a Computer-Mediated Activity Schedule to a Photographic Activity Schedule in a Preschooler with Autism (DDA; Databased Presentation).** DANIELLE SPINNATO and Michelle M. Kalaigian (Alpine Learning Group), Lisa Kinney (Northeastern University), Robert Stromer (UMMS Shriver Center) and Bridget A. Taylor (Alpine Learning Group)
20. **Puppy Mediated Intervention to Increase Verbalization for Young Children with Autism (EAB; Databased Presentation).** SANG BOK LEE, Gyeong Hee Seo, Eun-Jung Seo and

Heung Shin Lee (Taegu University, Korea)

21. **Establishing Mands with Echoic Prompts with and Without the Pairing Procedure (Databased Presentation).** MAUREEN MOORE, Cathy Visconde and Daniel Mitchell (CARD, Inc.), Michele D. Wallace (University of Nevada, Reno) and Doreen Granpeesheh (CARD, Inc.)
22. **Computer-Mediated Activity Schedules for Children with Autism: Video Modeling of Vocal Initiations in the Classroom (Databased Presentation).** JONATHAN KIMBALL (Bancroft NeuroHealth Maine Programs), Laura Casey and Colleen Foley-Ingersoll (Cumberland CDS), Robert Stromer (UMMS Shriver Center) and Elisabeth M. Kinney (Bancroft NeuroHealth Maine Programs)
23. **Replacing Palilalia with Appropriate Verbal Behavior (VRB; Databased Presentation).** LEILA FARSHCHIAN and R. Douglas Greer (Columbia University Teachers College)
24. **The Effects of Sensory Integration Therapy on Time Production (EAB; Databased Presentation).** LENELL E. KELLEY and John J. Chelonis (University of Arkansas, Little Rock), Lynette Murphy (Private Practice) and Eldon Schulz (Arkansas Children's Hospital)
25. **The Effect of Sensory Integration Therapy on Short-Term Memory (EAB; Databased Presentation).** LENELL E. KELLEY and John J. Chelonis (University of Arkansas, Little Rock), Lynette Murphy (Private Practice) and Eldon Schulz (Arkansas Children's Hospital)
26. **The Influence of Sensory Integration Therapy on Motivation and Simple Discrimination in Children (EAB; Databased Presentation).** LYNETTE MURPHY (Private Practice), Lenell E. Kelley and John J. Chelonis (University of Arkansas, Little Rock) and Eldon Schulz (Arkansas Children's Hospital)
27. **Video Game to Assess and Remediate Visual and Auditory Stimulus Overselectivity (EAB).** BERTRAM PLOOG (College of Staten Island, CUNY)
28. **Using Recorded Auditory Prompts to Increase On-Task Behavior for a Student with Autism (Databased Presentation).** MICHAL POST and Keith Storey (Chapman University)
29. **Measuring the Effects of Sensory Interventions on (Databased Presentation).** ALEXANDRA COUET (CHIP), Kathleen Kuhlman, Diane C. Taranto, Dominique Breton, Tommy Gianoumis and Christine Deloughry (CHIP)
30. **Training for Generalization (Databased Presentation).** CHENG CHU, Rubilene Noguera, Mary Ann Cassell and Doreen Granpeesheh (CARD, Inc.) and Michele D. Wallace (University of Nevada, Reno)

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Golden Gate A

BPH

31. **Setting and Medication Effects on Rated Behaviors: A Brief Individualized Behaviorally Anchored Rating Scale (CBM).** GREGORY BERTSCH (The Columbus Organization at Southbury, CT)
32. **Effects of Stimulant Medication on the Social Behavior and Activity Level of Children with Attention Deficit Hyperactivity Disorder During Recess (Databased Presentation).** ANDREA RIDGWAY, John Northup, Laura Fountain, Angie Pellegrin, Erin Perry, Crystal Rougeau, Chad Favre and Ilana Feld (Louisiana State University)
33. **The Effects of Stimulant Medication on Learning in Children with Attention Deficit Hyperactivity Disorder (ADHD) (EAB; Databased Presentation).** SHANNON STEWART and John J. Chelonis (University of Arkansas, Little Rock), Ronald L. Baldwin, Mark Edwards and Schulz Eldon (University of Arkansas for Medical Science) and Merle G. Paule (National Center for Toxicological Research)
34. **Behavioral Profiles of Antiepileptic Drugs Commonly Used to Treat Problem Behavior (EAB; Databased Presentation).** MARK T. HARVEY, Michael E. May, Ada Celeste Roberts, Maria Valdovinos and Craig H. Kennedy (Vanderbilt University)

35. **Evaluation of Cocaine on the Stimulus-Controlled Behavior of Rats: Effects of Ethanol and Non-ethanol Histories (Databased Presentation).** ANDREA CHALMERS and Rodney Clark (Allegheny College)
36. **Effects of Oxycodone, Morphine and U-50488 on Stimulus-Controlled Responding of Rats (Databased Presentation).** ALEX CASHMAN-ROLLS and Rodney Clark (Allegheny College)
37. **Effects of Oxycodone on Escape-Avoidance Behavior in the Rat: Evaluation of Selected Mu and Kappa Antagonists (Databased Presentation).** ERIN McCCLURE and Rodney Clark (Allegheny College)
38. **NMDA-Induced Drinking in the Rat II: Effects of CGS-19755 (Databased Presentation).** HEATHER BERRY and Rodney Clark (Allegheny College)
39. **Some Motivative Properties of NMDA in the Rat II: Effects of MK-801 and CGS-19755 (Databased Presentation).** CAROLYN PERKIS and Rodney Clark (Allegheny College)
40. **The Effects of Low Doses of Caffeine on Simple Reaction Times and Divided Attention.** J. D. DESCHEPPER, J. L. Roth and Debra J. Spear (Department of Psychology, South Dakota State University)
41. **Effects of Caffeine and Kava on Schedule-Controlled Behavior (Databased Presentation).** APRIL HOOGENDORN, Jacqueline Goos and Debra Spear (South Dakota State University)
42. **The Effects of Kava on Behavior in a Rat Maze (Databased Presentation).** JACQUELINE GOOS and Debra J. Spear (South Dakota State University)
43. **The Effect of Piracetam on Resistance to Extinction in Sprague - Dawley Rats (Databased Presentation).** Ramiro Casó and Carlos Larrañaga (Universidad Católica Andrés Bello) and CRISTINA VARGAS-IRWIN (Universidad Central de Venezuela)
44. **Environmental Enrichment Does Not Affect Methylmercury-Induced Behavioral Alterations Early in Life (EAB; Databased Presentation).** ERIN RASMUSSEN, Evan Berry, Kyle Branham and Jenell Senter (College of Charleston)
45. **Effects of Methylmercury on High Rate Behavior Under a Percentile Schedule: A Parametric Investigation.** MARY E. STALLINGS and M. Christopher Newland (Auburn University)

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CBM

46. **Using Self-Administration of Tube Feeds for Gastrostomy-Tube Weaning: A Case Description (Databased Presentation).** GEORGETTE YETTER, Judith R. Mathews and Kathleen Keller (Munroe Meyer Institute for Genetics and Rehabilitation)
47. **The Effects of Exposure on the Food Preferences of Children Presenting with Severe Food Selectivity (Databased Presentation).** MERRILL BERKOWITZ, Peggy Eicher, Robyn Romot and Annmarie Marando (St. Joseph's Children's Hospital)
48. **A Functional Analysis of Feeding Disorders (Databased Presentation).** ANDREA M. BEGOTKA, Douglas W. Woods and W. Hobert Davies (University of Wisconsin, Milwaukee) and Elizabeth Fischer and Colin Rudolph (Children's Hospital of Wisconsin)
49. **Decreasing Food Expulsions in Children with Food Refusal (DDA; Databased Presentation).** PING WANG, Jennifer E. Dawson, Barbara J. Sierp-Shao, Peter A. Girolami and Kunise K. Stroh (Kennedy Krieger Institute)
50. **Utilizing Contingent Electric Shock (SIBIS) to Eliminate Aggressive Escape Responses During a Behavior-Based Feeding Intervention (Databased Presentation).** THOMAS R. LINSCHIED, Sarah-Jeanne Salvy and Kevin Smith (Columbus Children's Hospital)

51. **Edible Preference: Parental Report versus Structured Assessment (DDA; Databased Presentation).** JAMES BOSCOE, Jennifer E. Dawson, Charles S. Gulotta, Leigh Rosica and Barbara J. Sierp-Shao (Kennedy Krieger Institute)
52. **Using Visual Prompts to Help Increase Medication Compliance with an Illiterate Male Diagnosed with Paranoid Schizophrenia (Databased Presentation).** MARIE GARZA, Patricia Bosch and Sandy Dietzen (University of the Pacific)
53. **Use of Feedback to Increase Accuracy in Filling a Medi-Set and How This Impacted Medication Compliance (Databased Presentation).** ERIKA HANSON, Hiro Uemura, Rebecca Bovino and Holly White (University of the Pacific)
54. **The Use of Phone and Visual Prompts to Increase Medication Compliance (Databased Presentation).** ERIKA HANSON, K. Paige Wilson, Hiro Uemura and Holly White (University of the Pacific)
55. **A Behavioral Intervention Program for Patients with Diabetes (Databased Presentation).** SERGIO GALAN, Marcela Sánchez and Hector Ayala (National University of Mexico)
56. **Type A Behavior Pattern in a Sample of Faculty Professors (Databased Presentation).** LEONARDO REYNOSO-ERAZO, Maria Araceli Alvarez-Gasca and Isaac Sellgson (Universidad Nacional Autónoma de México)
57. **Behavioral Medicine Approaches for Treatment of Diabetes in an Intensive Residential Treatment Facility (Databased Presentation).** MARTA FIOL and William Marsh (Devereux Florida, Viera Campus) and Michael Weinberg (Devereux Florida Network)
58. **A Training Program Design in Assertive Sexual Communication to Prevent the HIV/AIDS in University Students (EDC).** SUSANA ROBLES, Diana Moreno, Beatriz Frias, Rodolfo Barroso, Martha Cervantes, Eugenio Díaz González and Maria de Lourdes Rodríguez (Universidad Nacional Autónoma de México-FES Iztacala)
59. **Stress Inoculation Training in Cancer Patients (Databased Presentation).** ISAAC SELIGSON and Leonardo Reynoso-Erazo (Universidad Nacional Autónoma de México)

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DDA

60. **Longitudinal Functional Assessment as a Process: Ongoing Treatment for an Individual with Multiple Disabilities (Databased Presentation).** JAMES KELLY, Brent Smith and Jerre R. Brimer (The Learning Tree, Inc.)
61. **A Parametric Assessment of the Effects of Response Blocking on Handmouthing (Databased Presentation).** MICHAEL SODERLUND, Richard G. Smith, Scott McKenzie, Kimberly Smith, Jaime Flores, Heather Moore, Carla Smith and Lana L. Kastern (University of North Texas)
62. **A Comparison of Home-Based and Hospital-Based Assessments of Severe Behavior Problems (Databased Presentation).** ROBERT M. HARRELL and Patricia F. Kurtz (Kennedy Krieger Institute) and A. Charles Catania (University of Maryland, Baltimore County)
63. **Increasing Clinical Outcome Measures in Psychopharmacological Treatment (Databased Presentation).** TERRY PAGE, Victoria Sweeney, Rose Dougherty, Michael Grlm, Barbara Pulliam, Clair Rohrer, Linda Coughlin and Michael Rogers (Bancroft NeuroHealth)
64. **Treatment of Pica Through Stimulus Control Procedures (Databased Presentation).** ROBERT PABICO, Terry Falcomata and Henry Roane (The Marcus Institute)
65. **A Bi-lingual Functional Analysis: The Effects of Language Spoken During the Analysis (Databased Presentation).** LISA N. BRITTON (Spectrum Center)
66. **Functional Analysis and Treatment of Automatically Reinforced Inappropriate Verbal Behavior (AUT; Databased Presentation).** TRACY KETTERING, Terry Falcomata, Alyson Hovanetz and Henry Roane (The Marcus Institute)

67. **Treatment of Protective Equipment Removal and Self-Restraint Through the Provision of Alternative Stimuli (Databased Presentation).** ALYSON HOVANETZ, Henry Roane and Susan Manoglu (The Marcus Institute)
68. **A Choice-Based Approach to Toileting.** MELANIE KONG SHAW, Beverly Twitty and Jillene Scott (Ivymount School)
69. **Using Functional Analysis and Multiple Trained Communication Responses to Determine the Function of Destructive Behavior (Databased Presentation).** Scott A. Braud, Julia T. O'Connor and REBECA G. GRINSTEAD (Kennedy Krieger Institute)
70. **Translational Research: From the Basic Laboratory to the Applied Setting (Databased Presentation).** FRANCES A. PERRIN and Patrick R. Progar (Bancroft NeuroHealth), Michael Davison (University of Auckland) and Jennifer L. Tessing, Misty B. Simmons, Ava Dorfman, Sarah Coppola and Deborah A. Napolitano (Bancroft NeuroHealth)
71. **Noncontingent Reinforcement in the Assessment and Treatment of Seizure-Like Behaviors (Databased Presentation).** MICHELLE L. UY, Brenda J. Strumke, Traci M. Brown and Iser Guillermo DeLeon (Kennedy Krieger Institute)
72. **The Effects of Picture Communication on Verbal Responding for Two Individuals with Developmental Disabilities (AUT; Databased Presentation).** Karena Rush (Sheppard Pratt Behavioral Health System), SHERRY SPENCER (Kennedy Krieger Institute), Bruce Mortenson (Towson University) and Samantha Harris and Jeanne Wilkins (Kennedy Krieger Institute)
73. **A Paired Choice Preference Assessment to Evaluate Displacement Between Leisure and Food Items.** LANA L. KASTERN, Richard G. Smith, Anney Weiland, Heather Moore, Carla Smith, Bobby Buckner and Kim Smith (University of North Texas)
74. **Evaluation of an Individualized Levels Treatment with an Individual Who Exclusively Displays Problem Behavior with Her Parents (Databased Presentation).** MEAGAN GREGORY (Kennedy Krieger Institute) and Louis P. Hagopian and Stephanie A. C. Kuhn (Johns Hopkins School of Medicine)
75. **The Use of Scatterplot Data to Develop Hypotheses About Functions of Behavior (EDC; Databased Presentation).** WHITNEY O'KEEFE (Spectrum Center), Thomas S. Higbee (Utah State University) and Ronnie Detrich (Spectrum Center)
76. **The Separate and Combined Effects of Risperidone and Behavioral Intervention on Destructive Behavior (Databased Presentation).** JESSICA G. PHILIPS and Lisa M. Toole (Kennedy Krieger Institute) and Lynn G. Bowman (The Johns Hopkins University School of Medicine)
77. **The Effects of Free Access and Redirection to a Sensory Item in Decreasing Severe Hand Mouthing (Databased Presentation).** LISA TALLEY and Jamie C. Pagliaro, Jami Prokoff (Melmark, Inc.)
78. **Establishing Discriminative Control of Ritualistic Behavior in an Individual Diagnosed with Autism and OCD (Databased Presentation).** Lynn G. Bowman (The Johns Hopkins University School of Medicine) and Lisa M. Toole, DANIEL J. HENDRICKSON and Dawn E. Resau (Kennedy Krieger Institute)
79. **The Effects of Reinforcing Independent Responses or Prompted Responses on the Acquisition of Independent Communication During FCT (Databased Presentation).** NICOLE TROSCLAIR, Alyson Hovanetz, Henry Roane and Caitlin Herzinger (The Marcus Institute)
80. **Increasing Compliance with an Electroencephalogram Procedure in a Child with Developmental Disabilities (CBM; Databased Presentation).** WILLIAM N. LAZARCHICK, Jamie Yi, SungWoo Kahng, Ellen Fittro and Erica Gee (Kennedy Krieger Institute)
81. **Don't Eat My Shorts! An Assessment of Competing Items and Response Cost in the Reduction of Pica (AUT; Databased Presentation).** ANDREW CZEKALSKI, Lisa Tyler and Deborah A. Napolitano (Bancroft NeuroHealth)
82. **Treatment of Pica Through the Use of Indiscriminable Contingencies (Databased Presentation).** TERRY FALCOMATA, Henry Roane, Wayne Fisher, Robert Pabico and Jason Neely (The Marcus Institute)

83. **Use of Competing Items to Treat Clothing Destruction for a Developmentally Disabled Individual with OCD (Databased Presentation).** ARTHUR WILKE, Karena Rush, Louis P. Hagopian, Monica Zamora and Bobble Boney (Kennedy Krieger Institute)
84. **Development of Treatment for Behavior Maintained by Masked Contingencies (Databased Presentation).** AMY L. CHRISTENSEN (Kennedy Krieger Institute), Lynn G. Bowman (The Johns Hopkins University School of Medicine) and Lisa M. Toole (Kennedy Krieger Institute)
85. **Contingent Electrical Stimulation as a Treatment for Violent Disruptive Behaviors in Students with Asperger's Disorder (EDC; Databased Presentation).** ROBERT W. WORSHAM, Robert von Heyn, Matthew L. Israel, Stephen A. Wong, Timothy Paisey and James Griffin (Judge Rotenberg Educational Center)

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EAB

86. **A Student with Behavior Disorders Using a Desktop Computer to Self-Graph Oral Reading Data (Databased Presentation).** PHILIP L. GUNTER (Valdosta State University), Kerrie Miller (Doughtery County Schools) and Martha Venn (Valdosta State University)
87. **Response Acquisition and Response Maintenance as Dependent Variables in Delay of Reinforcement Studies (Databased Presentation).** MARCO PULIDO, Saul Aguilar, Luis Gomez, Enrique Moran and Benjamin Garcia (Universidad Intercontinental, Mexico)
88. **Functional Analysis and Treatment of Elopement (Databased Presentation).** TIFFANY KODAK, John Northup and Laura L. Grow (Louisiana State University)
89. **Development of a Task Measure of Hyperbolic Discounting in Adults: The Experiential Discounting Task—Adult (EDT-A) (Databased Presentation).** BRADY REYNOLDS and Ryan Schiffbauer (National Institute for Occupational Safety and Health), Jerry B. Richards (University of Buffalo, SUNY) and Katherine Karraker and Kimberly Horn (West Virginia University)
90. **Development of a Task Measure of Hyperbolic Discounting in Children: The Experiential Discounting Task—Child (EDT-C) (Databased Presentation).** BRADY REYNOLDS and Ryan Schiffbauer (National Institute for Occupational Safety and Health), Jerry B. Richards (University of Buffalo, SUNY) and Katherine Karraker (West Virginia University)
91. **The Effects of Reinforcer Magnitude and Delay on the Acquisition of Lever-Press Responding in Rats (Databased Presentation).** KIMBERLY SECKINGER (University of Maryland, Baltimore County) and Susan Snyckerski, Sean Laraway and Alan Poling (Western Michigan University)
92. **Effects of Eliminating Cues Correlated with Water Delivery on Ratio and Interval Reinforcement Schedules Performance (Databased Presentation).** EMILIO RIBES-IÑESTA, Jazmin Carvajal, Alfredo Mayoral and Carlos Torres (Universidad de Guadalajara)
93. **The Role of Non-contingent Reinforcers as an Establishing Operation During Preference and Reinforcer Assessments (Databased Presentation).** KATHLEEN A. RICE, K. Mark Derby, Anjali Barretto, Barbara Bolich and Heather Taitch (Gonzaga University)
94. **Avoidance of Fox Urine as a Behavioral Test for Investigating Effects of Induced Cerebral Ischemia (Databased Presentation).** KARI BRADHAM, Brinda Desai, Bryce Fincham, Ryan Terry and David Stutzman (Illinois State University), Susan Farnier and Keith Kattner (Central Illinois Neuroscience Foundation) and Valeri Farmer-Dougan (Illinois State University)
95. **Behavior's Resistance to Change and Stimulus Control in Humans (Databased Presentation).** SILVIA M. CHAINE and Hector Ayala (National University of Mexico)
96. **Response-Stimulus Equivalence Relation Established via Differential Responses (Databased Presentation).** HIROFUMI SHIMIZU (Hawthorne Country Day School)

97. **Choice Between Fixed and Variable Interval Schedules: Manipulation of Sampling Intervals with Equal Minimum Values (Databased Presentation).** MICHELLE D. ENNIS, Claudia D. Cardinal and Philip N. Hineline (Temple University)
98. **Speed Transfer and Class Mergers via Conditional Discriminations (Databased Presentation).** ABDULRAZAK IMAM (John Carroll University) and Mia Marquis (American University of Beirut)
99. **EAHB-SIG Student Paper Award Winner: A Senior Citizen's Self-Management of Positive and Negative Inner Behaviours (DEV; Databased Presentation).** EMMA COBANE (University of Ulster, Coleraine)
100. **Behavioral Enrichment Using a Foraging Task in Malaysian Sun Bears (Databased Presentation).** NATALIE JORDAN and James D. Dougan (Illinois Wesleyan University)
101. **Antecedent Interventions to Decrease Opportunities for Maladaptive Behaviors (Databased Presentation).** H. MICHELLE WALDEN-DOPKE, Erin Dunn, Gary Pace and Sarah Farnsworth (The May Institute)
102. **Neuroimaging Operant Processes (DDA; Databased Presentation).** MICHAEL SCHLUND and Michael Cataldo (Johns Hopkins University School of Medicine)
103. **Facilitation of Response Acquisition in Rats Following Autoshaping Trials (Databased Presentation).** DIANA POSADAS-SANCHEZ and Mark P. Reilly (Arizona State University)
104. **The Effects of Retention Intervals on the Production and Discrimination of Interresponse Times (Databased Presentation).** RYAN D. WARD and Amy L. Odum (University of New Hampshire)
105. **Effect of Reinforcement Schedule and Component Duration on Mixed and Multiple Schedule Performance (Databased Presentation).** PHILIP BERSH, Esteban DiFrancisco and Alexis Moyer (Temple University) and Matthew Amdrzejewski (University of Wisconsin-Madison)
106. **Adaptation Level Effects in Discrimination of Flicker Frequency (Databased Presentation).** John C. Malone, Maria Armento, Rita Nemeth, ERIC BILLINGTON and Candice Carpenter (University of Tennessee)
107. **Differential Sensitivity of Rule-Governed Behavior to Scheduled Contingencies (VRB; Databased Presentation).** YUKA KOREMURA, Jesus Rosales-Ruiz and Richard Lynn Anderson (University of North Texas)
108. **Within-Session Patterns of Responding and the Effects of Alternative Reinforcement (Databased Presentation).** BENJAMIN P. KOWAL, Frances K. McSweeney, Eric S. Murphy, Jeremiah W. Brown, Beth Varao and Jennifer McDonald (Washington State University)
109. **An Exploratory Study About Identity Matching in the Rat (Databased Presentation).** PAULA DEBERT (Presbyterian University Mackenzie) and MARIA AMÁLIA ANDERY (Catholic University of São Paulo)
110. **Matching in Undisturbed Verbal Behavior Between Adolescent Boys (CBM; Databased Presentation).** Jack McDowell and JORDANA RICHTER (Emory University)
111. **Activity of the Brown Tree Snake in Artificial and Ambient Settings (TBA; Databased Presentation).** Michael B. Ehler (University of Guam) and JONATHAN K. LEE, Junazon L. Hautea and In Hui Yu-Healy (University of Guam, NIH-RISE)
112. **Self-Reports, Instructions and Variation: Effects Upon Behavioral Sensitivity (Databased Presentation).** ANA AMÉLIA L. BAUMANN and Josele Abreu-Rodrigues (Universidade de Brasília)
113. **Choice to Cooperate and Compete: The Effects of Instructions and Reinforcement Iniquity (Databased Presentation).** ANA KARINA C. R. DE-FARIAS (Universidade Católica de Goiás) and Josele Abreu-Rodrigues, Alessandra Souza, Letícia Santos and Marcela Abreu-Rodrigues (Universidade de Brasília)

114. **EAHB-SIG Student Paper Award Winner: Teaching Children with Autism Using Conditioned Cue-Value and Response-Marking Procedures: A Socially Valid Approach (AUT; Databased Presentation).** CORINNA F. GRINDLE (University of Southampton)
115. **Computer-Based Silent Prose Reading: A Control Theory Approach.** DAN PALMER (Monash University)

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EDC

116. **The Effects of Reading Mastery Lessons and Flashcard Practice to Increase Word Recognition with Two Second Graders with Learning Difficulties (Databased Presentation).** ANNIE ROBINSON, Kimberly Weber and Thomas F. McLaughlin (Gonzaga University)
117. **Differential Effects of Three Word Recognition Approaches on Students' Word Recognition, Phoneme Segmentation and Spelling Performance (Databased Presentation).** JACKIE JACKSON, Lindsay Nist and Laurice Joseph (The Ohio State University)
118. **Utilizing Data Based Decisions to Manage an Effective School-Wide Direct Instruction Reading Model (Databased Presentation).** SONIA SANTEE-LEWIS (Heartland Area Education Agency 11)
119. **Reading First: Mandated New Respectability for Behavioral Reading Approaches.** JANE MANGUM and Michael Hickman (Nicholls State University)
120. **The Effects of Response Time and Intertrial Interval Duration on Letter Naming Rates for Latino Students (Databased Presentation).** DONNA GILBERTSON and John Bluck (Utah State University)
121. **Classwide Peer Tutoring and Interdependent Group-Oriented Contingency: Improving the Academic and Task-Related Behaviors of Fourth-Grade Urban Students (Databased Presentation).** YA-YU LO and Gwendolyn Cartledge (The Ohio State University)
122. **Generalization Across the Hear/Point and See/Say Channels in Beginning Reading Skills (Databased Presentation).** JILL SCARBRO, Iris Arnadottir, Jashmina Patel, Tanya Baynham, Kathryn Balch, Jason Williams and Jesus Rosales-Ruiz (University of North Texas)
123. **Toward an Understanding of the Stimulus Control of Mands in Preschoolers (EAB; Databased Presentation).** JEFFREY H. TIGER, Gregory P. Hanley, Anthony P. Cammilleri, Jill M. White and Emma Hernandez (University of Kansas)
124. **A Comparison of Academic Interventions to Improve Math Performance: Noncontingent Reinforcement and Corrective Feedback (Databased Presentation).** MELISSA HARBER, Carlen Henington and Laura Baylot (Mississippi State University)
125. **Comparing the Effects of Guessing and "Skipping" on the Acquisition and Retention of the Greek Letter Names (Databased Presentation).** IRIS ARNADOTTIR and Jesus Rosales-Ruiz (University of North Texas)
126. **Generalization Across the Hear/Point and See/Say Channels in Beginning Math Skills (Databased Presentation).** IRIS ARNADOTTIR, Jill Scarbro, Thomas A. R. Woelz and Jesus Rosales-Ruiz (University of North Texas)
127. **Effects of Explicit Timing on Crying and Mathematics Performance (Databased Presentation).** GARY CATES and Shannon Hollinger (Eastern Illinois University)
128. **Programming Common Stimuli to Promote Generalization of Academic Skills in Elementary Students (Databased Presentation).** HEATHER GRADA, Kimberly Nix Berens and Thomas E. Boyce (University of Nevada, Reno)
129. **Enhancing Perceptions of Assignment Effort Through Varying Problem Completion Rates (EAB; Databased Presentation).** ERIC BILLINGTON and Christopher Skinner (University of Tennessee)

130. **Using Response Cards to Decrease the Disruptive Behavior of Urban Students with Behavior Disorders (Databased Presentation).** MICHAEL CHARLES LAMBERT (Cleveland State University)
131. **Systematic Evaluation of Social Attention and Academic Difficulty Level on On-Task Behavior (CBM; Databased Presentation).** MARK SHRIVER (University of Nebraska Medical Center), Stephen Hupp (Southern Illinois University) and Melissa Fredenburg (University of Nebraska Medical Center)
132. **What Do Books on Education Say About Skinner's Views on Teachers' Roles? (TBA).** PAULA GIOIA (Pontifícia Universidade Católica de São Paulo)
134. **Classwide Peer Tutoring: Effects of Individual and Group Feedback on the Math Performance of Fourth Graders (Databased Presentation).** KAZUNARI HASHIMOTO, Cheryl Utley, Charles Greenwood and Jae-kyung Lee (Juniper Gardens Children's Project, University of Kansas)

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Golden Gate A

VRB

133. **The Verbal Behavior Network: A State-Wide Initiative to Disseminate Verbal Behavior Research and Clinical Applications with Children with Autism (AUT).** THOMAS CAFFREY (The Verbal Behavior Network) and Vincent J. Carbone (Private Practice)
135. **The Effects of Writer Immersion: Assessing the Utility and Function of Written Feedback on the Writer as Own Reader Repertoire (Databased Presentation).** GAIL CHAN and Katherine Meincke (Columbia University Teachers College)
136. **The Effects of Writer Immersion on Students' Written Compositions.** JO ANN PEREIRA and Dolleen-Day Keohane (Columbia University Teachers College)
137. **Increasing Verbal Behavior Using Verbal Emersion (Databased Presentation).** LAUREN STOLFI and R. Douglas Greer (Columbia University Teachers College)
138. **Decreasing Errors Using a Faded Echoic to Reduce Aberrant Behavior (DDA; Databased Presentation).** JANNINE SARROCCO and Christine A. O'Rourke (Columbia University Teachers College)
139. **The Correlation Between Inter-Trial Intervals of Varying Lengths and Rates of Off Task Behavior (AUT; Databased Presentation).** CAROLE A. ROXBURGH and Stephanie Hulshof (Private Practice)
140. **Reducing Aggression by Increasing Communication: Teaching Functional Communication to an Individual with Acquired Brain Injury (Databased Presentation).** JASON CAVIN, Christle Montgomery, Jerre R. Brimer and Robert Montgomery (The Learning Tree)
141. **Investigating the Functional Independence of Mands and Tacts in a Vocal-Verbal Child with Autism (AUT; Databased Presentation).** JILL CASTELLANI (Connecticut Center for Child Development) and Sigrid S. Glenn (University of North Texas)
142. **Distorted Tact: Examples in Japanese Language Community (TPC).** NAOKO SUGIYAMA (Yamawaki Gakuen College)
143. **Teaching Children with Autism Multiply Controlled Verbal Operants (AUT; Databased Presentation).** JENNY AMOS, Kristyne Jolly and Megan McMillen (The Bay School), Matthew Tincani (University of Nevada, Las Vegas) and Barry D. Morgenstern (The Bay School)

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Salon 9

DEV

2003 Tutorial - Words and Other Kinds of Behavior: Another Tutorial on Verbal Behavior (Databased Presentation)

Chair: Peter Harzem (Auburn University)

A. CHARLES CATANIA (University of Maryland Baltimore County)

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 Elliot Shimoff and other colleagues), papers on the evolution of verbal behavior and on psycholinguistics, and a retrospective review of Skinner's *Verbal Behavior* for the journal *Contemporary Psychology* (1997).



Abstract: An EAB tutorial in 2002 summarized some basic features of verbal behavior. So that this tutorial can stand alone, it will begin by briefly reviewing some of those features. It will then explore ways in which words, as instances of behavior, interact with each other and with other kinds of behavior. Verbal behavior is an exceedingly efficient way in which one organism can change the behavior of another. All other functions of verbal behavior derive from this most basic function, which has been called verbal governance. We recognize verbal governance when we note that much important human behavior is determined by verbal antecedents. This tutorial will explore the origins of verbal governance in human evolution and its development in the behavior of the individual. Functional verbal antecedents can be generated when some individuals replicate the verbal behavior of others or when individuals repeat their own verbal behavior. Differential contact with different verbal antecedents follows from differential attention to verbal stimuli correlated with reinforcing or nonreinforcing events. Once in place, verbal behavior can be shaped by (usually social) consequences. 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. Very different consequences can follow from verbal behavior depending on whether much of it remains firmly anchored to nonverbal environmental events, as in scientific verbal practices, or can become independent of them, as in religious fundamentalism.

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Pacific F

INT/TBA

Characteristics of a Good Masters Thesis or Dissertation in Applied Behavior (translated from English to Japanese)

Chair and Translator: Takayuki Sakagami (Keio University)

WILLIAM L. HEWARD (Ohio State University)

5/26/2003
1:30 PM - 2:20 PM
Pacific H
VRB

Cross-Cultural Evidence on Language Training and Learning

Chair: Sam Leigland (Gonzaga University)

ERNST MOERK (Wirtschaftsuniversität Vienna)



Dr. Ernst Moerk received his master's degree in Latin and Greek from the University of Innsbruck, Austria in 1962, a visiting scholarship at the University of Zurich, Switzerland in 1963, and a Ph.D. in Psychology from the University of Innsbruck, Austria in 1964. He worked in clinical psychology in Germany in 1965-1966. He received an NIMH fellowship for clinical psychology at the Mount Sinai Hospital, Los Angeles, in 1966/77. He was an assistant, associate and full professor of child and developmental psychology at the California State University at Fresno from 1967-1999. He was resident director of an international program at the University of Uppsala, Sweden in 1976/77. He has developed courses and published in the field of political psychology, especially *Learning Aspects in Peace and War*. He accepted a position as visiting professor at Wirtschaftsuniversität Vienna, teaching economic psychology and conflict resolution, from

1999-2001. Dr. Moerk has published many journal articles and four books, primarily on language development. His most recent work, *Learning Aspects in Peace and War*, is currently under consideration with publishers. His work is increasingly focused on aspects of political psychology and conflict resolution, emphasizing the linguistic analysis of political persuasion and mis-learning in societies.

Abstract: One of the nativists' strongest arguments for the innateness of language is the following: Language is universally acquired, that is, it is "a universal," and it follows therefore that it is part of human nature, that is, innate. Mostly it is added, or at least implied, that language cannot be universally taught, as uneducated parents have neither the knowledge nor the motivation to teach it. These assertions need urgent conceptual and empirical evaluation.

Conceptual flaws as to the interest and ability of parents to teach language include the following: 1) Obviously language is functional, making possible effective communication, which motivates parents to teach it. 2) As parents behave verbally, they cannot but model their verbal behavior to their children. 3) As parents can only and do only teach verbal skills they themselves master, children will differ greatly in the verbal level they attain in the family. 4) When cross-cultural language researchers report that "children attain normal language skills," they generally do not specify whether they refer to the low norm of the local culture or that of Western culture.

Conceptual flaws as to teaching and verbal learning include the following: 1) Low frequency of total verbal interaction is not differentiated from high frequency of functional formulas. 2) With high frequency of functional formulas, rehearsal is automatically given. 3) Formulas are trained in consistent settings, which simplifies their semantic analyses. 4) Input is initially simplified and gradually made more complex. 5) As commands are uttered to achieve diverse ends, substitutions of words in the formulas are frequent. 6) After comprehension training prompting routines are common, resulting in productions by children. 7) Expansions and therewith corrections occur quite frequently. 8) Exposure to narratives is extensive in some cultures and training in narration is provided to exceptional children.

Conclusion: Several forms of language training are commonly found, although extensive differences exist between cultures and between social classes within cultures. Tight concomitant variations between input sophistication and level of skill attained at specific age levels indicate strong cause-effect relationships.

367 Paper Session

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Pacific J

DDA

Increasing Adult Engagement and Activities

Chair: David Garcia (Behavior Analysis, Inc.)

- **A Multi-component Treatment Package for Increasing Independent Outings in an Adult with Developmental Disabilities (CBM; Databased Presentation).** DAVID GARCIA and Stephen Starlin (Behavior Analysis, Inc.)
- **Interactive Training: On the Job Training to Increase Engagement in Age Appropriate Activities in People with Severe or Profound Intellectual Disability (AUT; Databased Presentation).** ALEXANDER TOOGOOD (Intensive Support Services)

368 Invited Event

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Sierra K

OBM

OBM: An Uptime/Downtime Model of Work (Databased Presentation)

Chair: John Austin (Western Michigan University)

D. CHRIS ANDERSON (Professor Emeritus, University of Notre Dame)



Dr. Anderson received his Ph.D. in Experimental Psychology (Behavioral Neuroscience) from the joint program offered by University of Oregon Medical School and University of Portland in 1963. After earning his degree, he held three post-doctoral NIMH research fellowships: at Stanford Medical School (1965-1971), University of Southern California (1975), and at University of Minnesota (1976). Dr. Anderson held appointments at the Menninger Foundation & Washburn University (1963-1965); Brigham Young University (1965-1967); and finally, at the University of Notre Dame (1967-1996), where he remains a Professor Emeritus.

Dr. Anderson has logged approximately 90 publications, two text books on the methods of experimental psychology, a monograph in the Journal of Organizational Behavior Management, and several

chapters in edited books. He has delivered more than 100 presentations at scientific conventions, and has been awarded nearly \$1.2 M in research grants. Funding for grants and contracts have come from sources such as the National Science Foundation (NSF) and National Institutes of Mental Health (NIMH) for basic research, and Whirlpool, KitchenAid, Hillshire Farms, Donnelly Press, and many others for organizational research.

Dr. Anderson is currently preparing a monograph summarizing approximately 25 of his organizational behavior management applications in manufacturing, sales, and service. He has also applied OBM techniques in sports, factory productivity, and health-care delivery.

Abstract: Failure to achieve desired outcomes usually can be traced to insufficient emphasis by organizations on obtaining relevant behaviors from certain of their employees. Even when actions occasionally are targeted, critical contingencies may be ignored because of overlooked behavioral interdependencies. For example, in focusing on more client contacts, a sales manager may overlook equally important actions (e.g., filling out orders, planning calls, etc.) because they appear more temporally and functionally 'remote' from the desired end (hereafter termed 'downtime' (DT) behaviors). Yet, inefficient emission of DT activities can usurp time that otherwise could be available for execution of behaviors that are part of response chains that lead directly to prized organizational outcomes (hereafter termed 'uptime' (UT) activities). Sometimes, more efficient execution of DT activities may be required as a prerequisite for, ultimately, obtaining improved

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execution of UT behaviors. This analysis was evaluated in an organization where sales had been flat for over 2-y and management had focused on results and/or UT activities (e.g., more cold calls). It was reasoned that more efficient execution of call-preparatory and order-completion DT activities would free up more time for making more cold calls. For Phase 1 a series of interventions was directed at improving these DT activities as a means of increasing the effectiveness of yet other interventions designed to increase the frequency of cold calls (UT activity). Phase 2 entailed maintenance of the behavior changes achieved during Phase 1 and, ultimately, withdrawal of all interventions.

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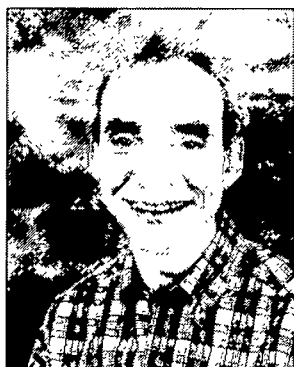
Salon 7

EAB

Through a (Fogged-Up) Windshield: Perceptions of an Incoming Editor

Chair: Kennon A. Lattal (West Virginia University)

LEONARD GREEN (Washington University)



After completing his undergraduate work at the City College of New York, Dr. Green moved yet further east to get his Ph.D. at SUNY Stony Brook under Howard Rachlin. He then completed a one-year post-doctoral position before venturing west of the Hudson (little knowing that he was heading west of the Mississippi) where he is Professor of Psychology at Washington University in St. Louis. He also serves as Director of Undergraduate Studies in Psychology. Green's research interests focus on self control, behavioral economics and choice and decision making in rats, pigeons and people. He is on the Executive Board of the Society for the Quantitative Analysis of Behavior and the Board of Directors of the Society of the Experimental Analysis of Behavior. He served as Associate Editor of the *Journal of the Experimental Analysis of Behavior* and the *Pavlovian Journal of Biological Science*, as a Consulting Editor for *Behavior and Philosophy*, and as

a member of the Editorial Board of *Behaviour Analysis Letters*, but still remains in a near-apoplectic state about becoming the next editor of JEAB.

Abstract: As the editorial mantle passes to a new Editor, and as JEAB approaches half a century of publication, it seems an appropriate time to reflect on the Journal. Specifically, what type of research is appropriate for JEAB; how is the Journal perceived; does perception reflect reality; and what role, if any, does the Editor actually play in affecting the future of an established journal? As we look to the future of JEAB, can we detect any trends; what might lie in store? This talk provides preliminary thoughts about where our Journal might be headed.

370 International Paper Session

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Pacific E

INT/OBM

Which One Shall We Use, Systems Analysis or Performance Management? Using OBM to Improve Key Performance Metrics in a Supercenter (translated from English to Spanish)
Chair and Translator: Corina Groeger (Meijer Stores)

CORINA GROEGER, Dora Lezovich and Missy Reardon (Meijer Stores) and Becky Kehe (Western Michigan University)

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Salon 14/15

AUT/DDA

A View Through a Passage: First Year Programming at a School for Children with Autism

Chair: Anthony Castrogiovanni (Pyramid Educational Consultants, Inc.)

Discussant: Andrew Bondy (Pyramid Educational Consultants)

- **The Vista School as a Model for Collaboration.** DONNA LEFEVRE (The Vista School)
- **Collaborative Consultation.** ANTHONY CASTROGIOVANNI (Pyramid Educational Consultants)
- **Case Studies in Behavioral Change.** LAUREN FREDERICK and Jenn Williams (The Vista School) and Anthony Castrogiovanni (Pyramid Educational Consultants)

372 International Symposium

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Salon 3

CBM

Acceptance and Commitment Therapy For Refractory Adult Cases: Chronic Pain, PTSD, Trichotillomania (Databased Presentation)

Chair: Sushma Roberts (University of Mississippi)

- **Evaluation of a RCT ACT Intervention for Public Health Workers with Longstanding Pain/Stress and on Long Sick Leave.** JOANNE DAHL OLERUD (University of Gävle, Sweden), Josefin Alquist, Andreas Clausson and Lennart Melin (Uppsala University, Sweden) and Kelly G. Wilson (University of Mississippi)
- **ACT with Chronic Pain Patients: Lessons from Working with Migrant Farm Workers and Other CHC Patients.** PATRICIA ROBINSON (Yakima Valley Farm Workers Clinic)
- **Treatment of a Refractory PTSD Case with Acceptance and Commitment Therapy.** SUSHMA ROBERTS and Kelly G. Wilson (University of Mississippi)
- **Examining the Effectiveness of Acceptance and Commitment Therapy as a Treatment for Trichotillomania in Typically Developing Adults.** MICHAEL TWOHIG (University of Nevada, Reno) and Douglas W. Woods (University of Wisconsin, Milwaukee)

373 International Paper Session

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Pacific A

CSE

Applied Analyses with Critical Social Concerns

Chair: David Coleman, Jr. (Center for Children's Services)

- **Facilitating Parent-Adolescent Communication About Sexual Behavior: A Home-Based Approach (EDC; Databased Presentation).** TINA VAZIN and Huey-Ling Lin (Alabama State University)
- **Token Economies in Social Services: New Data and Applications (OBM; Databased Presentation).** DAVID COLEMAN, JR. (Center for Children's Services) and Gordon Henry (Indiana University Southeast)
- **Towards Operational Goal Descriptions in Substance Abuse Prevention Programs (TPC).** PER HOLTTH (National Institute for Alcohol and Drug Research, Norway)

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Salon 5

CBM/EDC

Behavior Analysis at Hawaii State Hospital (Databased Presentation)

Chair: Kim A. Meyer (Hawaii State Hospital)

- **The Token Economy System at Hawaii State Hospital.** MICHAEL P. LAYNG, Kim A. Meyer, Kuzuyu Asada, Patti M. Isaacs and Roshani K. Samarasinghe (Hawaii State Hospital)
- **Behavioral Consultation at Hawaii State Hospital.** KIM A. MEYER, Michael P. Layng, Patti M. Isaacs and Peter G. Mezo (Hawaii State Hospital)
- **Adult Literacy at Hawaii State Hospital.** KAZUYO ASADA, Roshani K. Samarasinghe, Patti M. Isaacs, Todd N. Schirmer, Peter G. Mezo and Kim A. Meyer (Hawaii State Hospital)
- **Social Validity and the Challenges of a State Hospital.** PETER G. MEZO, Michael P. Layng, Patti M. Isaacs, Kuzuyu Asada, Roshani K. Samarasinghe and Kim A. Meyer (Hawaii State Hospital)

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(available for CE for behavior analysts)

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Salon 10

OTH

Behavioral Interventions for Varied Dimensions of Sport Performance: Speed/Duration, Breathing, Shooting Accuracy and Adherence (Databased Presentation)

Chair: Michael Kirkpatrick (Wesley College)

- **Reinforcing Exercise on a Cycle Ergometer.** STEVEN COHEN, Concetta Paradis and Linda LeMura (Bloomsburg University of Pennsylvania)
- **Teaching Diaphragmatic Breathing for Sports Performance: A One-Session Strategy.** ROBERT M. STEIN (Center for Neurobehavioral Health) and Tomeka Farrar (Millersville University)
- **Acquisition and Generalization of Field Hockey Goal Shooting Under Fixed versus Varying Goal Shooting Distances.** MICHAEL KIRKPATRICK and Laura Whitebread (Wesley College)
- **Using Techniques from Behavioral Sports Psychology in an OBM Setting: Increasing Clientele Retention and Profits in a Small Business.** AMANDA ADAMS and Mark Adams (Fitness Evolution, Inc.)

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Nob Hill C

EDC

Evaluating the Effectiveness of Educational Programs Using the Standard Celeration Chart

Chair: Allison L. Moors (Fabrizio/Moors Consulting)

Discussant: Julie S. Vargas (West Virginia University)

- **Combining Precision Teaching and Curriculum-Based Measurement to Facilitate Skill Development in Children with Learning Disabilities.** SUSAN MALMQUIST (Morningside Academy)

- **Monitoring In-Home Programming Effectiveness with the Standard Celeration Chart.** MICHAEL FABRIZIO and Sara Pahl (Fabrizio/Moors Consulting)
- **Tracking and Comparing Skill Acquisition Rates Within Home and School-Based Programming.** GWEN A. DWIGGINS and Alison L. Moors (Fabrizio/Moors Consulting)

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Pacific I

DDA

Identification and Application of Preferred and Competing Stimuli in the Treatment of Problem Behavior

Chair: Louis P. Hagopian (Johns Hopkins University School of Medicine)

Discussant: Dorothea C. Lerman (Louisiana State University)

- **On the Relation Between Competition and Preference in Competing Stimulus Assessments.** LISA M. TOOLE (Kennedy Krieger Institute), Lynn G. Bowman, Louis P. Hagopian and Iser Guillermo DeLeon (Johns Hopkins University School of Medicine) and Jennifer L. Bruzek and Kimberly Seckinger (Kennedy Krieger Institute)
- **Effects of Combining Response-Independent Stimulus Delivery with Other Interventions on Appropriate and Inappropriate Behavior.** SHANNON S. HAAG and Cynthia M. Anderson (West Virginia University)
- **Enhancing Function-Based Interventions with the Use of Stimuli that Compete with Reinforcement Maintaining Problem Behavior.** STEPHANIE A. C. KUHN, Louis P. Hagopian, Ethan S. Long, Karena Rush and Iser Guillermo DeLeon (Johns Hopkins University School of Medicine)

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Salon 12/13

AUT/DDA

Innovations in Treatment of Children with Autism (Databased Presentation)

Chair: Marjorie H. Charlop-Christy (Claremont McKenna College)

- **Using PECS (the Picture Exchange Communication System) to Teach Sight Reading to Children with Autism.** SABRINA DANESHVAR (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)
- **Using PECS (the Picture Exchange Communication System) to Increase Spontaneous Speech in Children with Autism.** Cathy Jones and REBECCA SHULAK (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)
- **Teaching Pretend Play to Children with Autism via Naturalistic Teaching Strategies (NaTS).** CHRIS LABELLE (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)
- **Increasing Vocabulary Through Question-Asking for Children with Autism.** Loc Le and DEBRA BERRY (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

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Nob Hill B

EDC

Modifications That Make a Difference

Chair: Jesse W. Johnson (East Tennessee University)

- **Comprehensive Behavior Intervention Plans: Should Relationships Be a Factor? (CSE).** CHARLES DUKES (Florida Atlantic University, Department of Exceptional Student Education) and Pamela Lamar-Dukes (Florida Inclusion Network, Broward County Schools)
- **Effects of Curricular Modifications on Academic Production and Engagement of Students with Behavior Disorders (EAB; Databased Presentation).** KERRIE MILLER (Doughtery County Schools) and Phillip L. Gunter, Martha Venn, John Hummel and Larry Wiley (Valdosta State University)
- **Embedded Instruction in General Education Classes with Students with Disabilities: A Comparison of Response Prompting Procedures (DDA; Databased Presentation).** JESSE W. JOHNSON (East Tennessee State University), John McDonnell (University of Utah), Valarie Holzwarth (East Tennessee State University) and Tim Riesen, Shamy Polychronis and Matt Jameson (University of Utah)

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Pacific B

TPC

Outside the Box: Reviews of Books on Perception, Science and Ecological Psychology

Chair: Edward K. Morris (University of Kansas)

Discussant: John C. Malone (University of Tennessee)

- **What Gibson Affords Us: A Review of Gibson's (1979) *The Ecological Approach to Visual Perception*.** CLAUDIA D. CARDINAL and Philip N. Hineline (Temple University)
- **Realism Without Truth: A Review of Giere's *Science Without Laws*.** TIMOTHY D. HACKENBERG (University of Florida)
- **Radical Empiricism and Radical Behaviorism: A Review of Heft's (2001) *Ecological Psychology in Context*.** EDWARD K. MORRIS (University of Kansas)

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Salon 8

AUT/DDA

Positive Behavioral Support Interventions and Changes in Symptoms of Autism (Databased Presentation)

Chair: Daniel Openden (University of California, Santa Barbara)

- **Rapid Initial Acquisition of Speech in Nonverbal Children with Autism.** KAREN SZE, Robert L. Koegel, Lauren Brookman and Lynn Kern Koegel (University of California, Santa Barbara)
- **Systematic Analysis of Social Initiative Potential (SIP) as a Pivotal Variable in Prognosis for Children with Autism.** LAURIE VISMARA, Robert L. Koegel and Lynn Kern Koegel (University of California, Santa Barbara)

- **Using a Systematic Desensitization Paradigm to Treat a Child with Autism's Hypersensitivity to an Auditory Stimulus.** DANIEL OPENDEN, Robert L. Koegel and Lynn Kern Koegel (University of California, Santa Barbara)
- **Reducing Ritualistic Behavior in Children with Autism Using a Transfer Stimulus.** JANE LACY, Robert L. Koegel and Lynn Kern Koegel (University of California, Santa Barbara)

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Nob Hill D

EDC

Selecting Educational Priorities for Intensive Behavioral Programming: Who Decides What to Teach....and How? (Databased Presentation)

Chair: Susan Ainsleigh (Simmons College)

Discussant: Michael Dorsey (Simmons College)

- **A System for Prioritizing Target Behaviors.** SUSAN AINSLEIGH (Simmons College)
- **Using Standardized Assessment in Selecting Target Behaviors for Habilitative Programming.** JACK STOKES (Vinfen, Corporation)
- **Bicycle Riding: A Behavioral Cusp and a Vehicle for Socialization.** KATRINA FALLON, Susan Ainsleigh and Laurie Rice (Simmons College)

383 Panel Discussion

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Nob Hill A

TBA/TPC

Teaching Behavior Analysis in a Liberal Arts Setting: Experiences, Challenges and Successes

Chair: Jennifer O'Donnell (Allegheny College)

- ROBERT W. ALLAN (Lafayette College)
- DAVID C. PALMER (Smith College)
- ERIN B. RASMUSSEN (College of Charleston)
- MARIA R. RUIZ (Rollins College)

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Salon 4

CBM/DDA

Treat the Children, Teach the Parents: Parents Role in the Treatment of Food Refusal (Databased Presentation)

Chair: Barbara J. Sierp-Shao (Kennedy Krieger Institute)

Discussant: Meeta R. Patel (The Marcus Institute)

- **Assessment and Treatment of Food Selectivity in Natural Settings with Parents as Therapist.** ADEL C. NAJDOWSKI, Michele D. Wallace, Janice K. Doney and Patrick M. Ghezzi (University of Nevada, Reno)
- **Evaluation of a Home-Based Parent-Training Program to Treat Food Selectivity.** CHRISTINE KIM, Cynthia M. Anderson, Nhu Quach and Chris Parks (West Virginia University)
- **Parent Integrity at Follow-up: Implications for Treatment Outcome.** PETER A. GIROLAMI, Jennifer E. Dawson, Barbara J. Sierp-Shao, James Boscoe and Charles S. Gulotta (Kennedy Krieger Institute)

385 Panel Discussion**(available for CE for behavior analysts)**

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Salon 11

AUT

Using Diverse Strategies to Teach Advanced Social Skills to Children with Autism

Chair: Randy I. Horowitz (The Genesis School/Eden II)

- MARY E. McDONALD (The Genesis School/Eden II)
- JOY MARIE TRAMUTA (The Genesis School/Eden II)
- HELEN BLOOMER (Crossroads Center for Children)
- LINDA MATEY (Institute for Child Development)

386 Paper Session

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Pacific H

VRB

Assessing the Status of Skinner's Analysis of Verbal Behavior

Chair: William F. Potter (California State University, Stanislaus)

- **Exploration in VB: 56 Years Old.** WILLIAM F. POTTER and Season Almason (California State University, Stanislaus)
- **VB Research: Why or Why Not? (Databased Presentation).** ANDREA DUROY and William F. Potter (California State University, Stanislaus)

387 Invited Event

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Salon 6

DEV

Barriers to Translating Behavioral Interventions into Nursing Home Practice (Databased Presentation)

Chair: R. Mark Mathews (University of Kansas)

JOHN F. SCHNELLE (Borun Center for Gerontology Research)



Dr. John Schnelle is the Director of the Borun Center for Gerontological Research, Professor in the School of Medicine, University of California, Los Angeles, and Research Health Scientist, Veterans Administration Medical Center, Sepulveda. He has been the principal investigator on nine NIH clinical trial intervention grants designed to improve care and management in nursing homes and has received awards for his outstanding contributions to behavior therapy. Dr. Schnelle has published extensively in the areas of quality control in institutional settings and quality of life issues in the frail elderly, with over 160 publications in professional books and journals. In addition to this research, Schnelle has over 20 years of experience in clinical care and staff management in nursing homes. His most recent research has focused on the staffing requirements needed to implement care processes in nursing homes that improve resident outcomes.

Abstract: Major initiatives to improve nursing home care have failed because they have been based on the assumption that nursing homes have the capacity to change. This assumption is discussed from a behavioral analytical framework and solutions are identified.

388 International Paper Session

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Pacific E

INT/OTH

In Search of My Jewish Mother: A Behavior Analytic Autobiography (translated from English to Spanish)

Chair and Translator: Corina Groeger (Meijer Stores)

RICHARD W. MALOTT (Western Michigan University)

389 International Paper Session

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Pacific F

INT/TBA

Teaching Behavioral Principles and Procedures with Precision (translated from English to Japanese)

Chair and Translator: Yusuke Hayashi (University of North Texas)

RANDY L. WILLIAMS (Gonzaga University)

390 Paper Session

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Pacific C

TPC

TPC: Issues in Sex and Love

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

- **The Functions of Sexual Coping Responses: Taxonomic, Research and Treatment Implications (CSE).** TAMARA PENIX SBRAGA (Central Michigan University) and Kirk Brunswig (University of Nevada, Reno)
- **Love and Desire Reconsidered.** LINDA J. HAYES (University of Nevada, Reno)

391 Symposium

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Sierra A

BPH

Aggression, Sensation-Seeking, Response Strength and Behavioral Economics: Current Research in Human Behavioral Pharmacology (Databased Presentation)

Chair: Christine E. Hughes (University of North Carolina, Wilmington)

- **Effects of Acute Administrations of the Benzodiazepine Lorazepam on Aggressive Responding in Adult Humans.** CYNTHIA PIETRAS, Don Cherek, Scott Lane and Oleg Tcheremissine (University of Texas Health Science Center, Houston)
- **The Behavioral Effects of Amphetamine in High and Low Sensation Seekers.** ANDREA PERRY, Michael Bardo and Thomas Kelly (University of Kentucky) and Jennifer Klebaur (Washtenaw Community College)
- **Acute Effects of Smoked Marijuana on Response Rate and Reinforcer Efficacy in Human Subjects.** SCOTT LANE, Don Cherek, Cynthia Pietras and Oleg Tcheremissine (University of Texas Health Science Center, Houston)
- **A Behavioral Economic Analysis of Ethanol Self-Administration in Humans: Effects of Ethanol or Naltrexone Pretreatment.** Ralph Spiga (Temple University), MARGARET MARTINETTI (The College of New Jersey) and Richard Meisch (University of Texas Medical School at Houston)

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Sierra K

OBM/CBM

Behavioral Self-Management: Strategies, Struggles and Results (Databased Presentation)

Chair: John Austin (Western Michigan University)

Discussant: John Austin (Western Michigan University)

- **Promoting Health-Related and Personal Improvement Behavior Using Behavior Analysis.** RAMONA HOUMANFAR (University of Nevada, Reno), Lori H. Miller (Western Michigan University), Pamela Roberts Skelton (Aubrey Daniels International) and Holly C. Harrison and Leslie Shier (Western Michigan University)
- **The Paths are Winding, Stark and Steep....There Are Miles to Go before We Sleep.** MARK A. ALAVOSIUS (EduSafe), John Austin (Western Michigan University) and Thomas C. Mawhinney (JOBM/UDM)
- **30 Years of Weighting: Long-Term Self-Management Data.** MARIA E. MALOTT (Malott & Associates), Aubrey C. Daniels (Aubrey Daniels International) and Richard W. Malott (Western Michigan University)

393 International Symposium

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Salon 2

EAB

Current Dimensions of Stimulus Equivalence Research (Databased Presentation)

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

- **Delayed Matching to Sample and Stimulus Equivalence.** ERIK ARNTZEN (Akershus University College)
- **A Unit for the Measurement of Stimulus Control Topographies in Matching-to-Sample Procedures: The Behavioral Kernel.** LANNY FIELDS (Queens College, CUNY)
- **A Procedure to Test if Responses Join Equivalence Classes.** KAREN LIONELLO-DENOLF (UMMS Shriver Center)
- **Partitioning in Multiple-Choice Matching-to-Sample: Relation Between Response Speeds and Outcomes.** RICHARD R. SAUNDERS and Lisa Chaney (University of Kansas Life Span Institute)

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(available for CE for behavior analysts)

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Pacific J

DDA/OBM

Durable Dance Partners: Enhancing Quality of Life for People with Disabilities (Databased Presentation)

Chair: Jan B. Sheldon (University of Kansas)

Discussant: James A. Sherman (University of Kansas)

- **Enhancing Quality of Life and Reducing Challenging Behavior with Functional Assessment and Corresponding Life Arrangement.** DIANE BANNERMAN JURACEK (Community Living Opportunities), Amy McCart (University of Kansas), Holly M. Sweeney and Jamie D. Price (Community Living Opportunities, Inc.), Jan B. Sheldon and James A. Sherman (University of Kansas) and Michael C. Strouse (Community Living Opportunities)

- **A Retrospective Analysis of Quality of Life for People with Developmental Disabilities Across Residential Models.** HOLLY M. SWEENEY and Jamie D. Price (Community Living Opportunities, Inc.), James A. Sherman and Jan B. Sheldon (University of Kansas) and Michael C. Strouse and Diane Bannerman Juracek (Community Living Opportunities)
- **The Science of Dragon Wrestling: Making Meaningful Differences in Staff Consistency Across Time.** MICHAEL C. STROUSE (Community Living Opportunities), Tammy Carroll-Hernandez, Jan B. Sheldon and James A. Sherman (University of Kansas) and Cheryl Dyer (Community Living Opportunities)

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Salon 7

EAB

Group Choice in the Context of Individual Differences, Social Exchange and Cultural Evolution (Databased Presentation)

Chair: Gregory J. Madden (University of Wisconsin, Eau Claire)

Discussant: John R. Kraft (Armstrong Atlantic State University)

- **The Behavior of Individuals Participating in an Ideal Free Distribution.** LE'ANN MILINDER (Institute for Professional Practice)
- **Temporal Discounting as a Predictor of Competitive Inequalities in a Human Analogue of Group Foraging.** TRACY ATTEBERRY and Thomas S. Critchfield (Illinois State University)
- **Experimental Studies of Cultural Transmission: Group Cooperation.** WILLIAM M. BAUM, Peter J. Richerson, Charles Efferson and Brian Pacioti (University of California, Davis)

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Salon 1

EAB/TPC

Hierarchical Relations: Theoretical and Empirical Investigations (Databased Presentation)

Chair: Ian Stewart (National University of Ireland, Galway)

- **Hierarchical Relations: A Relational Frame Interpretation.** IAN STEWART (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **A Basic Functional-Analytic Model of Hierarchical Relations.** IAN STEWART (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)
- **Looking Closer at Cognitive Development: Hierarchical Categorizing and Other "Conceptual" Behaviors.** KAREN GRIFFEE (Concord College, Athens, WV)
- **A Relational Frame Account of the Development of Hierarchical Relations.** LOUISE MCHUGH, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Ian Stewart (National University of Ireland, Galway)

397 Panel Discussion

5/26/2003

3:00 PM - 3:50 PM

Sierra H

OBM

Cambridge Center Certification of Behavior Based Safety Programs in the Workplace (Databased Presentation)

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

- BILL HOPKINS (Auburn University)
- TERRY McSWEEN (Quality Safety Edge)
- DWIGHT HARSHBARGER (Cambridge Center for Behavioral Studies)

398 Invited Event

5/26/2003

3:00 PM - 3:50 PM

Salon 10

OTH

EAHB-SIG Distinguished Career Award: Alan Baron, PH.D. University of Wisconsin, Milwaukee Chair: Michael Perone Mark Galizlo (West Virginia University)

ALAN BARON (University of Wisconsin, Milwaukee)



I was born in Brooklyn, New York where I studied as an undergraduate at Brooklyn College. After completing a master's degree in 1953, I entered the doctoral program at the University of Oregon where I specialized in conditioning and learning and pursued a variety of research questions in the animal learning area. Professors Richard Littman and Robert Leeper exposed me to the dominant views of that time – Hull, Spence and Tolman – and professor Leona Tyler, who went on to serve as President of the APA, taught me most of what I know of traditional group-statistical research methodology. I discovered B. F. Skinner as a graduate student when I read the just-published *Science and Human Behavior*. Skinner, however, was not a well-known figure on the west coast at that time, and my knowledge came much more from the library than from personal exposure to others committed to his point of view. I received the Ph.D. degree in experimental psychology in 1957 and

went on to teach for five years at the University of Maine. There, my knowledge of behavior analysis was furthered through collaborative efforts with Joe Antonitis, who had studied with Keller and Schoenfeld at Columbia, and George Kish, a student of Gregory Kimbel at Duke, on curiosity and sensory reinforcement. In 1962 I moved to the newly-developed Milwaukee campus of the University of Wisconsin, and I have been here ever since. Arnold Kaufman, who had just completed post-doctoral training with Hefferline at Columbia, arrived the same year, and together we developed the method for studying human operant conditioning that I continue to espouse. Over the years I conducted research on various questions of operant conditioning using both humans and rats as subjects, and later on my work extended to research on drug abuse and behavioral gerontology. I have learned much from my graduate students, and am especially proud of the accomplishments of Mark Galizlo and Michael Perone, as well as from my interaction with other behavior analysts within the UWM psychology department, Jay Moore and Marshall Dermer.

Abstract: I will offer some observations about the experimental analysis of the human behavior. Among the questions that I will raise but not necessarily answer, are these: What is the place of human research within the broader field of behavior analysis? What are the implications of defining an area of study by the phylogenetic status of the subjects? Is it time to cut loose from our origins in the animal laboratory?

399 Symposium

5/26/2003

3:00 PM - 4:20 PM

Salon 4

CBM/DDA

Alternatives to Extinction in the Treatment of Pediatric Food Refusal (Databased Presentation)

Chair: Barbara J. Sierp-Shao (Kennedy Krieger Institute)

Discussant: Dorothea C. Lerman (Louisiana State University)

- **Prevalence of Extinction Bursts in the Treatment of Pediatric Feeding Disorders.** CHARLES S. GULOTTA, Jennifer E. Dawson, Kelsey Stewart and Leigh Rosica (Kennedy Krieger Institute)
- **Preventing Escape Prevention.** WILLIAM H. AHEARN (New England Center for Children)
- **Ready, Set, Eat: The Role of Self-Monitoring in the Treatment of Food Refusal.** JENNIFER E. DAWSON, Barbara J. Sierp-Shao, Charles S. Gulotta and Agnes Browne (Kennedy Krieger Institute)

400 International Paper Session

5/26/2003

3:00 PM - 4:20 PM

Sierra I

EAB

Experimental Analysis of Behavior #3

Chair: Suzanne H. Mitchell (Oregon Health & Science University)

- **Species Differences in Food Search and Foraging Efficiency (Databased Presentation).** LORAINÉ TAROU (Smithsonian National Zoological Park)
- **Behavioral Economics: The Effect of Prefeeding on the Inferior-Good Effect (Databased Presentation).** ERIC MESSICK, T. Mary Foster and William Temple (University of Waikato, New Zealand)
- **Effects of Multiple Delayed Rewards on Delay Discounting: Testing Ainslie's Theory of Bundled Rewards (Databased Presentation).** SUZANNE H. MITCHELL and Abigail J. Rosenthal (Oregon Health & Science University)

401 Paper Session

(available for CE for behavior analysts)

5/26/2003

3:00 PM - 4:20 PM

Salon 14/15

AUT

Extensions of the Picture Exchange Communication System (PECS)

Chair: Marjorie H. Charlop-Christy (Claremont McKenna College)

- **Teaching Children with Autism to Use Both Pictures and Words: A Multiple-Cue Training Approach for PECS (DDA; Databased Presentation).** MARJORIE H. CHARLOP-CHRISTY and Grace A. Werner (Claremont McKenna College)
- **Facilitating Vocal Manding Through Use of Picture Exchange Communication System (PECS) (DDA; Databased Presentation).** MAE R. BARKER (Florida State University) and Michelle Chrzczonowski and Brooke Rutland (Behavior Management Consultants)
- **An Experimental Evaluation of the Picture Exchange Communication System (PECS) (DDA; Databased Presentation).** ANNE R. CUMMINGS, James E. Carr and Linda A. LeBlanc (Western Michigan University)

402 Symposium

5/26/2003

3:00 PM - 4:20 PM

Salon 3

CBM

From Toddlers to Teens: ACT in Parent-Child Interaction and Group Contexts

Chair: Lisa W. Coyne (University of Mississippi)

Discussant: Patrick Friman (University of Nevada, Reno)

- **Values and Vulnerabilities in Parenting Young Children: Augmenting Parent Child Interaction Therapy.** LISA W. COYNE, Leigh Anne Faul and Kelly G. Wilson (University of Mississippi)
- **Treating Parent-Adolescent Conflict: Is Acceptance the Missing Link for an Integrative Family Therapy?** LAURIE GRECO (Cincinnati Children's Hospital Medical Center) and Georg Elfert (Chapman University)
- **Treating At-Risk Youth with an In-School Acceptance and Commitment Training Program.** DEBRA MOORE, Kelly G. Wilson, Dianna Wilson, Amy Murrell, Miguel Roberts, Rhonda Merwin, Catherine Adams and Marsha Walls (University of Mississippi)

403 International Symposium

5/26/2003

3:00 PM - 4:20 PM

Salon 5

CBM

Intervention Programs for the Treatment of Addictive Behaviors (Databased Presentation)

Chair: Hector Ayala (National University of Mexico)

- **Community Reinforcement Approach: Treatment for Chronic Alcohol and Drug Users in México.** LYDIA BARRAGAN, Silvia Chaine and Hector Ayala (National University of Mexico)
- **Description of Partial Results of a Brief Treatment for Cocaine Users.** ROBERTO OROPEZA and Hector Ayala (National University of Mexico)
- **Brief Intervention For Teenagers with Substance Use Problems.** KALINA MARTINEZ and Hector Ayala (National University of Mexico)
- **Evaluation of a Cognitive Behavioral Treatment Program for Addictive Behaviors in a University Population in Mexico City.** HORACIO QUIROGA, Angeles Mata and Arizbeth Ayala (National University of Mexico)

404 Symposium

(available for CE for behavior analysts)

5/26/2003

3:00 PM - 4:20 PM

Salon 8

AUT/DDA

Meaningful Outcomes in Autism Treatment at Home and School (Databased Presentation)

Chair: Alan E. Harchik (The May Institute)

- **Meaningful Measurement in Autism Intervention Programs.** SHAHLA S. ALA'I-ROSALES, Camille Agster, Holly C. Almon, Karen Palinsky and Rebecca Sawyer (University of North Texas)
- **Measuring Broad Social Outcomes of Early Intensive Behavioral Intervention for Three Children with Autism.** NANETTE PERRIN and Amanda Tyrrell (Community Living Opportunities Early Childhood Autism Program), Kevin P. Klatt (University of Wisconsin, Eau Claire), K. Renee Norman (Behavioral Dimensions, Inc.) and James A. Sherman and Jan B. Sheldon (University of Kansas)

- **Stimulus Fading for Food Refusal: Application in a Natural Setting.** JOSEPH RICCIARDI, Katherine Tippy, Shannon Tirrell and Nickole Corella (May Center for Early Childhood Education) and James Luiselli (May Center for Applied Research)
- **Looking Good: Reducing Drooling and Improving Eating Skills.** SHANNON KAY and Alan E. Harchik (The May Institute)

405 Symposium

(available for CE for behavior analysts)

5/26/2003

3:00 PM - 4:20 PM

Nob Hill B

EDC/DDA

Moving from Functional Assessment to the Design of Behavior Support (Databased Presentation)

Chair: Robert Horner (University of Oregon)

Discussant: Robert Horner (University of Oregon)

- **The Effects of Functional Assessment Information on the Selection of Behavior Support Plan Procedures.** RICHARD ALBIN (University of Oregon)
- **The Extent to Which Functional Behavioral Assessment Confidence Statements Predict the Agreement Between Functional Assessment Interview Results and Functional Analysis Results.** CHRISTOPHER BORGMEIER (University of Oregon)
- **The Impact of "Contextual Fit" on the Selection of Behavior Support Plan Procedures.** SARAH PUTRA SALENTINE (University of Oregon)

406 Paper Session

5/26/2003

3:00 PM - 4:20 PM

Sierra J

OBM

Organizational Behavior Management in Hospital Settings

Chair: Joseph R. Sasson (Western Michigan University)

- **Assessing Patient Falls Through Nursing Behavior (DEV; Databased Presentation).** TRAVIS McNEAL, Rebecca Johnson and W. Larry Williams (University of Nevada, Reno)
- **Process Improvement in the Medical Industry (Databased Presentation).** DOUG LAFLEUR (Student)
- **Computer-Based Training for Food Service Workers at a Hospital (Databased Presentation).** DAVID A. ECKERMAN (University of North Carolina) and Tammara Ammerman, Heather Fercho, Diane S. Rohlman and W. Kent Anger (Oregon Health & Science University)

407 Symposium

5/26/2003

3:00 PM - 4:20 PM

Pacific B

TPC

Philosophy Matters

Chair: Susan M. Silvestri (The Ohio State University)

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

- **Logical Positivism and Behavioral Epistemology.** CHRISTOPHER S. McDONOUGH (Hawthorne Country Day School)

- **The Four Most Widely Misrepresented and Misunderstood Big Ideas in Science.** SUSAN M. SILVESTRI and William L. Heward (The Ohio State University) and Jonathan W. Kimball (Bancroft NeuroHealth)
- **Incorporating Behaviorism in Teacher Education: More Than Talking the Talk.** RODNEY A. CAVANAUGH (SUNY at Plattsburgh)

408 Symposium

5/26/2003
3:00 PM - 4:20 PM
Nob Hill C
EDC/AUT

Precision Teaching in the Classroom (Databased Presentation)

Chair: Susan Malmquist (Morningside Academy)
Discussant: Carl V. Binder (Binder-Riha Associates)

- **Implementing Fluency Based Instruction into an Existing Autistic Support Program.** DONNA SALKIN and Tina Lawson (Pennsylvania Training and Technical Assistance Network) and Allison L. Moors (Fabrizio/Moors Consulting)
- **Precision Teaching Within Public School General and Special Education.** MICHAEL FABRIZIO (Fabrizio/Moors Consulting) and Kent Johnson (Morningside Academy)
- **Report on an Inclusive Academic Summer Program Model for Elementary Students.** ALISON L. MOORS (Fabrizio/Moors Consulting), Brenne Schario (Families for Effective Autism Treatment of Washington) and Amy King, Kelly Ferris, Sara Pahl and Michael Fabrizio (Fabrizio/Moors Consulting)

409 Paper Session

5/26/2003
3:00 PM - 4:20 PM
Pacific I
DDA

Preference Assessment

Chair: Steven L. Taylor (Glenwood Resource Center)

- **Assessment of Food Preference Stability with Subsequent Reinforcer Assessment Among Individuals with Severe Disabilities (Databased Presentation).** ROBIN T. LUNSFORD and Steven L. Taylor (Glenwood Resource Center) and Gretchen Jefferson (Eastern Washington University)
- **The Effect of Establishing Operations on Preference and Reinforcer Assessment Outcome (Databased Presentation).** JAMES PORTER (Kerrys Place Autism Services) and W. Larry Williams and Deborah Grnager (University of Nevada, Reno)
- **A Stimulus Preference Assessment Method for Non-tangible Stimuli (Databased Presentation).** TARA L. LIEBLEIN and Pamela G. Osnes (University of South Florida)

410 Symposium

5/26/2003
3:00 PM - 4:20 PM
Salon 11
AUT

Providing Effective Intervention for Young Children with Autism in Inclusive Environments (Databased Presentation)

Chair: Gusty-Lee Boulware (University of Washington)

- **Increasing Social Skills for Young Children with Autism in an Integrated Kindergarten Classroom.** GUSTY-LEE BOULWARE (University of Washington)

- **Providing Systematic Instruction Targeting Social Skills for Young Children with Autism in an Integrated Preschool Setting.** MARGARET BRASHERS (University of Washington)
- **Promoting Instructional Interactions: Effects of Training Preschool Teachers to Use a Discrete Trial Format Embedded Within Classroom Activities.** BONNIE McBRIDE (University of Washington)
- **Increasing Social Persistence During Recess for a Child with Autism.** RIN ROSENTHAL and Stacey Shook (Northwest Behavioral Associates)

411 Symposium

5/26/2003

3:00 PM - 4:20 PM

Nob Hill D

EDC

Providing Support to Targeted-Groups of Students Within the Classroom Setting

Chair: Teri Lewis-Palmer (University of Oregon)

Discussant: Phillip L. Gunter (Valdosta State University)

- **Implementing Small Group and Individual Behavior Support Plans in the Context of a School-Wide System of Positive Behavior Support.** TIMOTHY J. LEWIS, Lisa Powers, Lori Newcomer, Nanci Johnson and Linda Bradley (University of Missouri)
- **Academic and Social Impact of a Phonological Reading Program for Students with Emotional and Behavioral Disorders.** JOSEPH WEHBY and Kathleen L. Lane (Peabody College at Vanderbilt University)
- **Using Weekly Feedback to Increase Effectiveness of a Targeted-Group Intervention Within a School-Wide System of Behavior Support.** WENDY REINKE, Emma Martin and Teri Lewis-Palmer (University of Oregon)

412 Paper Session

(available for CE for behavior analysts)

5/26/2003

3:00 PM - 4:20 PM

Salon 12/13

AUT

Reducing Problem Behavior in Children with Autism

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

- **Group versus Individual Contingencies in a Reward Store Token Economy (Databased Presentation).** FREDERICA BLAUSTEN, Jeanine Soulet, Felicia Blumberg and Bobby Newman (Association in Manhattan for Autistic Children)
- **An Intensive Behavioral Approach to Feeding Problems in Children with Autism (DDA) (Databased Presentation).** JACQUELINE WYNN, Christine Averill and Jennifer Migliorini (Columbus Children's Hospital)
- **Successful Application of Behavioral Technology: Reduction of Maladaptive Behaviors in a Center-Based Autism School (Databased Presentation).** VANESSA JENSEN, Leslie Sinclair, Travis Haycock and Michelle DePolo (Cleveland Clinic Center for Autism)

Monday, May 26

413 Symposium

5/26/2003
3:00 PM - 4:20 PM
Nob Hill A
TBA

Teaching the Concept of Behavior Change Through Self-Management

Chair: Tami L. McDowell (Western Michigan University)

- **The Role of Self-Management Technology in the Training of Graduate Students at Western Michigan University.** JENNIFER L. RAMER, Katherine Kennedy and Richard W. Malott (Western Michigan University)
- **When Being Healthy Just Isn't Enough: The Effects of Self-Management in Increasing Exercise.** OSONG KIM, Natalie Witt, Mitch Fryling, Melinda Sota, Jennifer Clayton and Richard W. Malott (Western Michigan University)
- **This Is Your Brain on Self-Management: Achieving Professional Goals.** TRACY BRANDENBURG, Casey I. Corullo, Chiewfei Tan, Masayuki Shiraishi, Tiffani Williams, Wayne Sager and Richard W. Malott (Western Michigan University)
- **Every Grad Student's Nightmare: How to Complete a Thesis or Dissertation Before the Deadline.** ALICIA WARGOWSKY, Christen Rae, Amy Rosenberg and Richard W. Malott (Western Michigan University)

414 International Paper Session

5/26/2003
3:30 PM - 4:20 PM
Pacific C
TPC

Different Scopes in Behavior Analysis

Chair: Maria Amalia Andery (Pontifícia Universidade Católica de São Paulo)

- **A Behavior Analysis of Social Behavior.** MASAYA SATO (Teikyo University)
- **Notes on the Contemporaneity of Skinner's Science and Human Behavior.** MARIA AMALIA ANDERY, Nilza Micheletto and Tereza Maria Serio (Pontifícia Universidade Católica de São Paulo)

415 Panel Discussion

5/26/2003
3:30 PM - 4:20 PM
Pacific A
CSE/EAB

Dissemination of Basic Behavioral Research

Chair: Rachel S. F. Tarbox (University of Nevada, Reno)

- STEVEN C. HAYES (University of Nevada)
- JAMES M. JOHNSTON (Auburn University)
- M. JACKSON MARR (Georgia Institute of Technology)
- CAROL PILGRIM (University of North Carolina, Wilmington)

483 Symposium

5/27/2003

12:00 PM - 1:20 PM

Salon 3

CBM

Behavioral Intervention Services with the Mentally Ill: What Can yYou Teach? (Databased Presentation)

Chair: K. Paige Wilson (University of the Pacific)

Discussant: Holly White (University of the Pacific)

- **Medication Education and Compliance.** ERIKA HANSON (University of the Pacific)
- **Problem Solving.** BREHAN KUHN (University of the Pacific)
- **Social Skills.** STACI SAYLORS (University of the Pacific)

484 Symposium

(available for CE for behavior analysts)

5/27/2003

12:00 PM - 1:20 PM

Nob Hill C

EDC

Concurrent Schedules of Reinforcement in Assessment and Intervention for Problem (Databased Presentation)

Chair: Stephanie M. Peterson (The Ohio State University)

Discussant: Linda J. Cooper-Brown (University of Iowa)

- **Descriptive Analysis of Destructive and Appropriate Behavior: Obtained Rates of Reinforcement During Assessment and Treatment.** JOHN HOCH, Frank Symons and Jennifer J. McComas (University of Minnesota)
- **A Concurrent Operants Assessment to Identify Client Preference for Mands Used in Functional Communication Training Packages.** LISA WINBORN, Joel E. Ringdahl and David P. Wacker (University of Iowa) and Kana Kitsukawa (Shema Kolainu: Hear Our Voices)
- **When Optimal Is Optional: Conditional Effects of Classroom Interventions Derived from Assessment of Influential Reinforcer Dimensions.** NANCY M. ARMSTRONG (Columbus Public Schools) and Nancy A. Neef, Julie Marckel, Sunhwa Jung and Lindsay Nist (The Ohio State University)

485 Symposium

5/27/2003

12:00 PM - 1:20 PM

Salon 12/13

AUT/EDC

Demonstrations of Scientist-Practitioner Approaches to the Treatment of Autism (Databased Presentation)

Chair: Jane M. Shively (University of North Texas)

Discussant: Bobby Newman (Room to Grow)

- **The Effects of Priming and Contingent Attention on Novel Play Episodes in a Child with Autism.** JULIE JOSENDALE, Shahla S. Ala'i-Rosales and Jesus Rosales-Ruiz (University of North Texas)
- **Effects of a Remote Control Tactile Stimulus on Conversation Skills in Children with Autism.** JANE M. SHIVELY, Curtis Harris, Jesus Rosales-Ruiz and Shahla S. Ala'i-Rosales (University of North Texas)
- **The Effects of Role-Play and Coaching on Acquisition and Generalization of Teaching Skills.** HOLLY C. ALMON, Shane Isley, Jesus Rosales-Ruiz and Shahla S. Ala'i-Rosales (University of North Texas)

486 Symposium

5/27/2003

12:00 PM - 1:20 PM

Pacific I

DDA/OBM

Developing a Data-Based System for Maintaining Accuracy and Consistency in Program Implementation for Developmentally Disabled Adults (Databased Presentation)

Chair: Martin J. Pollack (Southbury Training School)

- **A Comprehensive Training Approach to Develop, Maintain and Evaluate Staff Adherence to Program Procedures.** MARTIN J. POLLACK, Ingo Bergsteinsson, Carla Ratti, Lynn McMunn, Jill Niesen, Stephen Eversole, Gregory Bertsch and Ajit Doolabh (Southbury Training School)
- **Analysis of Staff Performance Outcomes from Program Implementation Training.** INGO BERGSTEINSSON, Martin J. Pollack, Ajit Doolabh, Greg Bertsch, Stephen Eversole and Carla Ratti (Southbury Training School)
- **Analysis of the Impact of Staff Variables on Program Implementation.** Ingo Bergsteinsson, CARLA RATTI, Martin J. Pollack, Stephen Eversole, Greg Bertsch and Ajit Doolabh (Southbury Training School)
- **Managing System Refinements and Maintenance: Enhancing Managerial Use of Prescriptive Feedback.** MARTIN J. POLLACK and Ingo Bergsteinsson (Southbury Training School)

487 Symposium

5/27/2003

12:00 PM - 1:20 PM

Salon 2

EAB/EDC

Enhancing the Effectiveness and Discriminability of Learning Trials Using Distinctive Olfactory Stimuli (Databased Presentation)

Chair: T. Stewart Watson (Mississippi State University)

Discussant: Patrick Friman (Girls and Boys Town)

- **Investigating the Effects of Different Olfactory Stimuli on Delayed Recall.** TONYA S. BUTLER, T. Stewart Watson and Nicholas E. Hoda (Mississippi State University)
- **Does Verbal Priming Improve Olfactory Cued Recall?** T. STEUART WATSON, Tonya S. Butler and Nicholas E. Hoda (Mississippi State University)
- **Mixing and Matching Olfactory Cues: Does Similarity Matter?** TONYA S. BUTLER, T. Stewart Watson and Nicholas E. Hoda (Mississippi State University)

488 Symposium

5/27/2003

12:00 PM - 1:20 PM

Sierra K

OBM/CSE

Examining Differing Goal Setting and Feedback Techniques to Improve Occupational Safety Behaviors (Databased Presentation)

Chair: Timothy Ludwig (Appalachian State University)

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

- **Reducing Back Injuries Resulting from Incorrect Consumer Transfers.** LESLIE SHIER, P. Beebe, John Austin, Steven Culver, Brenda Boerger (Western Michigan University)

- **Contrasting Static-Outcome Goal Setting with Dynamic-Interim Goal Setting.** TIMOTHY LUDWIG, Steven Pennell, Nancy Platt and Littlejohn Traxler (Appalachian State University)
- **Behavior-Based Safety in Mining Operations: A Self-Management Approach.** JEFFREY S. HICKMAN and E. Scott Geller (Virginia Polytechnic Institute and State University)

489 International Paper Session

5/27/2003

12:00 PM - 1:20 PM

Salon 7

EAB

Experimental Analysis of Behavior #4

Chair: Marilyn K. Bonem (Eastern Michigan University)

- **Artificial Neural Network Analysis of Derived Relational Frames (TPC; Databased Presentation).** CHRIS NINNESS, Robin Rumph, Anna Bradfield, Eleazar Vasquez and Carol Harrison (Stephen F. Austin University), Sharon Ninness (Nacogdoches ISD) and Glen McCuller (Stephen F. Austin University)
- **What Operant Reinforcement Can't Do (VRB).** FRANCOIS TONNEAU (Universidad de Guadalajara)
- **Protocol Analysis of Rhyming and Alliterative Equivalence Relations (VRB; Databased Presentation).** TOM RANDELL and Bob Remington (University of Southampton)

490 Symposium

5/27/2003

12:00 PM - 1:20 PM

Sierra I

EAB/OBM

Extending the Behavioral Ecology of Consumption: Further Adventures in Online Foraging and Supermarket Shopping (Databased Presentation)

Chair: Diane F. DICLEMENTE (Dickinson College)

- **Elasticity of Demand and Consumer Brand Choice.** GORDON R. FOXALL (Cardiff University), Jorge M. Oliveira-Castro (University of Brasilia) and Teresa C. Schrezenmaier (Cardiff University)
- **Extending the Behavioral Ecology of Consumption: Variable Delays in an Online Shopping Simulation.** DONALD A. HANTULA (Temple University) and Amy Rajala Harper (Liberty Mutual)
- **Is the Waiting the Hardest Part? The Effect of Delay Distractions in a Simulated Internet Shopping Mall.** DIANE F. DICLEMENTE, Maya Winoker, Almee Leclerc, Caldwell Gaffney and Michael Pente (Dickinson College)
- **Pricing Effects on Foraging in a Simulated Internet Shopping Mall.** CARTER L. SMITH (Temple University)

Tuesday, May 27

491 International Symposium**(available for CE for behavior analysts)**

5/27/2003

12:00 PM - 1:20 PM

Pacific J

DDA/EAB

Modeling Applied Problems via Basic Research (Databased Presentation)

Chair: Craig H. Kennedy (Vanderbilt University)

Discussant: F. Charles Mace (University of Wales)

- **Effects of Fixed-Interval Exposure on Rats? Lever Pressing Under Similar and Dissimilar Noncontingent Schedules of Food.** STEPHEN C. HAWORTH and Timothy R. Vollmer (University of Florida) and Frans van Haaren (ABC Interventions, Inc.)
- **An Operant Model of Extrapyramidal Side Effects in the Rat: Comparison of Haloperidol and Risperidone.** TODD L. McKERCHAR, Troy J. Zarcone, Elena Y. Vorontsova and Stephen C. Fowler (University of Kansas Life Span Institute)
- **Variable-Interval Length Alters the Effects of REM Sleep Deprivation on Appetitively Reinforced Responding.** MICHAEL KIRBY and Craig H. Kennedy (Vanderbilt University)

492 Symposium

5/27/2003

12:00 PM - 1:20 PM

Sierra J

OBM

Performance Engineering (Databased Presentation)

Chair: Guy S. Bruce (APEX Consulting)

- **An Overview of Performance Engineering to Improve Consumer Health.** GUY S. BRUCE (APEX Consulting)
- **Development of a Computer-Based Cybernetic System of Instruction.** JOHN ESHLEMAN (Optimal Instructional Systems and APEX Consulting)
- **Applying Performance-Based Instruction to Simulations of Devices.** MARILYN GILBERT (Performance Engineering Group)
- **Fluency-Based Instruction and Accelerated Productivity Ramp-up in a Customer Call Center.** CARL V. BINDER (Binder Riha Associates)

493 Symposium

5/27/2003

12:00 PM - 1:20 PM

Salon 10

OTH

The Behavioral Virtual Community: Linking the World of Behavior Analysis

Chair: Marcie Desrochers (College of Charleston)

Discussant: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

- **Lessons from Listservs on Learning.** PAT WILLIAMS (University of Houston-Downtown)
- **The Shaping of Behavior Analysis on the Internet: An Historical Overview.** JOSEPH J. PLAUD (Cambridge Center for Behavioral Studies)
- **Is What Members of an Electronic Discussion Group Get, What They Want?** MARCIE DESROCHERS (College of Charleston)

494 International Symposium

5/27/2003

12:00 PM - 1:20 PM

Pacific H

VRB/EDC

Verbal Behavior as the Basis of CABAS® Programs (Databased Presentation)

Chair: Dolleen-Day Keohane (Columbia University Teachers College)

- **Increasing Writer Behavior Using Writer Immersion as a Tactic.** Katherine Meincke (Columbia University Teachers College) and EMMA HAWKINS and Sharon Baxter (Jigsaw School)
- **Writer Immersion as a Tactic to Increase Students' Use of Autoclitics Across Novel Topographies.** JOANN PEREIRA and Dolleen-Day Keohane (Columbia University Teachers College)
- **The Effects of In Situ Instruction on the Scientific Tacts and Verbally Mediated Behavior of Teacher.** Dolleen-Day Keohane and KATHERINE MEINCKE (Columbia University Teachers College)
- **Verbal Behavior as the Basis of Supervision in CABAS® Programs.** DOLLEEN-DAY KEOHANE (Columbia University Teachers College)

495 International Paper Session

(available for CE for behavior analysts)

5/27/2003

12:30 PM - 1:20 PM

Salon 1

EAB

Stimulus Equivalence

Chair: Bob Remington (University of Southampton)

- **The Role of Name Pre-training and Verbal Interference During Emergent Testing in Equivalence Class Formation (VRB; Databased Presentation).** BOB REMINTON, Tom Randell and Katherine Lees (University of Southampton)
- **Symmetry in Cebus Apella (DDA; Databased Presentation).** JOSE RICARDO SANTOS, Romariz Barros and Olavo Galvão (Universidade Federal do Pará)

496 International Paper Session

5/27/2003

1:00 PM - 1:20 PM

Pacific A

CSE

A School-Based Intervention to Increase Fruit and Vegetable Consumption Amongst Four to Eleven Year-Olds

Chair: Katy Tapper (University of Wales, Bangor)

KATY TAPPER (University of Wales, Bangor)

2002 Sustaining and Supporting Members

Through their contributions, sustaining and supporting members help build the ABA endowment fund and support the growth, development and vitality of behavior analysis. The following ABA members provided this support during the 2002 membership year.

Sustaining Members

Edward Anderson
Jay S. Bimbrauer
Andrew S. Bondy
Betsy J. Constantine
Aubrey C. Daniels
Alyce M. Dickinson
H. Todd Eachus
Janet Ellis
Judith E. Favell
Sigrid S. Glenn
R. Douglas Greer
Noriko Hirasawa
David L. Holmes
Matthew L. Israel
Kent Johnson
Mark E. Kovaleski
Victor G. Laties
Kennon A. Lattal
Ronald B. Leaf
Ogden R. Lindsley
Richard W. Malott
Terry E. McSween
Francis Mechner
Jack Michael
David A. Nolley
Terry J. Page
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Phil Reed
Leslie Sinclair
Howard Sloane
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Thank you to all who donated to SABA's Student Presenters Fund for the 29th annual convention. Your generous contributions have supported the registration of 47 student presenters in San Francisco!

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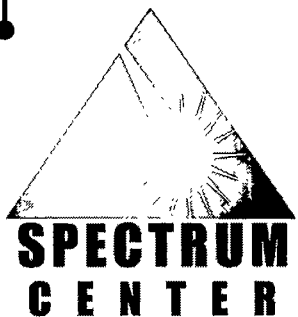
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2003 Convention Registration Form

Mail form and payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001
Telephone: (269) 492-9310 Fax: (269) 492-9316

Personal Information

NAME (Last, first, middle)

Fill out the following information ONLY if changed:

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Signature

Note: To register as a member, you must be an ABA member for the 2003 calendar year. If you do not wish to renew your membership for 2003, you must register as a non-member. **Presenters and authors must register for the convention.**

Convention Registration

A discount is available for early payment of registration fees. If your registration is postmarked before March 15, 2003, send the amount listed in the "until" column. You may register for the entire convention or for just one day.

Please Note: Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

Registration for Entire Convention

(Saturday 5/24 – Tuesday 5/27) Circle your membership category from the list below.

Fill in the appropriate amount:

\$ _____

Category	Until 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$94	<input type="checkbox"/> \$114
Emeritus and Student	<input type="checkbox"/> \$41	<input type="checkbox"/> \$51
Chapter-Adjunct	<input type="checkbox"/> \$125	<input type="checkbox"/> \$145
Non-member	<input type="checkbox"/> \$241	<input type="checkbox"/> \$261

One-Day Registration

Circle day(s) attending:

Saturday 5/24

Sunday 5/25

Monday 5/26

Tuesday 5/27

Circle your membership category from the list below and fill in the appropriate amount (fee X # of days):

\$ _____

Category	Until 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$41	<input type="checkbox"/> \$51
Emeritus and Student	<input type="checkbox"/> \$41	<input type="checkbox"/> \$51
Chapter-Adjunct	<input type="checkbox"/> \$59	<input type="checkbox"/> \$69
Non-member	<input type="checkbox"/> \$82	<input type="checkbox"/> \$92

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Sweatshirts with San Francisco 2003 Logo

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Donation to Support Student Presenters \$ _____

Workshop Fee Total (from next page) \$ _____

Total Payment Enclosed: \$ _____

Note: A \$25 processing fee will be charged for registration refunds up to May 2, 2003. After May 2nd, no refunds will be granted.

See page 7 for details on continuing education.

ABA 2003 Workshop Registration Form

Workshop tickets will be at the Pre-Registration desk on-site. Workshops are subject to cancellation due to insufficient enrollment.

Friday May 23, 10 a.m. – 6 p.m.

1. **Chickens as Training Models**
Members: \$269 Non-Members: \$284
2. **Acceptance and Commitment Therapy....**
Members: \$144 Non-Members: \$159
3. **Data-based Strategies to Promote....**
Members: \$129 Non-Members: \$144
4. **Designing an ABA Classroom....**
Members: \$229 Non-Members: \$244
5. **From Match-To-Sample To Theory of Mind....**
Members: \$149 Non-Members: \$164
6. **Intensive Early Intervention....**
Members: \$131 Non-Members: \$146
7. **Organizational Design and Development....**
Members: \$159 Non-Members: \$174
8. **Professional and Research Ethics for....**
Members: \$124 Non-Members: \$139
9. **Professional Conduct and Ethical Decision....**
Members: \$144 Non-Members: \$159
10. **Promoting Speech and Language....**
Members: \$149 Non-Members: \$164
11. **Teaching Reading and Writing to Young....**
Members: \$119 Non-Members: \$134
12. **Teaching Verbal Behavior**
Members: \$134 Non-Members: \$149
13. **The Cipani Child Behavior Management**
Members: \$131 Non-Members: \$146
14. **Training Teachers and Paraprofessionals....**
Members: \$124 Non-Members: \$139
- 14a. **Autism: A Comprehensive Behavior....**
Members: \$169 Non-Members: \$184
- 14b. **The Client-Therapist Relationship In....**
Members: \$119 Non-Members: \$134

Friday May 23, 10 a.m. – 1 p.m.

15. **Developing Fluent Language Skills for (I)....**
Members: \$217 Non-Members: \$232

Friday May 23, 2 p.m. – 5 p.m.

16. **Developing Fluent Language Skills for (II)....**
Members: \$217 Non-Members: \$232

Friday May 23, 6 p.m. – 9 p.m.

17. **A (Re)introduction to Goldiamond's....**
Members: \$87 Non-Members: \$102
18. **Building Naturalized Play Skills for Children....**
Members: \$164 Non-Members: \$179
19. **Charting on the Standard Celeration Chart**
Members: \$167 Non-Members: \$182
20. **Consulting the Behavioral Way....**
Members: \$107 Non-Members: \$122
21. **Data Collection and Analysis Strategies....**
Members: \$192 Non-Members: \$207
22. **Discrimination Training Curriculum for....**
Members: \$79 Non-Members: \$94
23. **Life-Quality Programming for People....**
Members: \$147 Non-Members: \$162
24. **Maintaining the Fidelity of Applied....**
Members: \$67 Non-Members: \$82
25. **Serving Children with ASD in the Publ....**
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26. **Skinner's Analysis of Verbal Behavior....**
Members: \$82 Non-Members: \$97
27. **Taking It to Them: Teaching Applied....**
Members: \$82 Non-Members: \$97
28. **Teaching Intra Courses with Adaptive....**
Members: \$67 Non-Members: \$82
29. **Teaching Parents to Effectively Intervene....**
Members: \$72 Non-Members: \$87

30. **Using Organizational Behavior....**

Members: \$77 Non-Members: \$92

31. **Improve Your Oral Presentations**

Members: \$72 Non-Members: \$87

42. **Inclusion: Programming the....**

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

Saturday May 24, 8 a.m. – 11 a.m.

32. **A Five-Step Organization-Wide....**

Members: \$117 Non-Members: \$132

33. **Behavioral Applications for Sports....**

Members: \$127 Non-Members: \$142

34. **Biological Causation in the Professional....**

Members: \$67 Non-Members: \$82

35. **Changing Thoughts, Feelings, and Urges**

Members: \$82 Non-Members: \$97

36. **Consulting to Schools: How to Establish....**

Members: \$72 Non-Members: \$87

37. **Developing Appropriate Staff Training....**

Members: \$77 Non-Members: \$92

38. **Effective Supervision and Data Collection....**

Members: \$132 Non-Members: \$147

39. **Emotions and Emotional Behavior**

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40. **Everyday Ethics of Behavior Analysts....**

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41. **What They Didn't Teach You In Graduate....**

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43. **Increasing Independence Through Effective....**

Members: \$77 Non-Members: \$92

44. **Intensive Early Intervention....**

Members: \$73 Non-Members: \$88

45. **Overcoming the Challenges of Staffing ABA....**

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

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Members: \$217 Non-Members: \$232

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Members: \$79 Non-Members: \$94

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Members: \$117 Non-Members: \$132

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59. **Using Hand-Held Pocket PC Technology....**

Members: \$132 Non-Members: \$147

60. **Using Skinner's Analysis of Verbal....**

Members: \$72 Non-Members: \$87

Enter workshop number(s) & totals below and on page 287.	
Workshop # _____	\$ _____
Workshop # _____	\$ _____
Workshop # _____	\$ _____
After 3/15, add \$25 for each 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% and 100% of the US'. Membership dues have not changed in Category A. These countries include: **Australia, Bahrain, Belgium, Canada, Cayman Islands, Denmark, Finland, Germany, Guam, Iceland, Ireland, Israel, Japan, Netherlands, Norway, Philippines, Poland, Qatar, Sweden, Switzerland, Taiwan and the United Kingdom.**

Category B fees are for members in countries with income per capita between 50% and 75% of the US'. These countries include: **France, Italy, New Zealand, Saudi Arabia, Singapore, and Spain.** Members in Category B will receive a 25% discount on membership dues.

Category C fees are for members in countries with income per capita between 25% and 50% of the US'. These countries include: **Argentina, Greece, and South Korea.** Members in Category C will receive a 40% discount on membership dues.

Category D fees are for members in countries with income per capita between <25% of the US'. These countries include: **Brazil, China, Colombia, Jordan, Mexico, Peru, Portugal, Russia, Turkey, and Venezuela.** Members in Category D will receive a 60% discount on membership dues.

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://ita.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 293-298. 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 291. 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 mail@abainternational.org or by fax at (269) 492-9316.

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 2003 ABA Program, 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 290).

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. Send vita if you have not previously been a full member of ABA.

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 2003 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 (269) 492-9316. **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.abainternational.org>

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 2003 Membership Form, Category A

For members in: Australia, Bahrain, Belgium, Canada, Cayman Islands, Denmark, Finland, Germany, Guam, Iceland, Ireland, Israel, Japan, Netherlands, Norway, Philippines, Poland, Qatar, Sweden, Switzerland, Taiwan and the United Kingdom.

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Telephone: (269) 492-9310; Fax: (269) 492-9316

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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 # (Include area and/or country codes): _____

HOME TELEPHONE # (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 Years	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$254	<input type="checkbox"/> \$737
SUPPORTING	<input type="checkbox"/> \$138	<input type="checkbox"/> \$400
FULL	<input type="checkbox"/> \$104	<input type="checkbox"/> \$291
AFFILIATE	<input type="checkbox"/> \$104	<input type="checkbox"/> \$291
EMERITUS	<input type="checkbox"/> \$41	<input type="checkbox"/> \$115
STUDENT	<input type="checkbox"/> \$41	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36	<input type="checkbox"/> \$101
STUDENT TRANSITION*	<input type="checkbox"/> \$59	<input type="checkbox"/> \$246

*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 290 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	<input type="checkbox"/> \$610
SUPPORTING	<input type="checkbox"/> \$78	<input type="checkbox"/> \$340
FULL	<input type="checkbox"/> \$60	<input type="checkbox"/> \$247
AFFILIATE	<input type="checkbox"/> \$60	<input type="checkbox"/> \$247
EMERITUS	<input type="checkbox"/> \$28	<input type="checkbox"/> \$102
STUDENT	<input type="checkbox"/> \$28	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23	<input type="checkbox"/> \$88

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
☐ Behaviorists for Social Responsibility
☐ Behaviorists Interested in Gambling
☐ Clinical Behavior Analysis
☐ Crime and Delinquency
☐ Development & Behavior Analysis
☐ Direct Instruction
☐ Experimental Analysis of Human Behavior (EAHB)
☐ Instructional Design
☐ Interbehaviorists in ABA
☐ OBM Network
☐ Parent-Professional Partnership
☐ Rehabilitation & Independent Living
☐ Society for the Quantitative Analyses of Behavior (SQAB)
☐ Sports, Health, & Fitness
☐ Standard Celeration Charters
☐ Teaching Behavior Analysis
☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
☐ Argentina ABA
☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
☐ Australian Association for Cognitive Behaviour Therapy
☐ Behavior Analysis Association of Michigan
☐ Behavior Analysis Society of Illinois
☐ Behaviour Analysis in Ireland

- ☐ Berkshire Association for Behavior Analysis and Therapy
☐ California ABA
☐ Chicago ABA
☐ Chinese ABA
☐ Colombia ABA
☐ Delaware Valley ABA
☐ Experimental Analysis of Behaviour Group, UK and Europe
☐ Florida ABA
☐ Georgia ABA
☐ German Society for Behavioral Medicine and Behavior Modification
☐ Gulf Region ABA
☐ 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 Behavior Analysis & Therapy
☐ New York State ABA
☐ North Carolina ABA
☐ Northwestern ABA
☐ Norway 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
☐ Membership - International Development
☐ Membership - Recruitment & Retention
☐ Program - Program Committee
☐ Science Policy & Research
☐ Standards, Accreditation & Professional Affairs
☐ Publications

ABA 2003 Membership Form, Category B

For members in France, Italy, New Zealand, Saudi Arabia, Singapore, & Spain

Mail with payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001
Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org

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 # (include area and/or country codes): _____

HOME TELEPHONE # (include area and/or country codes): _____

FAX # (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	<input type="checkbox"/> \$560
SUPPORTING	<input type="checkbox"/> \$104	<input type="checkbox"/> \$302
FULL	<input type="checkbox"/> \$79	<input type="checkbox"/> \$221
AFFILIATE	<input type="checkbox"/> \$79	<input type="checkbox"/> \$221
EMERITUS	<input type="checkbox"/> \$37	<input type="checkbox"/> \$104
STUDENT	<input type="checkbox"/> \$37	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36	<input type="checkbox"/> \$101
STUDENT TRANSITION*	<input type="checkbox"/> \$44	<input type="checkbox"/> \$186

*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 290 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	<input type="checkbox"/> \$463
SUPPORTING	<input type="checkbox"/> \$59	<input type="checkbox"/> \$257
FULL	<input type="checkbox"/> \$45	<input type="checkbox"/> \$187
AFFILIATE	<input type="checkbox"/> \$45	<input type="checkbox"/> \$187
EMERITUS	<input type="checkbox"/> \$28	<input type="checkbox"/> \$95
STUDENT	<input type="checkbox"/> \$28	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23	<input type="checkbox"/> \$88

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
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analyses of Behavior (SQAB)
- ☐ Sports, Health, & Fitness
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland

- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Gulf Region ABA
- ☐ 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 Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norway 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
- ☐ Membership - International Development
- ☐ Membership - Recruitment & Retention
- ☐ Program - Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications

ABA 2003 Membership Form, Category C

For members in Argentina, Greece, & South Korea

Mail with payment to: ABA; 1219 South Park Street, Kalamazoo, MI 49001

Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org

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'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"/> \$154	<input type="checkbox"/> \$447
SUPPORTING	<input type="checkbox"/> \$83	<input type="checkbox"/> \$241
FULL	<input type="checkbox"/> \$63	<input type="checkbox"/> \$176
AFFILIATE	<input type="checkbox"/> \$63	<input type="checkbox"/> \$176
EMERITUS	<input type="checkbox"/> \$37	<input type="checkbox"/> \$104
STUDENT	<input type="checkbox"/> \$37	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36	<input type="checkbox"/> \$101
STUDENT TRANSITION*	<input type="checkbox"/> \$37	<input type="checkbox"/> \$150

*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 290 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	<input type="checkbox"/> \$370
SUPPORTING	<input type="checkbox"/> \$46	<input type="checkbox"/> \$204
FULL	<input type="checkbox"/> \$37	<input type="checkbox"/> \$150
AFFILIATE	<input type="checkbox"/> \$37	<input type="checkbox"/> \$150
EMERITUS	<input type="checkbox"/> \$28	<input type="checkbox"/> \$95
STUDENT	<input type="checkbox"/> \$28	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23	<input type="checkbox"/> \$88

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
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analyses of Behavior (SQAB)
- ☐ Sports, Health, & Fitness
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland

- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
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- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Gulf Region ABA
- ☐ 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 Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norway 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
- ☐ Membership – International Development
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications

ABA 2003 Membership Form, Category D

For members in Brazil, China, Colombia, Jordan, Mexico, Peru, Portugal, Russia, Turkey, & Venezuela

Mail with payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001

Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org

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"/> \$103	<input type="checkbox"/> \$299
SUPPORTING	<input type="checkbox"/> \$56	<input type="checkbox"/> \$162
FULL	<input type="checkbox"/> \$42	<input type="checkbox"/> \$118
AFFILIATE	<input type="checkbox"/> \$42	<input type="checkbox"/> \$118
EMERITUS	<input type="checkbox"/> \$37	<input type="checkbox"/> \$104
STUDENT	<input type="checkbox"/> \$37	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36	<input type="checkbox"/> \$101
STUDENT TRANSITION*	<input type="checkbox"/> \$37	<input type="checkbox"/> \$113

*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 290 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"/> \$51	<input type="checkbox"/> \$247
SUPPORTING	<input type="checkbox"/> \$37	<input type="checkbox"/> \$143
FULL	<input type="checkbox"/> \$37	<input type="checkbox"/> \$113
AFFILIATE	<input type="checkbox"/> \$37	<input type="checkbox"/> \$113
EMERITUS	<input type="checkbox"/> \$28	<input type="checkbox"/> \$95
STUDENT	<input type="checkbox"/> \$28	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23	<input type="checkbox"/> \$88

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
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analyses of Behavior (SQAB)
- ☐ Sports, Health, & Fitness
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Gulf Region ABA
- ☐ 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 Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norway 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
- ☐ Membership – International Development
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications



Society for the Advancement of Behavior Analysis

General Information

SABA was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities, and other areas. SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA). The nine Directors of SABA also are members of the Executive Council of ABA.

Advantages of Giving

The Society provides advantages to donors and to behavior analysis because:

- It is private and non-profit, existing solely for the benefit of behavior analysis.
- It is directly accountable to the behavior analysis community through its permanent connection with ABA's Executive Council.
- It allocates unrestricted gifts to help advance behavior analysis in areas which otherwise might not be funded.
- It is flexible in working with donors to see that any specific requests they have will be honored within the guidelines of the Society.
- Its gifts are tax deductible.
- Its small size and low overhead ensure that gifts are directed to programs and not to administrative costs.

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 programs 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.

The Society safeguards privacy rights and confidential information. The Society neither accepts nor grants favors for the personal gain of any individual, nor does it accept favors where a higher public interest would be violated. The Society avoids actual or apparent conflicts of interest and, if in doubt, seeks guidance from appropriate authorities.

Contributions

When making a donation to support the advancement of behavior analysis, please indicate to which SABA fund you are contributing:

The **Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

The **Student Presenters Fund** supports registration fees for senior student presenters of a paper or poster at the ABA annual convention.

Unrestricted Funds are allocated by the SABA Board of Directors for specific purposes.

Gifts should be made to:

Society for the Advancement of Behavior Analysis, Inc.
1219 South Park Street
Kalamazoo, MI 49001

SABA welcomes inquiries about gifts of any type by writing to the above address, by calling (269) 492-9310, by sending a fax to (269) 492-9316, or by E-mailing the ABA office at mail@abainternational.org.

Analysis of Verbal Behavior Order Form

Mail with payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001
Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org

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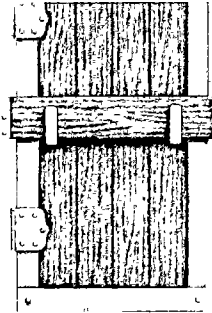
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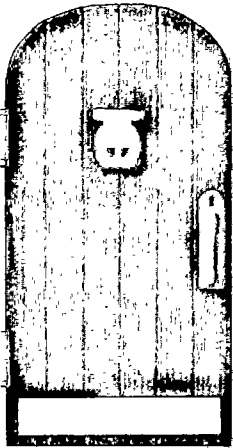
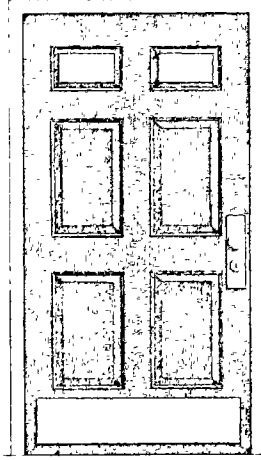
ABA 2003	Friday	Saturday	Sunday	Monday	Tuesday
7:30 AM					
8:00 AM					
8:30 AM					
9:00 AM					
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8:00 PM					
8:30 PM					
9:00 PM					
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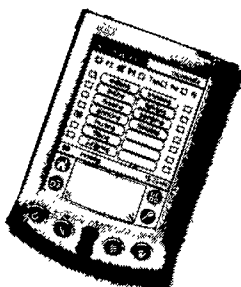
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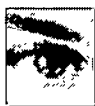
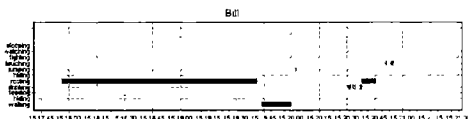
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Gather behavioral data wherever you want




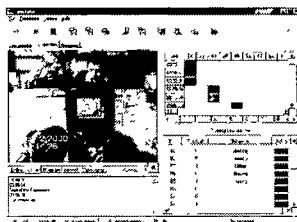
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Spectator

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**
- 
- The screenshot shows the Observer software interface. At the top, there's a menu bar with options like 'Display', 'View', 'Edit', 'Data', 'Tools', 'Help'. Below the menu is a toolbar with icons for various functions. The main window displays a video frame of two people in a room. On the right side of the video frame, there's a vertical toolbar with icons for zooming and other video controls. At the bottom of the interface, there's a data table with columns for 'Time', 'Behavior', and 'Duration'. The table is currently empty.



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#199(76), #201(126), #201(110), #215,
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#358(44), #358(34), #358(33), #362(129),
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#423(85), #425(133), #444, #491

Education (EDC)

#13, #53, #87, #89, #96(23) #96(25)
#96(27) #99(75) #99(58) #99(65) #143,
#156, #179, #188, #196(29), #196(21),
#196(5), #197(44), #198(65), #198(51),
#216, #229, #230, #244, #246, #264(22),
#264(11), #264(25), #264(18), #264(23),
#264(26), #264(2), #267(70), #268(106),
#268(102), #268(80), #270(131),
#270(132), #270(138), #270(133),
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#373, #374, #420(30), #420(18),
#420(22), #420(7), #420(19), #423(77),
#423(78), #426(146), #447, #462, #465,
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#25, #27, #59, #96(1) #101(118), #139,
#198(49), #198(72), #239, #248, #320,
#373, #394, #421(45), #423(80),
#423(79), #486, #490

Other (OTH)

#26, #29, #76, #94, #467

Teaching Behavior Analysis (TBA)

#14, #101(121), #140, #181, #201(123),
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#425(122), #459, #473, #474

**Theoretical, Philosophical, and Conceptual
Issues (TPC)**

#50, #74, #79, #82, #90, #94, #97(41)
#100(106), #100(101), #100(105),
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#226, #246, #264(6), #268(88), #268(81),
#268(100), #300, #314, #325, #328,
#363(142), #373, #383, #396, #416,
#422(59), #423(84), #424(92), #426(139),
#429, #430, #439, #454, #458, #477,
#489

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#16, #18, #21, #55, #60, #86, #100(96),
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#200(100), #200(95), #200(87), #224,
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#267(74), #268(107), #270(128), #321,
#330, #357(7), #357(23), #357(4),
#361(107), #420(31), #424(106),
#424(88), #456, 489, #495

483 Symposium

5/27/2003

12:00 PM - 1:20 PM

Salon 3

CBM

Behavioral Intervention Services with the Mentally Ill: What Can yYou Teach? (Databased Presentation)

Chair: K. Paige Wilson (University of the Pacific)

Discussant: Holly White (University of the Pacific)

- **Medication Education and Compliance.** ERIKA HANSON (University of the Pacific)
- **Problem Solving.** BREHAN KUHN (University of the Pacific)
- **Social Skills.** STACI SAYLORS (University of the Pacific)

484 Symposium

(available for CE for behavior analysts)

5/27/2003

12:00 PM - 1:20 PM

Nob Hill C

EDC

Concurrent Schedules of Reinforcement in Assessment and Intervention for Problem (Databased Presentation)

Chair: Stephanie M. Peterson (The Ohio State University)

Discussant: Linda J. Cooper-Brown (University of Iowa)

- **Descriptive Analysis of Destructive and Appropriate Behavior: Obtained Rates of Reinforcement During Assessment and Treatment.** JOHN HOCH, Frank Symons and Jennifer J. McComas (University of Minnesota)
- **A Concurrent Operants Assessment to Identify Client Preference for Mands Used in Functional Communication Training Packages.** LISA WINBORN, Joel E. Ringdahl and David P. Wacker (University of Iowa) and Kana Klitsukawa (Shema Kolainu: Hear Our Voices)
- **When Optimal Is Optional: Conditional Effects of Classroom Interventions Derived from Assessment of Influential Reinforcer Dimensions.** NANCY M. ARMSTRONG (Columbus Public Schools) and Nancy A. Neef, Julie Marckel, Sunhwa Jung and Lindsay Nist (The Ohio State University)

485 Symposium

5/27/2003

12:00 PM - 1:20 PM

Salon 12/13

AUT/EDC

Demonstrations of Scientist-Practitioner Approaches to the Treatment of Autism (Databased Presentation)

Chair: Jane M. Shively (University of North Texas)

Discussant: Bobby Newman (Room to Grow)

- **The Effects of Priming and Contingent Attention on Novel Play Episodes in a Child with Autism.** JULIE JOSEDALE, Shahla S. Ala'i-Rosales and Jesus Rosales-Ruiz (University of North Texas)
- **Effects of a Remote Control Tactile Stimulus on Conversation Skills in Children with Autism.** JANE M. SHIVELY, Curtis Harris, Jesus Rosales-Ruiz and Shahla S. Ala'i-Rosales (University of North Texas)
- **The Effects of Role-Play and Coaching on Acquisition and Generalization of Teaching Skills.** HOLLY C. ALMON, Shane Isley, Jesus Rosales-Ruiz and Shahla S. Ala'i-Rosales (University of North Texas)

486 Symposium

5/27/2003

12:00 PM - 1:20 PM

Pacific I

DDA/OBM

Developing a Data-Based System for Maintaining Accuracy and Consistency in Program Implementation for Developmentally Disabled Adults (Databased Presentation)

Chair: Martin J. Pollack (Southbury Training School)

- **A Comprehensive Training Approach to Develop, Maintain and Evaluate Staff Adherence to Program Procedures.** MARTIN J. POLLACK, Ingo Bergsteinsson, Carla Ratti, Lynn McMunn, Jill Niesen, Stephen Eversole, Gregory Bertsch and Ajit Doolabh (Southbury Training School)
- **Analysis of Staff Performance Outcomes from Program Implementation Training.** INGO BERGSTEINSSON, Martin J. Pollack, Ajit Doolabh, Greg Bertsch, Stephen Eversole and Carla Ratti (Southbury Training School)
- **Analysis of the Impact of Staff Variables on Program Implementation.** Ingo Bergsteinsson, CARLA RATTI, Martin J. Pollack, Stephen Eversole, Greg Bertsch and Ajit Doolabh (Southbury Training School)
- **Managing System Refinements and Maintenance: Enhancing Managerial Use of Prescriptive Feedback.** MARTIN J. POLLACK and Ingo Bergsteinsson (Southbury Training School)

487 Symposium

5/27/2003

12:00 PM - 1:20 PM

Salon 2

EAB/EDC

Enhancing the Effectiveness and Discriminability of Learning Trials Using Distinctive Olfactory Stimuli (Databased Presentation)

Chair: T. Stuart Watson (Mississippi State University)

Discussant: Patrick Friman (Girls and Boys Town)

- **Investigating the Effects of Different Olfactory Stimuli on Delayed Recall.** TONYA S. BUTLER, T. Stuart Watson and Nicholas E. Hoda (Mississippi State University)
- **Does Verbal Priming Improve Olfactory Cued Recall?** T. STEUART WATSON, Tonya S. Butler and Nicholas E. Hoda (Mississippi State University)
- **Mixing and Matching Olfactory Cues: Does Similarity Matter?** TONYA S. BUTLER, T. Stuart Watson and Nicholas E. Hoda (Mississippi State University)

488 Symposium

5/27/2003

12:00 PM - 1:20 PM

Sierra K

OBM/CSE

Examining Differing Goal Setting and Feedback Techniques to Improve Occupational Safety Behaviors (Databased Presentation)

Chair: Timothy Ludwig (Appalachian State University)

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

- **Reducing Back Injuries Resulting from Incorrect Consumer Transfers.** LESLIE SHIER, P. Beebe, John Austin, Steven Culver, Brenda Boerger (Western Michigan University)

- **Contrasting Static-Outcome Goal Setting with Dynamic-Interim Goal Setting.** TIMOTHY LUDWIG, Steven Pennell, Nancy Platt and Littlejohn Traxler (Appalachian State University)
- **Behavior-Based Safety in Mining Operations: A Self-Management Approach.** JEFFREY S. HICKMAN and E. Scott Geller (Virginia Polytechnic Institute and State University)

489 International Paper Session

5/27/2003

12:00 PM - 1:20 PM

Salon 7

EAB

Experimental Analysis of Behavior #4

Chair: Marilyn K. Bonem (Eastern Michigan University)

- **Artificial Neural Network Analysis of Derived Relational Frames (TPC; Databased Presentation).** CHRIS NINNESS, Robin Rumph, Anna Bradfield, Eleazar Vasquez and Carol Harrison (Stephen F. Austin University), Sharon Ninness (Nacogdoches ISD) and Glen McCuller (Stephen F. Austin University)
- **What Operant Reinforcement Can't Do (VRB).** FRANCOIS TONNEAU (Universidad de Guadalajara)
- **Protocol Analysis of Rhyming and Alliterative Equivalence Relations (VRB; Databased Presentation).** TOM RANDELL and Bob Remington (University of Southampton)

490 Symposium

5/27/2003

12:00 PM - 1:20 PM

Sierra I

EAB/OBM

Extending the Behavioral Ecology of Consumption: Further Adventures in Online Foraging and Supermarket Shopping (Databased Presentation)

Chair: Diane F. DiClemente (Dickinson College)

- **Elasticity of Demand and Consumer Brand Choice.** GORDON R. FOXALL (Cardiff University), Jorge M. Oliveira-Castro (University of Brasilia) and Teresa C. Schrezenmaier (Cardiff University)
- **Extending the Behavioral Ecology of Consumption: Variable Delays in an Online Shopping Simulation.** DONALD A. HANTULA (Temple University) and Amy Rajala Harper (Liberty Mutual)
- **Is the Waiting the Hardest Part? The Effect of Delay Distractions in a Simulated Internet Shopping Mall.** DIANE F. DICLEMENTE, Maya Winoker, Almee Leclerc, Caldwell Gaffney and Michael Pente (Dickinson College)
- **Pricing Effects on Foraging in a Simulated Internet Shopping Mall.** CARTER L. SMITH (Temple University)

491 International Symposium**(available for CE for behavior analysts)**

5/27/2003

12:00 PM - 1:20 PM

Pacific J

DDA/EAB

Modeling Applied Problems via Basic Research (Databased Presentation)

Chair: Craig H. Kennedy (Vanderbilt University)

Discussant: F. Charles Mace (University of Wales)

- **Effects of Fixed-Interval Exposure on Rats? Lever Pressing Under Similar and Dissimilar Noncontingent Schedules of Food.** STEPHEN C. HAWORTH and Timothy R. Vollmer (University of Florida) and Frans van Haaren (ABC Interventions, Inc.)
- **An Operant Model of Extrapyramidal Side Effects in the Rat: Comparison of Haloperidol and Risperidone.** TODD L. McKERCHAR, Troy J. Zarccone, Elena Y. Vorontsova and Stephen C. Fowler (University of Kansas Life Span Institute)
- **Variable-Interval Length Alters the Effects of REM Sleep Deprivation on Appetitively Reinforced Responding.** MICHAEL KIRBY and Craig H. Kennedy (Vanderbilt University)

492 Symposium

5/27/2003

12:00 PM - 1:20 PM

Sierra J

OBM

Performance Engineering (Databased Presentation)

Chair: Guy S. Bruce (APEX Consulting)

- **An Overview of Performance Engineering to Improve Consumer Health.** GUY S. BRUCE (APEX Consulting)
- **Development of a Computer-Based Cybernetic System of Instruction.** JOHN ESHLEMAN (Optimal Instructional Systems and APEX Consulting)
- **Applying Performance-Based Instruction to Simulations of Devices.** MARILYN GILBERT (Performance Engineering Group)
- **Fluency-Based Instruction and Accelerated Productivity Ramp-up in a Customer Call Center.** CARL V. BINDER (Binder Riha Associates)

493 Symposium

5/27/2003

12:00 PM - 1:20 PM

Salon 10

OTH

The Behavioral Virtual Community: Linking the World of Behavior Analysis

Chair: Marcie Desrochers (College of Charleston)

Discussant: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

- **Lessons from Listservs on Learning.** PAT WILLIAMS (University of Houston-Downtown)
- **The Shaping of Behavior Analysis on the Internet: An Historical Overview.** JOSEPH J. PLAUD (Cambridge Center for Behavioral Studies)
- **Is What Members of an Electronic Discussion Group Get, What They Want?** MARCIE DESROCHERS (College of Charleston)

494 International Symposium

5/27/2003

12:00 PM - 1:20 PM

Pacific H

VRB/EDC

Verbal Behavior as the Basis of CABAS® Programs (Databased Presentation)

Chair: Dolleen-Day Keohane (Columbia University Teachers College)

- **Increasing Writer Behavior Using Writer Immersion as a Tactic.** Katherine Meincke (Columbia University Teachers College) and EMMA HAWKINS and Sharon Baxter (Jigsaw School)
- **Writer Immersion as a Tactic to Increase Students' Use of Autoclitics Across Novel Topographies.** JOANN PEREIRA and Dolleen-Day Keohane (Columbia University Teachers College)
- **The Effects of In Situ Instruction on the Scientific Tacts and Verbally Mediated Behavior of Teacher.** Dolleen-Day Keohane and KATHERINE MEINCKE (Columbia University Teachers College)
- **Verbal Behavior as the Basis of Supervision in CABAS® Programs.** DOLLEEN-DAY KEOHANE (Columbia University Teachers College)

495 International Paper Session

(available for CE for behavior analysts)

5/27/2003

12:30 PM - 1:20 PM

Salon 1

EAB

Stimulus Equivalence

Chair: Bob Remington (University of Southampton)

- **The Role of Name Pre-training and Verbal Interference During Emergent Testing in Equivalence Class Formation (VRB; Databased Presentation).** BOB REMINTON, Tom Randell and Katherine Lees (University of Southampton)
- **Symmetry in Cebus Apella (DDA; Databased Presentation).** JOSE RICARDO SANTOS, Romariz Barros and Olavo Galvão (Universidade Federal do Pará)

496 International Paper Session

5/27/2003

1:00 PM - 1:20 PM

Pacific A

CSE

A School-Based Intervention to Increase Fruit and Vegetable Consumption Amongst Four to Eleven Year-Olds

Chair: Katy Tapper (University of Wales, Bangor)

KATY TAPPER (University of Wales, Bangor)

Tuesday, May 27

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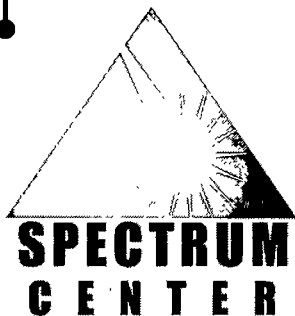
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2855 Telegraph Avenue, Suite 312
Berkeley, California 94705

Attn: Janet Medina

Phone: 510-845-1321 • Fax: 510-845-7841

email: jmedina@spectrumcenter.org

www.spectrumcenter.org

2003 Convention Registration Form

Mail form and payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001

Telephone: (269) 492-9310 Fax: (269) 492-9316

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 your card

Card Number

Expiration Date

Signature

Note: To register as a member, you must be an ABA member for the 2003 calendar year. If you do not wish to renew your membership for 2003, you must register as a non-member. **Presenters and authors must register for the convention.**

Convention Registration

A discount is available for early payment of registration fees. If your registration is postmarked before March 15, 2003, send the amount listed in the "until" column. You may register for the entire convention or for just one day.

Please Note: Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

Registration for Entire Convention

(Saturday 5/24 – Tuesday 5/27) Circle your membership category from the list below.

Fill in the appropriate amount:

\$ _____

Category	Until 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$94	<input type="checkbox"/> \$114
Emeritus and Student	<input type="checkbox"/> \$41	<input type="checkbox"/> \$51
Chapter-Adjunct	<input type="checkbox"/> \$125	<input type="checkbox"/> \$145
Non-member	<input type="checkbox"/> \$241	<input type="checkbox"/> \$261

One-Day Registration

Circle day(s) attending:

Saturday 5/24

Sunday 5/25

Monday 5/26

Tuesday 5/27

Circle your membership category from the list below and fill in the appropriate amount (fee X # of days):

\$ _____

Category	Until 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$41	<input type="checkbox"/> \$51
Emeritus and Student	<input type="checkbox"/> \$41	<input type="checkbox"/> \$51
Chapter-Adjunct	<input type="checkbox"/> \$59	<input type="checkbox"/> \$69
Non-member	<input type="checkbox"/> \$82	<input type="checkbox"/> \$92

Special Events and Materials

Sweatshirts with San Francisco 2003 Logo

Adult Sizes: M L XL XXL / \$32 ea. \$ _____

Short-Sleeved T's with San Francisco 2003 Logo

Adult Sizes: M L XL XXL / \$23 ea. \$ _____

Youth Sizes: S M L / \$17 ea. \$ _____

Long-Sleeved T's with San Francisco 2003 Logo

Adult Sizes: M L XL XXL / \$27 ea. \$ _____

San Francisco 2003 Mug / \$15 ea. \$ _____

Donation to Support Student Presenters \$ _____

Workshop Fee Total (from next page) \$ _____

Total Payment Enclosed: \$ _____

Note: A \$25 processing fee will be charged for registration refunds up to May 2, 2003. After May 2nd, no refunds will be granted.

See page 7 for details on continuing education.

ABA 2003 Workshop Registration Form

Workshop tickets will be at the Pre-Registration desk on-site. Workshops are subject to cancellation due to insufficient enrollment.

Friday May 23, 10 a.m. – 6 p.m.

1. **Chickens as Training Models**
Members: \$269 Non-Members: \$284
2. **Acceptance and Commitment Therapy....**
Members: \$144 Non-Members: \$159
3. **Data-based Strategies to Promote....**
Members: \$129 Non-Members: \$144
4. **Designing an ABA Classroom....**
Members: \$229 Non-Members: \$244
5. **From Match-To-Sample To Theory of Mind....**
Members: \$149 Non-Members: \$164
6. **Intensive Early Intervention....**
Members: \$131 Non-Members: \$146
7. **Organizational Design and Development....**
Members: \$159 Non-Members: \$174
8. **Professional and Research Ethics for....**
Members: \$124 Non-Members: \$139
9. **Professional Conduct and Ethical Decision....**
Members: \$144 Non-Members: \$159
10. **Promoting Speech and Language....**
Members: \$149 Non-Members: \$164
11. **Teaching Reading and Writing to Young....**
Members: \$119 Non-Members: \$134
12. **Teaching Verbal Behavior**
Members: \$134 Non-Members: \$149
13. **The Ciplani Child Behavior Management ...**
Members: \$131 Non-Members: \$146
14. **Training Teachers and Paraprofessionals....**
Members: \$124 Non-Members: \$139
- 14a. **Autism: A Comprehensive Behavior....**
Members: \$169 Non-Members: \$184
- 14b. **The Client-Therapist Relationship in....**
Members: \$119 Non-Members: \$134

Friday May 23, 10 a.m. – 1 p.m.

15. **Developing Fluent Language Skills for (I)....**
Members: \$217 Non-Members: \$232

Friday May 23, 2 p.m. – 5 p.m.

16. **Developing Fluent Language Skills for (II)....**
Members: \$217 Non-Members: \$232

Friday May 23, 6 p.m. – 9 p.m.

17. **A (Re)introduction to Goldiamond's....**
Members: \$87 Non-Members: \$102
18. **Building Naturalized Play Skills for Children....**
Members: \$164 Non-Members: \$179
19. **Charting on the Standard Celeration Chart**
Members: \$167 Non-Members: \$182
20. **Consulting the Behavioral Way....**
Members: \$107 Non-Members: \$122
21. **Data Collection and Analysis Strategies....**
Members: \$192 Non-Members: \$207
22. **Discrimination Training Curriculum for....**
Members: \$79 Non-Members: \$94
23. **Life-Quality Programming for People....**
Members: \$147 Non-Members: \$162
24. **Maintaining the Fidelity of Applied....**
Members: \$67 Non-Members: \$82
25. **Serving Children with ASD in the Publ....**
Members: \$92 Non-Members: \$107
26. **Skinner's Analysis of Verbal Behavior....**
Members: \$82 Non-Members: \$97
27. **Taking It to Them: Teaching Applied....**
Members: \$82 Non-Members: \$97
28. **Teaching Intro Courses with Adaptive....**
Members: \$67 Non-Members: \$82
29. **Teaching Parents to Effectively Intervene....**
Members: \$72 Non-Members: \$87

30. **Using Organizational Behavior....**
Members: \$77 Non-Members: \$92
31. **Improve Your Oral Presentations**
Members: \$72 Non-Members: \$87
42. **Inclusion: Programming the....**
Members: \$97 Non-Members: \$112

Saturday May 24, 8 a.m. – 11 a.m.

32. **A Five-Step Organization-Wide....**
Members: \$117 Non-Members: \$132
33. **Behavioral Applications for Sports....**
Members: \$127 Non-Members: \$142
34. **Biological Causation in the Professional....**
Members: \$67 Non-Members: \$82
35. **Changing Thoughts, Feelings, and Urges**
Members: \$82 Non-Members: \$97
36. **Consulting to Schools: How to Establish....**
Members: \$72 Non-Members: \$87
37. **Developing Appropriate Staff Training....**
Members: \$77 Non-Members: \$92
38. **Effective Supervision and Data Collection....**
Members: \$132 Non-Members: \$147
39. **Emotions and Emotional Behavior**
Members: \$82 Non-Members: \$97
40. **Everyday Ethics of Behavior Analysts....**
Members: \$142 Non-Members: \$157
41. **What They Didn't Teach You In Graduate....**
Members: \$79 Non-Members: \$94
43. **Increasing Independence Through Effective....**
Members: \$77 Non-Members: \$92
44. **Intensive Early Intervention:....**
Members: \$73 Non-Members: \$88
45. **Overcoming the Challenges of Staffing ABA....**
Members: \$87 Non-Members: \$102
46. **Performance Management in Service....**
Members: \$217 Non-Members: \$232
47. **Procedures for Teaching Language....**
Members: \$79 Non-Members: \$94
48. **Procedures to Estimate Performance Criteria....**
Members: \$117 Non-Members: \$132
49. **Reinforcer Identification for Children with....**
Members: \$77 Non-Members: \$92
50. **Relational Frame Theory: Basic and Applied**
Members: \$67 Non-Members: \$82
51. **Repairing a Behavior Plan That Isn't Working**
Members: \$82 Non-Members: \$97
52. **Staff Development: Understanding and....**
Members: \$72 Non-Members: \$87
53. **Successful Strategies for Transitioning....**
Members: \$67 Non-Members: \$82
55. **The Morningside Model of Teaching Writing....**
Members: \$262 Non-Members: \$277
56. **Transitioning Young Children with Autism....**
Members: \$72 Non-Members: \$87
57. **Using an ACT Model for Persons with....**
Members: \$72 Non-Members: \$87
58. **Using Functional Activities to Promote....**
Members: \$107 Non-Members: \$122
59. **Using Hand-Held Pocket PC Technology....**
Members: \$132 Non-Members: \$147
60. **Using Skinner's Analysis of Verbal....**
Members: \$72 Non-Members: \$87

Enter workshop number(s) & totals below and on page 287.

Workshop #	\$
Workshop #	\$
Workshop #	\$
After 3/15, add \$25 for each 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% and 100% of the US'. Membership dues have not changed in Category A. These countries include: **Australia, Bahrain, Belgium, Canada, Cayman Islands, Denmark, Finland, Germany, Guam, Iceland, Ireland, Israel, Japan, Netherlands, Norway, Philippines, Poland, Qatar, Sweden, Switzerland, Taiwan and the United Kingdom.**

Category B fees are for members in countries with income per capita between 50% and 75% of the US'. These countries include: **France, Italy, New Zealand, Saudi Arabia, Singapore, and Spain.** Members in Category B will receive a 25% discount on membership dues.

Category C fees are for members in countries with income per capita between 25% and 50% of the US'. These countries include: **Argentina, Greece, and South Korea.** Members in Category C will receive a 40% discount on membership dues.

Category D fees are for members in countries with income per capita between <25% of the US'. These countries include: **Brazil, China, Colombia, Jordan, Mexico, Peru, Portugal, Russia, Turkey, and Venezuela.** Members in Category D will receive a 60% discount on membership dues.

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.lta.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 293-298. 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 291. 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 mail@abainternational.org or by fax at (269) 492-9316.

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 *2003 ABA Program*, 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 290).

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. Send vita if you have not previously been a full member of ABA.

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 2003 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 (269) 492-9316. **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.abainternational.org>

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 2003 Membership Form, Category A

For members in: Australia, Bahrain, Belgium, Canada, Cayman Islands, Denmark, Finland, Germany, Guam, Iceland, Ireland, Israel, Japan, Netherlands, Norway, Philippines, Poland, Qatar, Sweden, Switzerland, Taiwan and the United Kingdom.

Mail form and payment to: 1219 South Park Street; Kalamazoo, MI 49001-5607
Telephone: (269) 492-9310; Fax: (269) 492-9316

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 # (Include area and/or country codes):

HOME TELEPHONE # (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 Years	One Year	Three
SUSTAINING	<input type="checkbox"/> \$254	<input type="checkbox"/> \$737
SUPPORTING	<input type="checkbox"/> \$138	<input type="checkbox"/> \$400
FULL	<input type="checkbox"/> \$104	<input type="checkbox"/> \$291
AFFILIATE	<input type="checkbox"/> \$104	<input type="checkbox"/> \$291
EMERITUS	<input type="checkbox"/> \$41	<input type="checkbox"/> \$115
STUDENT	<input type="checkbox"/> \$41	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36	<input type="checkbox"/> \$101
STUDENT TRANSITION*	<input type="checkbox"/> \$59	<input type="checkbox"/> \$246

*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 290 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	<input type="checkbox"/> \$610
SUPPORTING	<input type="checkbox"/> \$78	<input type="checkbox"/> \$340
FULL	<input type="checkbox"/> \$60	<input type="checkbox"/> \$247
AFFILIATE	<input type="checkbox"/> \$60	<input type="checkbox"/> \$247
EMERITUS	<input type="checkbox"/> \$28	<input type="checkbox"/> \$102
STUDENT	<input type="checkbox"/> \$28	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23	<input type="checkbox"/> \$88

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
☐ Behaviorists for Social Responsibility
☐ Behaviorists Interested in Gambling
☐ Clinical Behavior Analysis
☐ Crime and Delinquency
☐ Development & Behavior Analysis
☐ Direct Instruction
☐ Experimental Analysis of Human Behavior (EAHB)
☐ Instructional Design
☐ Interbehaviorists in ABA
☐ OBM Network
☐ Parent-Professional Partnership
☐ Rehabilitation & Independent Living
☐ Society for the Quantitative Analyses of Behavior (SQAB)
☐ Sports, Health, & Fitness
☐ Standard Celeration Charters
☐ Teaching Behavior Analysis
☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
☐ Argentina ABA
☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
☐ Australian Association for Cognitive Behaviour Therapy
☐ Behavior Analysis Association of Michigan
☐ Behavior Analysis Society of Illinois
☐ Behaviour Analysis in Ireland

- ☐ Berkshire Association for Behavior Analysis and Therapy
☐ California ABA
☐ Chicago ABA
☐ Chinese ABA
☐ Colombia ABA
☐ Delaware Valley ABA
☐ Experimental Analysis of Behaviour Group, UK and Europe
☐ Florida ABA
☐ Georgia ABA
☐ German Society for Behavioral Medicine and Behavior Modification
☐ Gulf Region ABA
☐ 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 Behavior Analysis & Therapy
☐ New York State ABA
☐ North Carolina ABA
☐ Northwestern ABA
☐ Norway 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
☐ Membership – International Development
☐ Membership – Recruitment & Retention
☐ Program – Program Committee
☐ Science Policy & Research
☐ Standards, Accreditation & Professional Affairs
☐ Publications

ABA 2003 Membership Form, Category B

For members in France, Italy, New Zealand, Saudi Arabia, Singapore, & Spain

Mail with payment to: ABA; 1219 South Park Street, Kalamazoo, MI 49001
Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org

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 # (Include area and/or country codes): _____

HOME TELEPHONE # (Include area and/or country codes): _____

FAX # (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	<input type="checkbox"/> \$560
SUPPORTING	<input type="checkbox"/> \$104	<input type="checkbox"/> \$302
FULL	<input type="checkbox"/> \$79	<input type="checkbox"/> \$221
AFFILIATE	<input type="checkbox"/> \$79	<input type="checkbox"/> \$221
EMERITUS	<input type="checkbox"/> \$37	<input type="checkbox"/> \$104
STUDENT	<input type="checkbox"/> \$37	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36	<input type="checkbox"/> \$101
STUDENT TRANSITION*	<input type="checkbox"/> \$44	<input type="checkbox"/> \$186

*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 290 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	<input type="checkbox"/> \$463
SUPPORTING	<input type="checkbox"/> \$59	<input type="checkbox"/> \$257
FULL	<input type="checkbox"/> \$45	<input type="checkbox"/> \$187
AFFILIATE	<input type="checkbox"/> \$45	<input type="checkbox"/> \$187
EMERITUS	<input type="checkbox"/> \$28	<input type="checkbox"/> \$95
STUDENT	<input type="checkbox"/> \$28	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23	<input type="checkbox"/> \$88

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
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analyses of Behavior (SQAB)
- ☐ Sports, Health, & Fitness
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland

- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Gulf Region ABA
- ☐ 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 Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norway 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
- ☐ Membership – International Development
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications

ABA 2003 Membership Form, Category C

For members in Argentina, Greece, & South Korea

Mail with payment to: ABA; 1219 South Park Street, Kalamazoo, MI 49001

Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org

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	<input type="checkbox"/> \$447
SUPPORTING	<input type="checkbox"/> \$83	<input type="checkbox"/> \$241
FULL	<input type="checkbox"/> \$63	<input type="checkbox"/> \$176
AFFILIATE	<input type="checkbox"/> \$63	<input type="checkbox"/> \$176
EMERITUS	<input type="checkbox"/> \$37	<input type="checkbox"/> \$104
STUDENT	<input type="checkbox"/> \$37	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36	<input type="checkbox"/> \$101
STUDENT TRANSITION*	<input type="checkbox"/> \$37	<input type="checkbox"/> \$150

*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 290 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	<input type="checkbox"/> \$370
SUPPORTING	<input type="checkbox"/> \$46	<input type="checkbox"/> \$204
FULL	<input type="checkbox"/> \$37	<input type="checkbox"/> \$150
AFFILIATE	<input type="checkbox"/> \$37	<input type="checkbox"/> \$150
EMERITUS	<input type="checkbox"/> \$28	<input type="checkbox"/> \$95
STUDENT	<input type="checkbox"/> \$28	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23	<input type="checkbox"/> \$88

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
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analyses of Behavior (SQAB)
- ☐ Sports, Health, & Fitness
- ☐ Standard Celeration Charters
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland

- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
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- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Gulf Region ABA
- ☐ 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 Behavior Analysis & Therapy
- ☐ New York State ABA
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- ☐ Northwestern ABA
- ☐ Norway 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
- ☐ Membership - International Development
- ☐ Membership - Recruitment & Retention
- ☐ Program - Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications

ABA 2003 Membership Form, Category D

For members in Brazil, China, Colombia, Jordan, Mexico, Peru, Portugal, Russia, Turkey, & Venezuela

Mail with payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001

Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org

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"/> \$103	<input type="checkbox"/> \$299
SUPPORTING	<input type="checkbox"/> \$56	<input type="checkbox"/> \$162
FULL	<input type="checkbox"/> \$42	<input type="checkbox"/> \$118
AFFILIATE	<input type="checkbox"/> \$42	<input type="checkbox"/> \$118
EMERITUS	<input type="checkbox"/> \$37	<input type="checkbox"/> \$104
STUDENT	<input type="checkbox"/> \$37	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36	<input type="checkbox"/> \$101
STUDENT TRANSITION*	<input type="checkbox"/> \$37	<input type="checkbox"/> \$113

*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 290 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"/> \$51	<input type="checkbox"/> \$247
SUPPORTING	<input type="checkbox"/> \$37	<input type="checkbox"/> \$143
FULL	<input type="checkbox"/> \$37	<input type="checkbox"/> \$113
AFFILIATE	<input type="checkbox"/> \$37	<input type="checkbox"/> \$113
EMERITUS	<input type="checkbox"/> \$28	<input type="checkbox"/> \$95
STUDENT	<input type="checkbox"/> \$28	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23	<input type="checkbox"/> \$88

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: _____

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New Members: Reason for becoming a new member:

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☐ Maintain certification status
☐ Obtain The Behavior Analyst
☐ General Interest in behavior analysis
☐ Required by employer

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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
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☐ 04 Professor / Academic
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☐ 06 Researcher
☐ 07 Social Worker
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☐ 09 School Teacher
☐ 10 Parent
☐ 00 Other: _____

Primary Activity

Please check the one box that most closely describes the majority of your work:

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☐ 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:

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☐ 03 Communication Disorders
☐ 04 Education
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Annual Income Range

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☐ Behavioral Gerontology
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☐ Behaviorists Interested in Gambling
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☐ Instructional Design
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☐ OBM Network
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☐ Society for the Quantitative Analyses of Behavior (SQAB)
☐ Sports, Health, & Fitness
☐ Standard Celeration Charters
☐ Teaching Behavior Analysis
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- ☐ Berkshire Association for Behavior Analysis and Therapy
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☐ Georgia ABA
☐ German Society for Behavioral Medicine and Behavior Modification
☐ Gulf Region ABA
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☐ Japanese ABA
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☐ Pennsylvania ABA
☐ Russian ABA
☐ Sociedad Mexicana de Analisis de la Conducta
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☐ 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
☐ Membership – International Development
☐ Membership – Recruitment & Retention
☐ Program – Program Committee
☐ Science Policy & Research
☐ Standards, Accreditation & Professional Affairs
☐ Publications



Society for the Advancement of Behavior Analysis

General Information

SABA was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities, and other areas. SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA). The nine Directors of SABA also are members of the Executive Council of ABA.

Advantages of Giving

The Society provides advantages to donors and to behavior analysis because:

- It is private and non-profit, existing solely for the benefit of behavior analysis.
- It is directly accountable to the behavior analysis community through its permanent connection with ABA's Executive Council.
- It allocates unrestricted gifts to help advance behavior analysis in areas which otherwise might not be funded.
- It is flexible in working with donors to see that any specific requests they have will be honored within the guidelines of the Society.
- Its gifts are tax deductible.
- Its small size and low overhead ensure that gifts are directed to programs and not to administrative costs.

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 programs 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.

The Society safeguards privacy rights and confidential information. The Society neither accepts nor grants favors for the personal gain of any individual, nor does it accept favors where a higher public interest would be violated. The Society avoids actual or apparent conflicts of interest and, if in doubt, seeks guidance from appropriate authorities.

Contributions

When making a donation to support the advancement of behavior analysis, please indicate to which SABA fund you are contributing:

The **Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

The **Student Presenters Fund** supports registration fees for senior student presenters of a paper or poster at the ABA annual convention.

Unrestricted Funds are allocated by the SABA Board of Directors for specific purposes.

Gifts should be made to:

Society for the Advancement of Behavior Analysis, Inc.

1219 South Park Street
Kalamazoo, MI 49001

SABA welcomes inquiries about gifts of any type by writing to the above address, by calling (269) 492-9310, by sending a fax to (269) 492-9316, or by E-mailing the ABA office at mail@abainternational.org.

Analysis of Verbal Behavior Order Form

Mail with payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001
Telephone: (269) 492-9310 Fax: (269) 492-9316 E-mail: mail@abainternational.org

Prices include shipping and handling

	Individual	Unit Cost Student	Institution	Quantity	Total Cost
<i>Separate Volumes</i>					
Volume 18/19 (forthcoming)	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 17	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 16	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 15	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 14	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 13	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 12	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 11	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 10	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 9	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 8	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 7	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 6	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 5	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 4	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
Volume 1, 2, & 3 bound together	\$ 24	\$ 17	\$ 53	x _____ = \$ _____	
* International Shipping Fee, per volume	\$ 5	\$ 5	\$ 5	x _____ = \$ _____	
<i>Complete Set</i>					
Volumes 1-17	\$ 194	\$ 194	\$ 760	x _____ = \$ _____	
* International Shipping Fee, complete set	\$ 67	\$ 67	\$ 67	x _____ = \$ _____	
SUBTOTAL					\$ _____
6% Sales Tax (Michigan Residents Only)					SUBTOTAL x .06 = \$ _____
TOTAL					\$ _____

Name: _____ Affiliation: _____
 Street Address: _____
 City: _____ State: _____ Country: _____ ZIP Code: _____
 E-mail: _____
 Credit Card #: _____ Expiration: _____
☐ Visa ☐ MasterCard ☐ Am. Ex. ☐ Discover Signature: _____

Subscribe now!

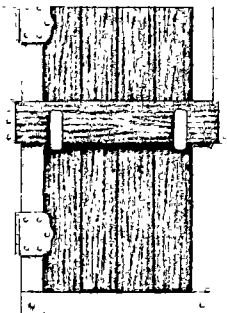
If you are interested in a behavioral analysis of language, *The Analysis of Verbal Behavior* is the ideal journal for you. No other journal offers this unique contribution to the empirical and conceptual analysis of verbal behavior.

The Analysis of Verbal Behavior (ISSN 0880-9401) publishes original papers relevant to the elementary verbal operants, autoclitics, multiple control, private events, rule-governed behavior, epistemology, scientific verbal behavior, language acquisition, language assessment and training, second languages, pedagogy, the verbal behavior of nonhumans, and verbal behavior research methodology.

If you are not reading AVB, you may be missing out of some of the most interesting and valuable information in the field of behavior analysis today.

Personal Planner

ABA 2003	Friday	Saturday	Sunday	Monday	Tuesday
7:30 AM					
8:00 AM					
8:30 AM					
9:00 AM					
9:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
1:00 PM					
1:30 PM					
2:00 PM					
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5:30 PM					
6:00 PM					
6:30 PM					
7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					
Night					



***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*...

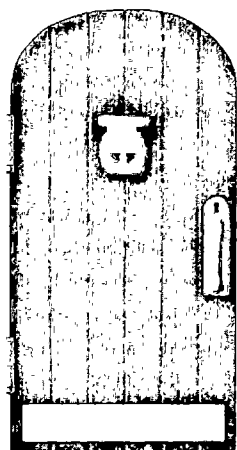
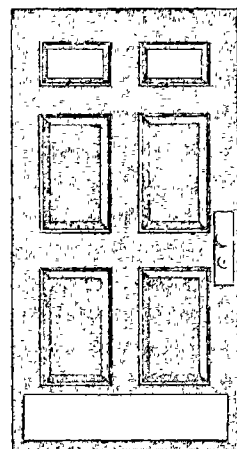
misbehavior into *behavior*...

dysfunctional into *functional*...

disconnected into *connected*...

uncommunicative into *communicative*.

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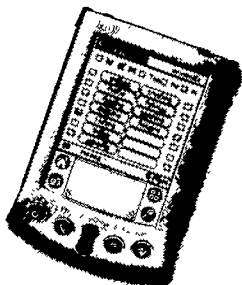
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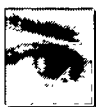
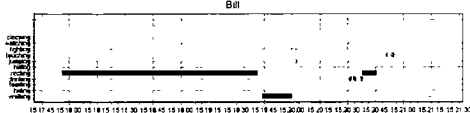


Spectator GO!

Gather behavioral data wherever you want



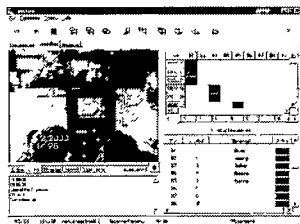
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Spectator

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- 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



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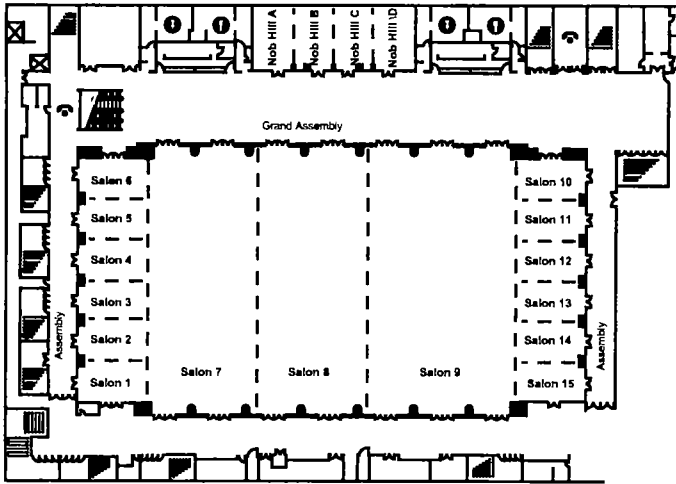
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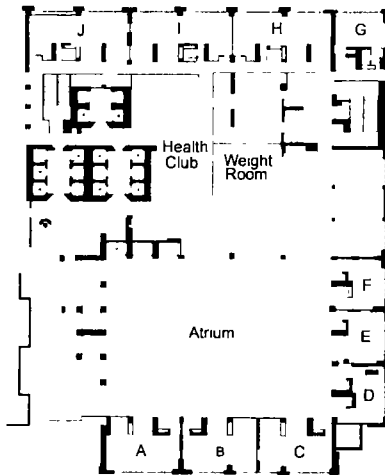
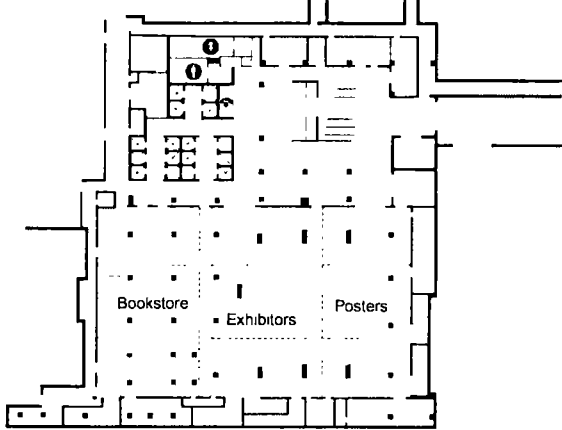
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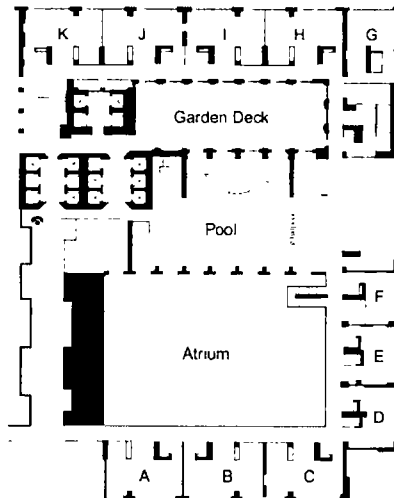
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