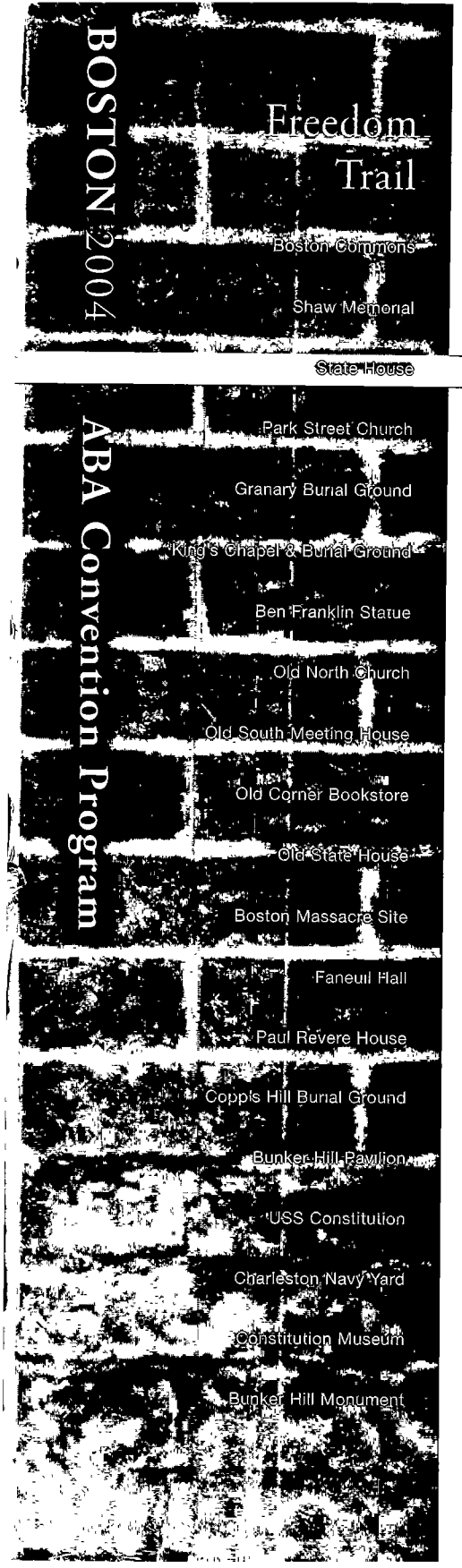


ABA Program

BOSTON 2004

Association for Behavior Analysis International

30th Annual ABA Convention
Friday, May 28 - Tuesday, June 1, 2004
Sheraton Boston Hotel
39 Dalton Street
Boston, Massachusetts 02199

The New England Center
FOR CHILDREN
We Open Doors

Providing treatment and educational services to children with Autism and PDD for 28 years.

NECC Welcome to Boston Reception

for all ABA convention attendees

Saturday May 29, 2004
7:00 pm - 9:00 pm

Commonwealth Function Room
Sheraton Boston Hotel

Visit our website at www.necc.org or our exhibit booth during the convention to arrange a

Tour of NECC

Friday May 28, 2004 or Tuesday June 1, 2004
9:00 am - 12:00 pm or 12:30 pm - 3:30 pm

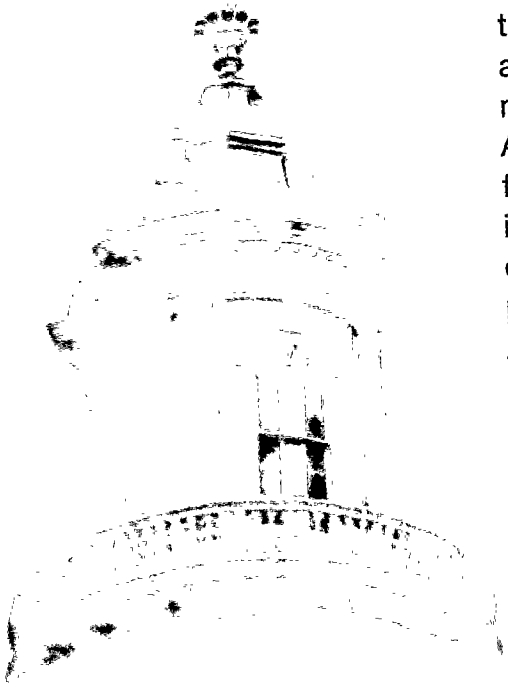
Learn how we open doors to bring out human potential and create productive lives.

33 Turnpike Road • Southborough, Massachusetts 01772-2108 • 508.481.1015 Fax 508.485.3421

www.necc.org

Friday, May 28 through Tuesday, June 1, 2004

The Association for Behavior Analysis was founded in 1974 to promote the experimental, theoretical, and applied analysis of behavior. A major purpose of the Association is to provide a forum for the discussion of issues and the dissemination of information pertinent to the members. Advancing behavioral science and its applications has become an international effort as witnessed by the countries represented by our members.



Acknowledgements

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William J. Palya, PhD (Jacksonville State University) *(Area II: BPH, EAB, EDC, OTH, TBA, TPC, VRB)*

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CE Coordination for BACB

Richard Malott, PhD (Western Michigan University)

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

Developmental Disabilities: Kent R. Johnson, PhD (Morningside Academy)

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

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Teaching Behavior Analysis: Thomas Brigham, PhD (Washington State University)

Theoretical, Philosophical, and Conceptual Issues: David Palmer (Smith College)

Verbal Behavior: Genae Hall, PhD (Behavior Analysis & Intervention Services)

SQAB-Society for the Quantitative Analyses of Behavior: William M. Baum (University of California, Davis)

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Convention Assistance

Margaret Eisele, Tami McDowell, Majda Seuss, Jennifer Whaley and Amanda Wright (Association for Behavior Analysis) and Brad Wolf (Western Michigan University)

ABA Convention Presenters

This program contains the contributions of 2,925 participants from over 30 countries. Thanks to their work, ABA is able to offer a program with 73 workshops, 105 paper sessions (including 229 papers), 210 symposia, 24 panel discussions, 708 posters, 56 Expo posters, 42 business meetings,13 reunions/receptions, 21 invited presentations, and 34 special events. We appreciate the support of ABA's 22 special interest groups. They have made significant contributions to the quality and richness of the 2004 convention program. Special thanks to the ABA staff for its dedication and quality work.

Convention Support

We would like to thank the May Institute and the New England Center for Children for their invaluable assistance in convention planning, on-site staffing, and providing a warm welcome for our attendees.

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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 22 special interest groups, maintains a mutually beneficial relationship with 49 affiliated chapters located around the world, and organizes an annual convention. ABA publishes two scholarly journals, distributes a newsletter three times a year, provides support for continuing education credits and accredits behavioral programs.

Background

ABA was founded in May 1974 at the University of Chicago. The first annual convention was held the following year. Past presidents include: Nathan H. Azrin, Donald M. Baer, Sidney W. Bijou, Marc N. Branch, A. Charles Catania, Barbara C. Etzel, Judith E. Favell, Richard M. Foxx, Sigrid S. Glenn, Israel Goldiamond, Gina Green, Don F. Hake, Philip N. Hineline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, M. Jackson Marr, Jack Michael, Edward K. Morris, Henry S. Pennypacker, Michael Perone, Carol Pilgrim, Ellen P. Reese, Masaya Sato, Beth Sulzer-Azaroff, and Julie S. Vargas.

Membership

ABA currently has more than 4,200 members, including a significant international representation. Membership information and applications are provided on pages 299-302.

Executive Council

President (2002-2005)

Jay Moore, PhD (University of Wisconsin, Milwaukee)

President-Elect (2003-2006)

Linda Hayes, PhD (University of Nevada, Reno)

Past President (2001-2004)

Michael Perone, PhD (West Virginia University)

Applied Representative (2003-2006)

Janet Twyman PhD (Headsprout)

International Representative (2002-2005)

Ned Carter, PhD (AFA, Stockholm, Sweden)

At-Large Representative (2003-2006)

Richard Malott, PhD (Westerrn Michigan University

At-Large Representative (2000-2004)

Frances McSweeney, PhD (Washington State University)

Experimental Representative (2002-2005)

Tom Critchfield, PhD (Illinois State University)

Past Student Representative (2001-2004)

Matthew Tincani, M.Ed. (University of Nevada, Las Vegas)

Student Representative (2002-2005)

Rachel Tarbox (University of Nevada, Reno)

Student Representative-Elect (2003-2006)

Shawn Charlton (University of California, San Diego)

Executive Director/Secretary-Treasurer (1993-2006)

Maria E. Malott, PhD (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.

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 2004 convention will include twelve 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: International Track; Translated into Spanish or Japanese
OBM: Organizational Behavior Management
TBA: Teaching Behavior Analysis
TPC: Theoretical, Philosophical, and Conceptual Issues
VRB: Verbal Behavior

Events bridging research and practice are labeled **Research to Practice.**

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.

100 Years of B. F. Skinner

2004 marks the 100th anniversary of the birth of B. F. Skinner. The 2004 convention program includes nine events celebrating B. F. Skinner's contributions to the field of behavior analysis. Each of these events is designated in the *ABA Program Book* as a "B. F. Skinner Tribute Event."

Registration and Convention Services

Schedule

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 Meetings
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 Meetings
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 Meetings
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	Skinner Social

Tuesday, May 27

9:00 AM	-	1:50 PM	Sessions

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

General Information

The **On-site and Pre-registration Counters** are located in the Pre-function Foyer on the second floor (Plaza 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 28	7 AM – 7 PM
Saturday, May 29	7 AM – 5 PM
Sunday, May 30	8 AM – 5 PM
Monday, May 30	8 AM – 5 PM
Tuesday, June 1	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 online at www.abainternational.org/convention.

Convention Registration

All pre-registration forms and fees must reach the ABA office by May 17, 2004. On-line registration will be closed at 8:00 AM Eastern Standard Time on May 17th. ***ABA will not be able to 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 17, 2004 may pick up their convention packets at the **Pre-registration Counter** on the fnd Floor of the hotel.

MAK Home Therapy Resources

A complete source of visual aids for individuals with Autism and other language disorders

Our entire line of products is heavily LAMINATED with rounded corners, making them ideal for use with children! They include

* Photographic Flashcards
* Daily Home Schedule Kits
* Task Completion Card Sets
* Photo ID Cards
* Therapy Schedule Kits
* Daily School Schedule Kits
* Weekly Chore Charts
* Teaching Calendars

For a free copy of our color catalog, please contact us
Phone (630) 852-3364
email makhomether@comcast.net
Or visit our website
www.makhomether.safeshopper.com

Cancellations and Refunds

You may cancel convention registration, workshops, or other events prior to May 2, 2004, 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 on pages 297 and 298, or on-line at www.abainternational.org/convention/workshops.asp.

Early registrants will receive workshop ticket(s) in their registration packets. Workshop tickets may be purchased at the **On-site Registration Counter** located in the Pre-function Foyer on the 2nd floor of the Sheraton Boston Hotel.

Ethics

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

Visit ABA's

Service to Apply, Recruit and Train

www.abainternational.org/START

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 for behavior analysts will be offered for all 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 Counter** located in the Pre-function Foyer on the 2nd floor of the Sheraton Boston Hotel. 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 workshops designated as "PSY." 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.

Exhibitors

Be sure to visit the ABA Exhibit at the convention! ABA exhibitors will be located in Exhibit Hall D (Hynes Convention Center) right next to the ABA Co-operative Bookstore and Poster Sessions. Exhibit Hall D is accessible from the 3rd floor of the Sheraton. Exhibitors designated with the START ▶ (Service to Apply, Recruit and Train) logo are employers recruiting behavior analysts for their organizations.

Exhibit Hours:

Friday, May 28 ..... 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Saturday, May 29 ..... 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Sunday, May 30..... 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Monday, May 31 ..... 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Tuesday, June 1 ..... 9:00 AM – 12:00 PM

Following are descriptions of some of the 2004 ABA exhibitors. If you are interested in exhibiting, please contact ABA at (269) 492-9314.

Accelerations Educational Software

Booth #12

1334 Sumter Street
Columbia, SC 29201
(803) 233-0541
jkb@dttrainer.com
www.dttrainer.com

The Discrete Trial Trainer is software for individuals with autism or other learning disabilities. Over 125 content programs and hundreds of reinforcers!

(AI)², Inc.

Booth #15

1400 Bonnie Burn Cr.
Winter Park, FL 32789
(407) 234-0045
rdray@rollins.edu
www.psych-ai.com; www.cyberrat.net

(AI)², Inc. is the developer of CyberRat, the world's most authentic digital video simulation of operant conditioning principles and multi-behavioral observational coding. The company also provides instructors with adaptive instructional electronic textbook, tutoring, and certification testing services for internet supported teaching of introductory psychology.

Applied Behavior Consultants

Booth #22
START ▶

4540 Harlin Drive
Sacramento, CA 95826
(916) 364-7800 x114
jmorrow@appliedbehavior.com
www.abcreal.com

ABC provides in-home and day school and applied behavior analysis programs for children with autism. We currently operate three day schools in California as well as numerous in-home programs. These programs are language-based and we subscribe to the verbal behavior approach of Skinner. Additionally, we provide behavior intervention services for the DD population based on a functional analysis approach.

START: ABC has openings for persons skilled in ABA programs for children with autism as well persons skilled in behavior intervention programs. Like to live in California? Talk to us at our booth at ABA-Boston 2004.

ASAT/MCCD

Booths #32 & 33

2 Davenport Circle Suite 20
Bath, ME 04530
(207) 253-6008
lperry@mccdworks.org
www.ASATonline.org

The Association for Science in Autism Treatment provides accurate, science-based information about autism and its treatments, and promotes access to effective treatment. ASAT supports all scientifically sound research on the prevention, treatment and cure of autism, as well as all treatments for autism that are shown to be effective through solid scientific research, regardless of discipline or domain.

Association for Direct Instruction

Booth #14

805 Lincoln St
Eugene, OR 97401
(541) 485-1293
brywick@adihome.org
www.adihome.org

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.adihome.org). Visit our booth and learn how we can help you teach all of your students.

B. F. Skinner Foundation

Booths #23 & 24

12 Arrow Street
Suite 303
Cambridge, MA 02138
(617) 661-9209
info@bfskinner.org
www.bfskinner.org

The B. F. Skinner Foundation's mission is to promote the science that Skinner initiated and to provide information about Skinner and his works as well as reprinting classic works in the field. This year the Foundation celebrates the 100th Anniversary of Skinner's birth with a special exhibit. There will be free reprints of many of Skinner's articles, as well as a display of photographs and memorabilia.

Behavior Analyst Certification Board

Booth #1

3323 Thomasville Road Suite B
Tallahassee, FL 32308
info@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 posses 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 #2

80 Paper Mill Rd.
Woodbury, CT 06798
(866)8be-have; (866)823-2483
seversol@aol.com
www.behaviordevelopmentsolutions.com

- 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 or staff with opportunities to acquire skills in applied behavior analysis.
- Standard Celeration Charting 2002 – a comprehensive binder text for the aspiring Precision Teacher.
- Teaching and Learning in Plain English – tutorial on standard celeration charting.

Blue School, Inc.

Booth #7

306 Essex Street
Bangor, ME 04401
(207) 942-8508
BlueSchool@hotmail.com
www.blueschoolinc.com

Blue School, Inc. provides specialty products and services for children with autism derived from the psychology of Applied Behavioral Analysis. We present an outlet, through print and electronic media, constructed so that parents can easily gain access to a variety of learning materials. Our products encompass a wide scope of ABA/DTI all displayed in a hierarchy.

Brighter Starts, LLC

Booth #51

90 Revere Drive
Dumont, NJ 07628
(201) 244-0050
bdemarco@brighterstarts.com
www.brighterstarts.com

Brighter Starts is a developmental and educational company committed to providing high quality toys and products for families and educators. We choose our manufacturers based on the quality, educational value, and distinctiveness of their products. Our focus is on products that promote fine motor coordination, receptive and expressive language skills, memory building and pretend play. Visit www.brighterstarts.com for more information.

CareSoft Technologies, Inc.

Booth #3

1301 Westwood Hills Rd
Minneapolis, MN 55426
(952) 393-2167
lkhaskin@caresoftweb.com
www.caresoftweb.com

CareSoft Technologies, Inc. developed CareWare, a suite of applications to satisfy the needs of ABA and other special education professionals in data acquisition and management software. Our products are CareWare Office and CareWare CS Assistant.

- CS Assistant is a software to create and manage curriculum, run sessions, analyze program data in electronic format.
- Office helps to organize and complete employees/patients intake, appointments scheduling and billing.

Discovery Toys

Booth #31

Tara Vatske, Gold Sales Director
340 Pond Path
E. Setauket, NY 11733
(631) 941-1001
taravat@aol.com
www.discoverytoyslink.com/taravatske

Discovery Toys offers a variety of educational toys, books and software to meet the needs of all consumers and their different levels of functioning. Our products assist in the development of skills such as problem solving, critical thinking, language, and fine and gross motor. They are designed to build confidence and eliminate frustration. Also, they have a lifetime guarantee and are not sold in stores.

Discovery Toys also has a super opportunity. Have a fun, flexible home-based business with an unlimited income potential. As for details!

Come see Discovery Toys at Booth #31. Don't forget to ask about earning free toys for your family, school, organization, or practice!

Geneva Center for Autism

Booth #6

112 Merton Street
Toronto, ON M4S 2Z8
Canada
416-322-7877
info@autism.net
www.autism.net

Geneva Centre for Autism is celebrating 30 years 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.

Don't miss the Geneva Centre for Autism International Symposium on Autism 2004, November 10, 11, and12, 2004 in Toronto, Canada. For more information visit www.autism.net.

The Groden Center, Inc.

Booth #6
START

86 Mount Hope Avenue
Providence, RI 02906
(401) 274-6310
groden@grodencenter.org
www.grodencenter.org

Brochures, books, articles and information about the Groden Network of Programs, located in Rhode Island and Massachusetts, will be displayed. The Groden Network has been providing day, residential, and vocational services to children and adults who have developmental and behavioral difficulties and their families since 1976. Community-based evaluative, therapeutic and educational programs are provided.

START: The Groden Network of Programs, serving individuals in Rhode Island, Massachusetts and Connecticut, are a group of private, non-profit, state licensed treatment and educational centers for children and adults with emotional disturbances, autism and other types of behavioral disorders. The Groden Network is seeking motivated individuals for the positions of Masters-level supervisors, mental health workers, and researchers.

Judge Rotenberg Educational Center

Booth #11
START

240 Turnpike Street
Canton, MA 02021
(781) 828-2202
JRC@JudgeRC.org
www.JudgeRC.org

Judge Rotenberg Educational Center (JRC) operates residential and day programs that provide educational, treatment and respite services for children and adults with developmental disabilities or emotional/behavior disorders. JRC operates a day school in Canton, Massachusetts and residences for its students and clients in nearby communities.

START: The Judge Rotenberg Educational Center (JRC) is a fast-growing, highly structured program located within commuting distance of both Boston and Providence that serves adolescents and adults presenting a wide array of challenging conduct. JRC's unique program is based on consistent application of a wide range of effective behavioral principles. Staff training and performance are managed along behavioral lines. JRC serves 200 students who live in 35 community residences. Due to expansion JRC is seeking additional Psychology staff to deliver and oversee behavioral treatment at both its residences and educational sites. Opportunities currently exist for full-time psychologists committed to the behavioral model. Features include attractive salary ($65,000-$70,000), negotiable hours, excellent benefits, and a happy, motivated environment. Send your resume to: M.Pinto@judgerc.org.

May Institute

Booths #20 & 21

START ▶

One Commerce Way
Norwood, MA 02062
(781) 440-0400 x232
info@mayinstitute.org
www.mayinstitute.org

Founded in 1955 in the seaside village of Chatham, Massachusetts, The May Institute has its roots in a family's vision of enabling children with disabilities to lead the fullest lives possible. For nearly 50 years we have set a national standard for providing comprehensive, research-based services to children and adults with autism, brain injury, mental retardation, pervasive developmental disorders, and behavioral healthcare. Featured in the book, "In Search of America's Best Nonprofits" (Jossey-Bass, 1997) The May Institute operates more than 180 programs in 17 states.

START:

Educational Consultants

Experienced behavioral psychologists wanted to provide consultation to various school systems in the northeastern U.S. Responsibilities include conducting functional behavior assessments, developing and implementing behavior support plans for students, classrooms and school systems. Duties also include providing training and consultation to educational staff and parents of children with special needs and challenging behaviors. Experience with applied behavior analysis and school consultation required. A Ph.D. in psychology or special education or BCBA preferred. Some travel expected. Excellent salary and benefits package. All inquiries should be addressed to bputnam@mayinstitute.org.

Graduate Scholars Program

May Institute's Graduate Scholars Program is designed for college graduates who aspire to earn a master's degree and pursue a career in applied behavior analysis, education, or behavioral healthcare, but also need to earn a living. The main components of the program are graduate scholarship, fully paid housing, a yearly stipend with benefits and supervised work experience.

MED Associates Inc.

Booths #17 & 18

P.O. Box 319
St. Albans, VT 05478
(802) 527-2343
medasc@med-associates.com
www.med-associates.com

Leading manufacturer, software developer, and supplier of products for Behavioral Psychology, Pharmacology, Neuroscience, and related research and teaching areas. Our product areas include Open Field Activity, Rota-Rod, Tail Suspension, Activity wheels and Rotometry, Operant Conditioning Chambers for primates, mice and rats with food and liquid dispensers, stimulus and response devices, and aversive stimulators, other systems are drug delivery, Cystometry, Myographs, Place Preference, Mazes, ICSS and Physiological stimulators.

Melmark, Inc.

Booths #4 & 5

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

Melmark provides residential, educational, therapeutic, and recreational services for children and adults with developmental disabilities, which include autism spectrum disorder, acquired brain injury, cerebral palsy, mental retardation, ranging from mild to profound, and other neurological disorders. Our ABA-based model ensures classroom lessons emphasize communication and functional living skills which are supported 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.

Mobile Thinking, LLC

Booth #46

4019 Goldfinch Street, #115
San Diego, CA 92103
(619) 293-7451
info@mobilethinking.com
www.mobilethinking.com

Mobile Thinking introduces mTrial for Discrete Trial Method – a complete solution for recording, storing and reporting Discrete Trial Data. Save time and money with easy-to-use software that records data directly into a powerful database. Download and evaluate mTrial for Discrete Trial Method for free to see how it can help you save time and money, provide powerful reports, and help Agencies and families help students.

The New England Center for Children

Booths #25 & 26

START ▶

33 Turnpike Road
Southborough, MA 01772
(508) 481-1015
sbarnes@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.

START: A recipient of the US Department of Education's National Award for Model Professional Development, NECC has developed a professional development model that combines active clinical supervision, extensive training opportunities, participation in advanced degree programs on-site, and attendance at professional conferences to insure the expertise of its staff. NECC has a robust applied research program dedicated to producing results that are readily translated into active treatment assuring our students receive best-practice educational services. Our research, which is disseminated nationwide, focuses on basic learning processes, teaching techniques for children with severe learning problems, managing challenging behavior, communication training strategies, early intervention and the generalization and maintenance of treatment gains. Please stop by our display in the exhibit area, and be sure to visit our web site at www.NECC.org

Noldus Information Technology

Booth #10

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

Noldus offers computer software and integrated systems for recording and analyzing behavior. The Observer 5.0 is the software to use for collection and analysis of observational data, whether live, in the field or from video. Contact Noldus for information regarding special conference prices.

Parents of Autistic Children (POAC)

Booth #28

1193 Herkimer Road - PO Box 1952
Brick, NJ 08724
(732) 206-1458
info@poac.net
www.poac.net

Founded in 1999 by five parents with children with autism, POAC's mission is to provide scientifically-based information and training to parents, teachers and related personnel that provide direct services to children with autism and other developmental disabilities. POAC utilizes experts in the field of applied behavior analysis to train teachers in the principles of ABA. POAC is located in Brick, NJ.

POAC will distribute information about our free-parent training series, fee-based workshops and video clips of workshops to demonstrate.

Professional Crisis Management Association, Inc.

Booth #9

10273 NW 46 Street
Sunrise, FL 33351
(954) 745-0165
pcma@pcma.com
www.pcma.com

Professional Crisis Management is a cognitive-behavioral system of crisis management used with children, adolescents and adults who exhibit disruptive, aggressive and self-injurious behaviors. PCM is prevention oriented but includes a complete system of physical intervention procedures, which are based on principles of active feedback and learning. The Professional Crisis Management Association has been providing training and competency-based certification to educators and human services providers for over fifteen years.

Research Diets, Inc.

Booth #13

20 Jules Lane
New Brunswick, NJ 08901
(732) 247-2390
mark@researchdiets.com
www.researchdiets.com

Research Diets manufactures purified diets and PJ Noyes precision pellets for laboratory animals, custom-formulated to customer specifications. Available as pellets, powder, water-suspendable/liquid, and precise-dosage pellets ("tablets"). We also add test compounds to purified and "chow" diets.

South Shore Mental Health

Booth #27

START ▶

6 Fort Street
Quincy, MA 02169
(617) 847-1950
jobs@ssmh.org
www.ssmh.org

South Shore Mental Health (SSMH) is a private, non-profit comprehensive behavioral healthcare organization providing mental health and substance abuse services for people of all ages throughout Southeastern Massachusetts and Cape Cod. SSMH has served as a community resource since 1926 and we continue to rapidly expand our services. Our continuum of services includes outpatient counseling, intensive outpatient programs, early intervention, day treatment, residential services, twenty-four hour emergency services, and crisis stabilization. Our multi-disciplinary staff offer expertise in meeting the needs of children and families, adults, people with long-term mental illness, people with developmental disabilities, and people who are Deaf and Hard of Hearing.

START: Exciting career opportunities exist for Master's and PhD level Psychologists with extensive experience in Applied Behavior Analysis to work with individuals with developmental disabilities.

Behavioral Psychologists work within our Emergency Services Department conducting emergency evaluations and interventions, as well as providing behavioral consultation and therapy. Successful candidate has a PhD in Psychology and Licensure or eligibility for Licensure in Massachusetts.

Clinical Directors support our MR Residential programs creating and monitoring behavioral intervention and support plans, as well as coordinating and maintaining clinical systems. Master's or Ph.D. in Psychology required, Licensure preferred.

South Shore Mental Health offers outstanding compensation and benefits as well as a teamwork environment that fosters creativity and professional growth.

STARS4KIDZ

Booth #19

P.O. Box 397
Ridgefield Park, NJ 07660
(201) 440-6656
info@stars4kidz.com
www.stars4kidz.com

Stars4kidz.com is an interactive online store and source of information dedicated to enhacing the lives of children with Autism Spectrum Disorders (ASD). We believe that play is an essential part of every child's life. That's why at STARS4KIDZ we have selected for parents, educators and other professionals a specialized collection of highly motivating toys and reinforcers to improve the learning experience of children with ASD.

TheraCare, Inc.

Booth #8
START

116 West 32nd Street 8th floor
New York, NY 10001
(212) 564-2350
ts2recruiter@theracare.com
www.theracare.com

Theracare is an employee owned, multi-service healthcare and educational organization. Theracare that provides rehabilitation, developmental and educational services; including ABA, within the five boroughs of NY, Westchester, Rockland, Orange and Putnam Counties the surrounding counties, Long Island, NJ, and PA.

We offer both employment and independent contractor positions within homecare, school, and adult environments in the areas of Special Education, Speech Language Pathology, Physical Therapy, Occupational Therapy, Special Education, and Social Work.

Vanderbilt Kennedy Center

Booth #16

Box 40 Peabody
Vanderbilt University
Nashville, TN 37203
(615) 322-8086
jon.tapp@vanderbilt.edu
http://www.procoderdv.com

ProcoderDV & MOOSES: A Professional Behavioral Coding and Analysis Software System:

This software facilitates data collection from various sources including digital video for use in analysis of behavior. Developed at Vanderbilt University's Kennedy Center for Research, the system is now offered for commercial sale by the Center's new Test and Technology Center. Data can be examined using inter-observer agreement, frequency, duration, and sequential analyses.

The Association for Behavior Analysis would like to thank

The New England Center FOR CHILDREN *We Open Doors*

MAY INSTITUTE

For their invaluable support and contributions to the success of our 30th annual convention.

ABA Cooperative Bookstore

www.abainternational.org/onlinestore

The ABA Cooperative Bookstore is pleased to offer over 1,000 titles relating to the field of behavior analysis at the 30th annual convention in Boston. The ABA Cooperative Bookstore will be located in Exhibit Hall D (Hynes Convention Center), easily accessed from the third floor of the hotel. Books in the following categories will be represented:

AB Animal Behavior

BPH Behavioral Pharmacology

CBM Clinical; Family; Behavioral Medicine

CSE Community Interventions; Social, and Ethical Issues

DDA Developmental Disabilities and Autism

DEV Human Development; Gerontology

EAB Experimental Analysis of Behavior

EDC Education and Instructional Design

OBM Organizational Behavior Management

PD Professional Development

TBA Teaching Behavior Analysis

TPC Theoretical, Philosophical, and Conceptual Issues

VRB Verbal Behavior

Featured Titles

The ABA Cooperative Bookstore has decided to feature titles for the following areas:

- B. F. Skinner Works
- Career Advancement Resources
- Literature written by authors who have agreed to participate in the *Meet and Greet* author signing

Bookstore Hours

Friday, May 28th	9:00 am - 7:00 pm
Saturday, May 29th	9:00 am - 7:00 pm
Sunday, May 30th	9:00 am - 7:00 pm
Monday, May 31st	9:00 am - 7:00 pm
Tuesday, June 1st	9:00 am - 12:00 pm

Online Store

Want to make sure you get an item before it is sold out? For the first time ever in 2004, you can pre-order items for pick-up on-site at the convention.

Orders placed through the Online Store prior to April 15th will be guaranteed for pick-up at the ABA Cooperative Bookstore. Any orders placed between April16th and the convention are subject to availability, and shipping charges may apply.

Post-convention orders can be placed between June 1st and August 25th, 2004. An additional fee will be added to all orders for shipping and handling costs. Catalogues will be available in the convention bookstore or on-line at www.abainternational.org/onlinestore.

Promotional Items

Promotional items will be available at the bookstore, including hand-painted convention t-shirts and sweatshirts. Also be sure to stop by during poster sessions for author signings.

Videos and DVDs

2003 convention videos will be available on-site in the bookstore. 2004 videos and DVDs may be ordered in advance and will be shipped promptly after the production process.

Book Donations

As part of the mission to disseminate behavior analysis internationally, the Society for the Advancement of Behavior Analysis (SABA) 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.

Contact

For any inquiries regarding the ABA Cooperative Bookstore, contact Tami McDowell in the ABA office at (269) 492-9310, or via e-mail at mail@abainternational.org.

ABA Convention Videos

Order on-line at www.abainternational.org/onlinestore

2004 Videos and DVDs

Special Events

- Opening Event: Society for the Advancement of Behavior Analysis Awards
- Presidential Scholar's Address: From Mind to Movement: Developing Neurotechnologies to Restore Lost Function, presented by Dr. John Donoghue
- Presidential Address: Behaviorism at 100, presented by Dr. Linda J. Hayes

ABA Tutorials

- Acceptance-Based Behavior Therapy for Anxiety Disorders, presented by Dr. Georg H. Eifert
- The Application of Precision Teaching with Children with Autism: Perceived Problems and Possible Solutions, presented by Michael Fabrizio
- Attempting to Save the World with Applied Behavior Analysis: Lessons Learned from 30+ Years of Behavioral Community Research, presented by Dr. E. Scott Geller
- Clinical Applications of Verbal Behavior Research with Children with Autism, presented by Dr. Vincent Carbone
- Dynamic Changes in Reinforcer Effectiveness: Satiation and Habituation Have Different Implications for Theory and Practice, presented by Dr. Frances K. McSweeney
- Establishing and Sustaining Behavior Support Systems in School, District, and State Levels, presented by Dr. Robert Horner
- History of Behavioral Pharmacology, presented by Dr. Joseph V. Brady
- Individual Behavior, Culture, and Social Change, presented by Dr. Sigrid Glenn
- Proposed Guidelines for a Revision and Expansion of the Scope of Applied Behavior Analysis, presented by Dr. Nathan Azrin
- Pursuing Excellence in Human Service Delivery: A 15-Year Odyssey with a Very Happy Ending, presented by Dr. Jon S. Bailey
- Teaching Behavioral Intervention in Developmental Disabilities via Distance Learning: Challenges and Solutions, presented by Dr. Richard Fleming
- Teaching Child Development in a Non-behavioral World, presented by Dr. Gary Novak

2003 Videos

Special Events

- Opening Event: Society for the Advancement of Behavior Analysis Awards
- Presidential Scholar's Address: The Human Genome Project: Does It Need the Behavioral Sciences? presented by Dr. Alan Guttmacher
- Presidential Address: Behavior Analysis, Mentalism, and the Path to Social Justice, presented by Dr. Jay Moore

ABA Tutorials

- Assuring the Quality of Your ABA Interventions via OBM, presented by Dr. Beth Sulzer-Azaroff
- Learning and Sexual Behavior, presented by Dr. Michael Domjan
- Making Sense of Autism Treatment Research, presented by Dr. Gina Green
- The Multiple Control of Verbal Behavior, presented by Dr. Jack Michael
- Using Verbal Behavior to Analyze Complex Verbal Operants, PECS and a Better Understanding of Developmental Disabilities, presented by Dr. Andy Bondy
- Words and Other Kinds of Behavior: Another Tutorial on Verbal Behavior, presented by Dr. A. Charles Catania

Applied Behavior Analysis, 2/E

John O. Cooper, Timothy E. Heron, and
William L. Heward, The Ohio State University

This respected, widely used, upper-level text provides an in-depth, research-based study of all areas of ABA. Thoroughly revised and updated, the Second Edition features five new, full chapters by some of the field's most respected scholars, and content in each of the 29 chapters is referenced to the Behavior Analysis Certification Board's Task List, 3rd Edition for the BCBA Exam. A must-have for every behavior analyst's bookshelf!

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PART I. INTRODUCTION AND BASIC CONCEPTS. Chapter 1. Definition and Characteristics of Applied Behavior Analysis. Chapter 2. Basic Concepts. PART II. SELECTING, DEFINING, AND MEASURING BEHAVIOR Chapter 3. Selecting and Defining Behaviors to Change. Chapter 4. Measuring and Recording Behavior. Chapter 5. Planning and Directing Observational Procedures.
PART III. EVALUATING AND ANALYZING BEHAVIOR CHANGE. Chapter 6. Producing and Interpreting Graphic Displays. Chapter. 7. Analyzing Behavior Change: Basic Assumptions and Strategies. Chapter 8. Analytic Tactics Using the Withdrawal, Reversal, and Alternation of Treatment Conditions Chapter. 9. Analytic Tactics Using Multiple Baselines and Changing Criteria Chapter. 10. Planning, Replicating, and Evaluating Research in Applied Behavior Analysis.
PART IV. REINFORCEMENT. Chapter 11. Positive Reinforcement Chapter. 12. Negative Reinforcement by Brian A. Iwata & Richard G. Smith. Chapter 13. Schedules of Reinforcement. PART V. ANTECEDENT VARIABLES. Chapter. 14. Motivating Operations by Jack Michael. Chapter 15. Stimulus Control.
PART VI. VERBAL BEHAVIOR. Chapter 16. Verbal Behavior by Mark Sundberg. PART VII. DEVELOPING NEW BEHAVIOR. Chapter 17. Imitation. Chapter 18. Shaping. Chapter 19. Chaining.
PART VIII. DECREASING BEHAVIOR WITH NONPUNISHMENT PROCEDURES. Chapter 20. Extinction. Chapter 21. Differential Reinforcement. Chapter 22. Antecedent Interventions.
PART IX. DECREASING BEHAVIOR WITH PUNISHMENT PROCEDURES. Chapter 23. Punishment by Presentation of a Stimulus. Chapter 24. Punishment by Removal of a Stimulus. PART X. FUNCTIONAL ANALYSIS. Chapter 25. Functional Behavior Assessment by Nancy A. Neef & Stephanie M. Peterson. PART XI. SPECIAL APPLICATIONS. Chapter 26. Contingency Contracting, TokenEconomy, and Group Contingencies. Chapter 27. Self-Management. PART XII. PROMOTING GENERALIZED BEHAVIOR CHANGE. Chapter 28. Generalization and Maintenance of Behavior Change.
PART XIII. ETHICS. Chapter 29. Ethical Practice of Applied Behavior Analysis by Jose A. Martinez-Diaz.

NEW Titles available for Fall 2004 Classes:

Heward et al., Focus on Behavior Analysis in Education, 1/E
Zirpoli, Melloy, Behavior Management: Applications for Teachers, 4/E

Titles available NOW:

Alberto, Troutman, Applied Behavior Analysis for Teachers, 6/E (2003)
Cipani, Classroom Management for All Teachers: 12 Plans for Evidence-Based Practice, 2/E (2004)
Walker, Shea, Bauer, Behavior Management: A Practical Approach for Educators, 8/E (2004)

MayInstitute

A Recognized Leader in Applied Behavior Analysis

- Professional opportunities in Massachusetts, Maine, New Hampshire, Connecticut, New Jersey, Georgia, and Florida
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- Tuition-reimbursed ABA master's programs at several universities—some include housing
- In-house training and education leading to eligibility for BCABA and BCBA certification

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Shaping Futures. Changing Lives.

For consideration, please send your resume to:
May Institute, One Commerce Way, Norwood, MA 02062
Email: abajobs@mayinstitute.org Fax: 781-440-0414

CAREER OPPORTUNITIES IN APPLIED BEHAVIOR ANALYSIS

Spectrum Center is again expanding its programs!

Due to its reputation for providing quality products and services, **Spectrum Center** has been asked to expand its current operations across a wide range of programs and applications. We have recently opened a sixth special education campus and three school based satellite programs. As a result, Spectrum Center will have job openings for:

- **Senior Behavior Analyst**
- **Program Director**
- **Assistant Program Director**
- **Education Coordinator**
- **Special Education Teacher**

If you are interested in getting more information about immediate career opportunities, or future prospects.....

Please send a resume to Janet Medina at
Spectrum Center,
2855 Telegraph Avenue, Suite 312
Berkeley, CA 94705,
e-mail jmedina@spectrumcenter.org,
call (510) 845-1321,
Or visit our website at www.spectrumcenter.org

SPECTRUM
CENTER

Friday, May 28

Day Schedule
Workshops
Sessions

Friday, May 28

	ROOM	7 AM :00	7 AM :30	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12 PM :00	12 PM :30	1 PM :00	1 PM :30
Second Floor - Plaza Level	Republic A														
	Republic B														
	Grand Ballroom														
	Liberty A							#W21 RIFFEL PSY							
	Liberty B							#W7 FUQUA & Spates PSY							
	Liberty C							#W10 BARNES-HOLMES, et al. PSY							
	Independence East							#W9 Gerenser, McDONALD, Forman & Horowitz PSY							
	Independence West							#W15 BOSCH, Saltzman & Granpeesheh PSY							
	Constitution A														
	Constitution B														
	Back Bay A														
	Back Bay B							#W5 Riedesel & LARSSON PSY							
	Back Bay C														
	Back Bay D							#W12 ROLIDER PSY							
Third Floor	Hall D (Hynes)					ABA Cooperative Bookstore									
	Hall D (Hynes)							2004 ABA Exhibit							
	Hall D (Hynes)														
	Commonwealth	#1 SQAB													
	Beacon A							#W19 LETSO & Roest PSY							
	Beacon B							#W17 WOODS & Himle PSY							
	Beacon D							#W20 SCHULZE et al.							
	Beacon E							#W16 RIOS, Hurtado & Youngbauer PSY							
	Beacon F							#W18 Bondy & SULZER-AZAROFF PSY							
	Beacon G														
	Beacon H							#W13 Cautilli, WEINBERG & Thomas PSY							
	Berkeley							#W3 ELDAR PSY							
	Clarendon							#W11 KANTER, et al. PSY							
	Dalton							#W1 METZGER PSY							
	Fairfax A							#W4 COVER & Winkler PSY							
	Fairfax B							#W8 ROBINSON, Osnes & Toro PSY							
	Gardner A							#W2 GOLDEN PSY							
	Gardner B							#W6 JOHNSON, Melroe, Robbins & Malmquist							
	Hampton							#W14 WILSON & Ely PSY							
	Exeter A			Speaker-Ready Room											
	Exeter B			Speaker-Ready Room											
Fifth Floor	Conference 2														
	Conference 3														
	Conference 4														

#W = Workshop

PSY = Workshop available for CE for psychologists

Note: All pre-convention workshops are available for CE for certified behavior analysts

LEGEND

ROOM	2 PM :00	2 PM :30	3 PM :00	3 PM :30	4 PM :00	4 PM :30	5 PM :00	5 PM :30	6 PM :00	6 PM :30	7 PM :00	7 PM :30	8 - 10 PM		
Republic A															Second Floor - Plaza Level
Republic B															
Grand Ballroom															
Liberty A	#W26 RAY								#W47 VILLONE & Green					PSY	
Liberty B	#W7 FUQUA, cont'd								#W45 HUNDERT & Walton-Allen					PSY	
Liberty C	#W13 BARNES-HOLMES, cont'd								#W29 PAGLIARO & Luce					PSY	
Independence East	#W9 McDONALD, cont'd								#W38 LARSSON, et al.					PSY	
Independence West	#W15 BOSCH, cont'd								#W40 MICHAEL & Miguel						
Constitution A															
Constitution B															
Back Bay A									#W34 KNAPP & Jablonski					PSY	
Back Bay B	#W15 LARSSON, cont'd								#W50 SANCHEZ, et al.					PSY	
Back Bay C									#W31 PARTINGTON					PSY	
Back Bay D	#W12 ROLIDER, cont'd								#W33 LAITINEN					PSY	
Hall D (Hynes)	ABA Coorperative Bookstore														Third Floor
Hall D (Hynes)			2004 ABA Exhibit												
Hall D (Hynes)															
Commonwealth	#1 SQAB														
Beacon A	#W22 LETSO					PSY			#W44 ANDRONIS & Layng					PSY	
Beacon B	#W24 SCHELL					PSY			#W43 GARDENIER, et al.					PSY	
Beacon D	#W23 FLOOD					PSY			#W37 CARTER, et al.						
Beacon E	#W25 R. SAUNDERS & M. Saunders					PSY			#W32 SHARPE, et al.						
Beacon F	#W27 BONDY & Frost					PSY			#W46 JOHNSON, et al.						
Beacon G															
Beacon H	#W13 WEINBERG, cont'd								#W39 WEINBERG & Cautilli					PSY	
Berkeley	#W13 ELDAR, cont'd								#W36 CICCONE, et al.					PSY	
Clarendon	#W11 KANTER, cont'd								#W30 COHEN-ALMEIDA, et al.					PSY	
Dalton	#W1 METZGER, cont'd								#W35 DAVIS, et al.					PSY	
Fairfax A	#W4 COVER, cont'd								#W28 FABRIZIO, et al.						
Fairfax B	#W8 ROBINSON, cont'd								#W49 McCABE-ODRI, et al.					PSY	
Gardner A	#W2 GOLDEN, cont'd								#W41 GOULD					PSY	
Gardner B	#W6 JOHNSON, cont'd								#W42 HIGBEE, et at.					PSY	
Hampton	#W14 WILSON, cont'd								#W48 FALLEO, et al.					PSY	
Exeter A	Speaker-Ready Room														
Exeter B	Speaker-Ready Room														
Conference 2									#W52 PALAZZO & Roest					PSY	Fifth Floor
Conference 3									#W51 HOLMES & Van Driesen					PSY	
Conference 4															

Workshop #1 **BA & PSY CE**

10:00 AM - 5:00 PM
Dalton

A Curriculum for an Intensive, Early Intervention Program for Children with Autism: The First Two Years
BARBARA METZGER, PhD, BCBA (Winston Salem/Forsyth County Schools)

Description: A curriculum for teaching children with autism across the following skill categories will be presented: language, play/socialization, imitation/observational learning, school readiness, and self-help skills. The entire curriculum has been divided into six phases. This presentation will cover the skills in the first three phases, with an emphasis on language and play skills. This presentation will cover the following related topics: necessary prerequisite skills, vertical and horizontal curriculum development, foundation skills vs. combination skills and ideal time guidelines for completion of each curriculum phase. The difference between the initial acquisition of a skill and the subsequent generalization of that skill will also be covered.

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

- Identify the first three phases of the curriculum and an ideal time guideline for each.
- Read the curriculum flow-chart to determine the sequence of skills.
- Discriminate between vertical and horizontal curriculum development.
- Discriminate between foundation and combination skills in curriculum development.
- Discriminate between the initial acquisition of a skill and the subsequent generalization of that skill.
- Identify the purpose of and the steps of teaching early language skills.
- Identify the purpose of and the steps of teaching early play skills.

Activities: Materials will be presented in a lecture format with time for practice in developing curriculum for sample children.

Audience: Parents and professionals who are teaching young children with autism.

Level: Intermediate

Member: $160 **Non-member:** $175
After 3/15 Member: $185 **Non-member:** $200

Workshop #2 **BA & PSY CE**

10:00 AM - 5:00 PM
Gardner A

Childhood Psychiatric Disorders: Assessment and Treatment from a Behavioral Perspective
JEANNIE GOLDEN, PhD, BCBA (East Carolina University)

Description: Many children with developmental disabilities and children in the child welfare system develop several of the symptoms of various childhood psychiatric disorders, such as attention deficit hyperactivity disorder, oppositional defiant disorder, conduct disorder, bipolar disorder and reactive attachment disorder, due to early abuse/neglect, multiple placements and multiple caregivers. Differential diagnosis becomes a critical issue in providing appropriate treatment and services for these children and their families. However, these children are often diagnosed based on behavior exhibited during office visits and personality assessment instruments with questionable reliability and validity. Additionally, the treatment focus follows the medical model with the assumption that behavioral symptoms are the result of underlying psychopathology. Behavior analysts are in a unique position to provide more comprehensive diagnosis that includes observations of behavior in a variety of settings to determine the effect of various stimulus conditions and setting events, functional assessments to determine the causes and maintainers of various behavioral symptoms, and careful analysis of learning histories to determine the efficacy of various reinforcers and punishers. Behavior analysts are also able to provide assessment-driven treatment approaches, to design therapeutic environments that support the learning of appropriate replacement behaviors and to facilitate typical development rather than psychopathology.

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

- Explain the differences between the medical and behavioral approaches to the etiology, diagnosis, prognosis and treatment of psychopathology in children.
- Name some of the symptoms used in the differential diagnoses of attention deficit hyperactivity disorder, bipolar disorder, and reactive attachment disorder.
- Describe the unique learning histories of children with psychiatric disorders and how

feelings serve as establishing operations in these children.

- Tell why children with this learning history often are diagnosed with attention deficit hyperactivity disorder, oppositional-defiant disorder, and conduct disorder in different developmental stages of their lives.

Activities: Participants will listen to didactic information and real-life case histories, take notes, ask questions, view a power point presentation, present their own cases for feedback, and participate in role-play situations.

Audience: Board certified behavior analysts, psychologists, counselors, social workers and/or teachers who serve children with developmental disabilities or children who typically-developing who have been given psychiatric diagnoses.

Level: Intermediate

Member: $135 **Non-member:** $150
After 3/15 Member: $160 **Non-member:** $175

Workshop #3 **BA & PSY CE**

10:00 AM - 5:00 PM
Berkeley

Educating Through Movement: Using Physical Activity to Support Learning Skills, Social Skills, and Self-Control
EITAN ELDAR, PhD (Zinman College, Wingate Institute, Israel)

Description: The presented model is based on the principles and procedures of applied behavior analysis while emphasizing the uniqueness of movement and game as an ideal context for supporting, instilling, and reinforcing learning skills, social skills, and affective ability. Such a context enables teachers and clinicians to design challenging learning content and atmosphere for their students. The model is based on a series of scripts offering a simulation of real-life situations, pre-planned and programmed for achieving specific goals. It can support specific clinical goals such as developing self-control, a yearly curriculum at the kindergarten and school, or an extended behavioral program for individuals or small groups.

The rationale behind the development of the model will be discussed, specific behavioral procedures and principles supporting the model will be cited, the structure of the model will be described, followed by different examples of its optional implementation, and the components of the model, modified during the past 15 years, will be portrayed. The workshop will conclude with recommendations and examples for utilizing the model in a variety of education and clinical settings and in various populations.

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

- Explain the unique characteristics of physical activity and games as learning contexts.
- Cite behavioral principles and procedures that enhance learning in these contexts.
- Identify the general structure of the model.
- Design various physical activities as clinical scripts, serving specific behavioral goals.
- Describe and explain the components of the model.
- Use and modify observation forms in order to evaluate students' progress.
- Adapt the components of the model to different populations and programs.

Activities: Activities will include a presentation of the rationale, theoretical background and the components of the model; an open discussion related to physical activity as a learning context; a video presentation demonstrating the implementation of the model; active demonstration games with the participants; and planning drills – participants will practice activity and program design based on the model.

Audience: Behavior analysts, teachers, consultants, lead therapists, line therapists, and students.

Level: Intermediate

Member: $140 **Non-member:** $155
After 3/15 Member: $165 **Non-member:** $180

Workshop #4 **BA & PSY CE**

10:00 AM - 5:00 PM
Fairfax A

Examination of the Intermediate Bridge, with Applications
KAYCE COVER, MSEd (Syn Alia Systems) and Debbie Winkler (Dog Ears and Paws Assistance Dog Training)

Description: The Intermediate Bridge (IB) is a tertiary reinforcer that can reduce training time by 25 - 75%. This workshop explores the features and benefits of the IB, and its applications. In particular, an IB mediated communication system will be demonstrated, showing acquisition of a concept and related vocabulary, in as little as five minutes. Instructors can harvest direct feedback from pre-verbal children, non-verbal, or sub-verbal adults, or the

temporarily non-verbal, such as stroke patients, as well as from animals. However, the IB has myriads of applications in teaching people with normal verbal skills, as participants will have the opportunity to experience. As time permits, participants can put forth cases for review and demonstration. Participants will receive a PDF (on disk) copy of The Syn Alia Series, Volume I: An Introduction to Bridge and Target Technique, by Kayce Cover (see http://www.synalia.com for additional information), and an article detailing the features and applications of the IB, as well as a hard copy of the course syllabus.

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

- Understand and apply the Intermediate Bridge (IB).
- Condition bridges in a seven-step process.
- Teach targeting in a four-step process.
- Use targets for communication.
- Isolate concepts.
- Teach matching, discrimination, and vocabulary.
- Test acquisition of matching, discrimination, vocabulary.
- Use these components to harvest non-verbal feedback.
- Coach clients via the IB.
- See the IB applied to their applications, as time permits.

Activities: A series of explanations and demonstrations of the process, with descriptions of applications, interposed with hands on practice by all participants. Video tape of applications with humans and animals will demonstrate the breadth and ease of application of these skills. Participants will view animals making choices, giving information, answering questions, and cooperating in tasks. We plan to also show recent work with an autistic child using the IB to communicate with his assistance dog.

Audience: All instructors including therapists, clinicians, special needs teachers, pre-school teachers, researchers involved in animal studies, laboratory personnel, zoo keepers, animal trainers, and anyone interested in communication and motivation.

Level: Introductory

Member: $145 **Non-member:** $160
After 3/15 Member: $170 **Non-member:** $185

Workshop #5 **BA & PSY CE**

10:00 AM - 5:00 PM
Back Bay B

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

Kara L. Riedesel and ERIC V. LARSSON, PhD, BCBA (Lovaas Institute for Early Intervention)

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 required skills and present specific training programs that 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: At the end of the workshop, participants will be able to identify:

- A comprehensive array of staff competencies.
- Effective methods for teaching these competencies.
- A system of management to integrate consistent staff behavior across a group of teams.
- An evaluation system for staff training.
- A system of dynamically self-adjusting staff training.
- Essential competencies for behavior therapists.
- Essential competencies for clinical supervisors.

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

Member: $137 **Non-member:** $152
After 3/15 Member: $162 **Non-member:** $177

Workshop #6 **BA CE**

10:00 AM - 5:00 PM
Gardner B

Learning and Teaching Mathematics with the Morningside Model of Generative Instruction
KENT JOHNSON, Kris Melroe, and Joanne Robbins (Morningside Academy), and Susan Malmquist (Private Practice)

Description: For the past decade, professional mathematics educators have advocated problem solving and inquiry based approaches to teaching mathematics to children and youth. Their approach has crowded out the teaching of more fundamental competencies in math. The Morningside Math framework rebalances the objectives, bringing more basic math tools and computation into play with inquiry and problem solving. In this workshop you will learn to implement our curriculum and methods. Learners in K-12 general education classrooms as well as learners with developmental disabilities and autism have profited enormously from our program. Our data typically show substantial academic gains on state and national tests. Morningside Mathematics occurs in three levels. Each day students practice math tool skills to fluency. Our tool skill sequence begins with reading and writing numbers, identifying the place value of digits in numbers, and math facts; and progresses to solving 3-term equations with one unknown, and finding multiples and factors, among other pre-algebra tool skills. We will teach you how to apply Precision Teaching and peer coaching to teach learners these math tools. The second level of each day's work involves learning basic concepts and computation skills using whole numbers, fractions, decimals, percents, ratios, measurement, statistics, geometry, and advanced number work. We will introduce a curriculum ladder with over 100 objectives, scripted instruction to establish these skills, and practice materials to build fluency. We will teach you Direct Instruction and Precision Teaching methods to teach learners these objectives. We will also teach you a diagnostic/prescriptive approach to teaching the curriculum, allowing you to individualize instruction to include only those objectives that need instruction or practice. The third level of each day's work involves reasoning and problem solving. We will teach you a protocol for solving all kinds of problems called Thinking Aloud Problem Solving.

Morningside Math also includes a Precision Teaching approach to Curriculum Based Measurement (CBM). CBM provides short weekly measures a teacher can administer to plan additional instruction and practice needs, make predictions about year-end performance results, and avoid surprises when state and national tests are administered in the Spring. We will teach you how to implement our CBM approach. We implement Morningside Math with Saxon Math; we will teach you about Saxon Math and how to integrate it with Morningside Math. Morningside Math can also be implemented jointly with any modern math curriculum to supplement its weaknesses and create a better balance of math learning.

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

- Learn and practice methods for teaching math tool skills.
- Learn and practice methods for teaching concepts and computation operations for math learning.
- Learn and practice methods for teaching problem solving.
- Learn and practice CBM methods.
- Experience our methods of feedback and coaching.
- Practice implementing our system.
- Learn to incorporate mathematics into your treatment plans.

Activities: Lecture, demonstration and discussion methods; Direct Instruction; and Precision Teaching will be used to teach you Morningside Math. Our faculty and staff will also coach you and give you feedback as you practice.

Audience: Teachers, administrators, clinicians, direct-care staff, tutors, and instructional designers who want to learn how to teach mathematics to children and youth, as well as adults in literacy programs.

Level: Introductory-Intermediate

Member: $225 **Non-member:** $240
After 3/15 Member: $250 **Non-member:** $265

Workshop #7 **BA & PSY CE**

10:00 AM - 5:00 PM
Liberty B

Professional and Research Ethics for Behavioral Psychologists
R. WAYNE FUQUA, PhD, BCBA and C. 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. Participants will be encouraged to offer examples of ethical dilemmas (with appropriate concern for confidentiality) for discussion with workshop participants and leaders.

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

- Describe ethical standards for the practice of psychology, including the application of behavior analysis and behavior management strategies.
- Identify ethical concerns in case scenarios involving the practice of psychology.
- Describe appropriate corrective action for practices of questionable ethicality.
- Identify best ethical practices in the conduct of research with human participants.
- Identify ethical issues involved in intellectual property/plagiarism, conflicts of interest, mentor-mentee relations and scientific misconduct.
- Using behavior analytic principles, explain why ethical violations occur and what strategies might be applied to reduce and prevent such violations.

Activities: This workshop will rely heavily on real and hypothetical cases to illustrate major ethical principles. Participants will be encouraged to identify the ethical dilemmas posed by various cases and to suggest appropriate courses of action. Participants will be encouraged to offer real world examples of ethical conflicts (with appropriate concern for confidentiality) for discussion and analysis.

Audience: Behavioral practitioners, behavioral researchers, and advanced students who are engaged in professional practice, research, and/or the study of ethics.

Level: Intermediate

Member: $135 **Non-member:** $150
After 3/15 Member: $160 **Non-member:** $175

Workshop #8 **BA & PSY CE**

10:00 AM - 5:00 PM
Fairfax B

Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services
SARAH ROBINSON, PhD, BCBA (Florida Department of Children and Families), Pamela G. Osnes (The Ohio State University), and Haydee Toro (Florida Department of Children and Families)

Description: This introductory workshop provides an overview of ethical principles and their application to the clinical practice of behavior analysis. Behavior analysts often encounter ethical dilemmas in their work. However, many received limited training in this area or received training relevant to other professions that do not routinely practice in the diverse settings and circumstances encountered by behavior analysts. This workshop will cover ways to recognize ethical issues and how to make decisions about them when they arise. It will also highlight some key ethical concerns including competence, confidentiality, multiple relationships, business practices, and special education issues. Ethical principles will be discussed in terms of situations that arise in real settings including communities, family homes, schools, and residential facilities and with a variety of client populations.

A significant part of the workshop will be spent on discussion of examples provided by the presenters and the participants' own ethical dilemmas. Participants will also receive copies of a number of professional codes, guidelines, and other relevant materials.

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

- Use a variety of professional ethics codes and guidelines including those of the American Psychological Association and the Behavior Analyst Certification Board.

- Identify some ethical principles common across several professions.
- Understand and apply the ethical principles related to professional competence, confidentiality, multiple relationships, and misuse of influence.
- Understand and apply ethical principles to situations that commonly arise in business practices, such as record keeping, financial arrangements, and honoring commitments.
- Understand and apply ethical principles to issues encountered in special education, such as those related to due process and IEP's.
- Take steps to avoid common ethical problems.
- Recognize ethical issues and use strategies to resolve them as they arise.

Activities: Workshop activities will include large group and small group exercises in which participants will discuss ethical dilemmas. Through this process participants will enhance their abilities to identify ethical issues and use ethical decision-making skills. 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 published and unpublished teaching cases. Participants will also have the opportunity to suggest for discussion ethical dilemmas that they have encountered in their own work.

Audience: Practitioners, supervisors, and other professionals working in educational, developmental disabilities, mental health, and home and community settings, including behavior analysts, special education and regular education teachers, and psychologists.

Level: Introductory

Member: $130 **Non-member:** $145
After 3/15 Member: $155 **Non-member:** $170

Workshop #9 **BA & PSY CE**

10:00 AM - 5:00 PM
Independence East

Promoting Speech and Language in Children with Autism: Integrating ABA and Speech-Language Pathology
Joanne Gerenser (Executive Director - Eden II Programs), MARY ELLEN MCDONALD, MA, BCBA (The Genesis School), Bonnie M. Forman (Eden II School for Autism), and Randy I. Horowitz (Eden II Programs)

Description: Children with autism typically demonstrate deficits in speech, language, and communication. There have been significant gains made in the past fifteen years using the principles of applied behavior analysis to address these deficits. 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. Still others continue to demonstrate significant challenges with abstract language or the social use of 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-language pathologist's reluctance to rely on behavior analysis as the model for intervention, preferring to utilize developmental or social pragmatic approaches. Therefore, traditional behavioral programming often lacks critical input in areas such as the neuro-anatomy of speech production or complex augmentative communication systems. This workshop will provide a model for integrating research in the area of speech production, voice, language development and disorders as well as communication within behavioral programming for children with autism. Specific programs to target oral motor development, verbal skills, vocabulary development, abstract language and social use of language will be presented.

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

- Describe the unique deficits in speech, language, and communication across children on the autism spectrum.
- Understand 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.
- Incorporate this information in programming for children with autism using the principles of applied behavior analysis.
- Develop basic programs to address oral motor deficits in children with autism.
- Develop basic programs to address deficits in speech production in children with autism.
- Identify word learning strategies in typical development and be able to apply this information to the development of programs for children with autism.

- Describe different augmentative systems and how they can be used to promote communication in children with autism.

Activities: Participants will be involved in didactic presentation as well as discussion. All programs presented will be accompanied by videotapes and written programs. Demonstration of specific prompting procedures and programs will be provided. Participants will practice some teaching techniques and programs. Participants will practice using assessment tools and data collection procedures.

Audience: Speech-language pathologists, behavior analysts, psychologists, and special educators.

Level: Intermediate

Member: $170 **Non-member:** $185
After 3/15 Member: $195 **Non-member:** $210

Workshop #10 **BA & PSY CE**

10:00 AM - 5:00 PM
Liberty C

Relational Frame Theory: Implications for Clinical Behavior Analysis
DERMOT BARNES-HOLMES, PhD and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and John Tanner Blackledge (University of Nevada, Reno)

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, analogy and metaphor, problem solving, rule-governance, and perspective-taking. The workshop will also explore how RFT may be used to guide and inform research in clinical psychology, and experimental psychopathology in particular. 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 second part of the workshop will explore some recent examples of how RFT has been employed in research in experimental psychopathology. The third and final part will consider possible future directions for RFT research in clinical psychology.

Objectives: At the completion of the workshop, participants will 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, reasoning, problem solving rule-governance, and perspective-taking.
- Understand and begin to apply RFT concepts, methods, and findings in clinical behavior analysis.
- Appreciate the scope and potential for future RFT research in experimental psychopathology.

Activities: Activities will include didactic instruction, paper and pencil exercises, and question and answer sessions.

Audience: Behavior analysts working in academic and clinical psychology 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: Intermediate

Member: $125 **Non-member:** $140
After 3/15 Member: $150 **Non-member:** $165

Workshop #11 **BA & PSY CE**

10:00 AM - 5:00 PM
Clarendon

The Client-Therapist Relationship in Psychotherapy: The Pot of Gold at the End of a Functional Analysis
JONATHAN KANTER, PhD (University of Wisconsin, Milwaukee), and Reo Newring, Christeine Terry, Ursula Whiteside, and Robert Kohlenberg (University of Washington)

Description: This workshop is for students, behavior analysts and practicing clinicians who want to incorporate functional analytic principles into their outpatient mental health treatment. For many years, the tools and techniques of behavior analysis primarily have focused on work in controlled settings, while adult, outpatient psychotherapy with cognitively-intact individuals has been left behind. We overview the basic principles of Functional Analytic Psychotherapy (FAP), which provides behavior analysts a foundation and set of techniques for the client issues commonly presented in adult, outpatient psychotherapy, such as anxiety and depression. We explain how a functional analysis of psychotherapy leads to a focus on the client-therapist relationship and present strategies and techniques that help use the client-therapist

relationship as a therapeutic tool, including functional assessment of clinically relevant behaviors, case conceptualization, and the identification, evocation, and modification (i.e., natural reinforcement) of in-vivo behaviors.

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. Clinicians that are new to functional analysis or FAP are welcome and we aim to present topics that go beyond the basics.

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

- Communicate the basic principles of FAP for adult, outpatient psychotherapy with cognitively-intact individuals.
- Understand and practice:
- How to conduct functional assessments to target clinically relevant behaviors.
- How to conceptualize cases in FAP and develop treatment plans.
- How to focus on the client-therapist relationship through identification, evocation, and modification (i.e., natural reinforcement) of in-vivo behaviors.
- How to use client and therapist emotional responding in psychotherapy.
- How to facilitate the generalization of in-vivo improvements to daily life.
- How to assess the effects of interventions.

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 have the opportunity to practice with materials frequently used in or adapted for FAP. In addition, 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. 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.

Audience: Behavior analysts interested in an introduction to adult, outpatient psychotherapy techniques and a behavior analytic interpretation of the therapeutic process; and therapists interested in applying functional analysis in their approach to treatment. Because clinical material is being presented, the workshop is open only to faculty, graduate students, or professionals.

Level: Introductory

Member: $140 **Non-member:** $155
After 3/15 Member: $165 **Non-member:** $180

Workshop #12 **BA & PSY CE**

10:00 AM - 5:00 PM
Back Bay D

The Smart & Sensitive Parenting Program (SSPP): Teaching Parents Behavior Analytic Skills
AMOS ROLIDER, PhD, BCBA (Emek Yezreel College)

Description: In this workshop, a unique parent group training model entitled SSPP (The Smart & Sensitive Parenting Program), which 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 subsequently learn to identify the function of their own responses to their children's inappropriate behaviors and are trained to select and apply effective and doable interventions based on their discovery of triggers and maintaining consequences.

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

- Identify behaviors and typical parental responses associated with the termination of a preferred activity or reinforcer, demand situations, wait situations, transition from preferred activity to a non-preferred activity, and elicited emotional outbursts.
- Identify the function of children's inappropriate behaviors and the function of typical parental incorrect responses.
- Identify and describe the essential ABA foundations parents need to acquire in order to intervene effectively.
- Familiarize themselves with effective and simple data collection tools to be used by parents in home settings.
- Select effective package intervention based on the identified evoking triggers and behavior function.

- Know how and when to use effective DRO and DRL motivational systems at home.
- Design effective interventions for problems such as non-compliance, temper tantrum, sibling rivalry, and school related problems.

Activities: The following will be discussed and practiced: how to identify behaviors and typical parental responses associated with the termination of a preferred activity of reinforcer; refusal or inability to provide a preferred activity or reinforcer; demand situations; transition from preferred activity to non-preferred activity; and elicited emotional outbursts. The importance of preparing an established weekly schedule and set of expectations, and the role of daily and weekly family meetings. Preparing children for challenging triggers and difficult situations. Selecting an appropriate response based on the function of the inappropriate behavior.

Using the model to deal with children's most common inappropriate behaviors, including bickering and refusal; tantrums and aggression; over-dependence and school-related problems.

Audience: Teachers, psychologists, behavior analysts, and parents who work with/raise children and adolescents who exhibit a variety of antisocial behaviors.

Level: Introductory

Member: $130 **Non-member:** $145
After 3/15 Member: $155 **Non-member:** $170

Workshop #13 **BA & PSY CE**

10:00 AM - 5:00 PM
Beacon H

Using Organizational Behavior Management Skills to Develop Programs for Human Services

Joseph Cautilli (Children's Crisis Treatment Center), MICHAEL WEINBERG, PhD, BCBA (Devereux Florida Network), and Craig Thomas (The Childhood Learning Center)

Description: This workshop will provide a theoretical framework for utilizing behavior analysis principles of organizational behavior management, combining it with methods from TQM and statistical process control, as applied to human services provider organizations (Hantula, 1995; Babcock, Fleming & Oliver, 1999). Organizational management and human resources (HR) applications are a growing area for behavior analysts, who have the unique skills and experience to utilize principles of behavior analysis to improve processes and functions in human services organizations. One particular area of interest for behavioral practitioners will be organizational behavior management (OBM). OBM conceptualizes and empirically solves organizational problems.

This workshop will provide participants with the concepts and knowledge to increase their potential for professional behavioral consultation to human services organizations. Operation issues plague most mental health and service industry professions. It is our experience that organizational behavior management has much to offer traditional operations in job design, analysis, and HR management. In addition, OBM readily lends itself to improve the quality of treatment services in human service organizations that provide services to people with mental retardation, developmental disabilities, autism, and emotional/behavioral disorders. This presentation will focuses on applying the basics of OBM to the development of successful service operations, and provide data from a demonstration research project conducted in a residential treatment facility serving these populations. Management involves the acquisition and use of resources. OBM redefines management from control of the person to control of the context/environment in which the person works. It has developed powerful techniques for a range of management areas, and can be used to improve the integrity and quality of treatment approaches being used in a human service organization. (Cautilli & Clarke, BAT, 2000, Weinberg et. al., BAT, 2001).

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

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

- Understand the essential skills of an effective manager.
- Understand key skills to devise performance objectives linked to evaluation, mission of the organization, and performance-contingent salary increases.

Activities: Participants will work in breakout groups to devise performance objectives for professionals and staff linked to the organization's mission.

Audience: Behavior analysts, human resources professionals, program directors or administrators of human services organizations, OBM professionals, and students in OBM track programs.

Level: Intermediate

Member: $130 **Non-member:** $145
After 3/15 Member: $155 **Non-member:** $170

Workshop #14 **BA & PSY CE**

10:00 AM - 5:00 PM
Hampton

Values, Defusion, and Mindfulness in Acceptance and Commitment Therapy
KELLY G. WILSON, PhD and Laura Ely (University of Mississippi)

Description: Behavioral treatments often expose clients to extraordinary distress. Symptom reduction, as a goal of treatment, may not be a sufficiently potent reinforcer to cause a sufferer to bear the pain of this exposure. An explicit focus on the larger "why" of treatment can both direct and dignify treatment. The focus of this workshop will be on practice. Two major categories of interventions will be described. First, we will introduce a variety of values-centered interventions. A new instrument for assessment and generation of values-driven exposure and behavioral activation will be introduced. Second, we will introduce a variety of defusion strategies and we will examine the relationship between defusion, exposure and mindfulness and how they can be used to facilitate values-centered clinical work. Case examples will be used to illustrate the use of these interventions. Although the core of the values work presented in the workshop are components of Acceptance and Commitment Therapy, suggestions for the systematic integration of values into other cognitive-behavioral treatments will be made.

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

- Administer and score the Values Assessment Instrument to reveal discrepancies in valued life domains.
- Use the Values Assessment Instrument to generate therapy targets.
- Use the values interventions to create a powerful therapeutic relationship.
- Harness behavioral activation and exposure-based interventions to core valued domains.
- Harness behavioral activation and exposure-based interventions to specific values interventions.

Activities: Activities include lecture and experiential exercises.

Audience: Students, mental health professionals, clinical supervisors, and treatment researchers.

Level: Introductory

Member: $145 **Non-member:** $160
After 3/15 Member: $170 **Non-member:** $185

Workshop #15 **BA & PSY CE**

10:00 AM - 5:00 PM
Independence West

Verbal Behavior Practices Applied to Children with Developmental Disabilities
SEBASTIEN BOSCH, PhD, BCBA (CARD, Inc.), Marla Saltzman (University of Nevada, Reno & CARD, Inc.), and Doreen Granpeesheh

Description: This workshop will provide an overview of the CARD, Inc. approach to teaching verbal behavior to children diagnosed with autism. The audience will see a humorous introduction highlighting "don'ts" in ABA treatments. The workshop is organized into two content areas. The first area targets techniques for building repertoires. Specifically, we will focus on language repertoires such as mands, tacts, intraverbals, echoics and receptives. 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).

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

- Demonstrate basic language programming skills for echoics, mands, tacts, intraverbals, and receptive skills.
- Develop an understanding of the cumulative-hierarchical nature of programming.
- Understand the detail of the task analyses necessary to generate "spontaneous" language.
- Increase reinforcer effectiveness in the context of mand training.
- Increase reinforcer effectiveness in the context of prompt and fade prompts for various language functions.

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

Member: $175 **Non-member:** $190
After 3/15 Member: $200 **Non-member:** $215

Workshop #16 **BA & PSY CE**

10:00 AM - 1:00 PM
Beacon E

Behavior Intervention Plans: Guidelines, Clinical Accuracy, and Implementation
JOSE RIOS, MS, BCBA (Private Practice), Evangelina Hurtado (Pathways), and John Youngbauer (North Los Angeles County Regional Center)

Description: Support staff and teachers can best assist individuals with problem behaviors when they have the guidance of a well-designed and effective intervention plan. Unfortunately, functional assessments and the behavior plans derived from such assessments are often poorly designed. They often lack clinical accuracy for the individual's specific behavior problems and are often difficult to implement. This workshop will address plans that are "clinically challenged" and review problems and the necessary steps needed to remedy them. In particular, a plan must entail well-defined description of procedures, it must be clinically accurate and it must be implemented with integrity.

Beginning with the importance of an accurate functional assessment, this workshop will review how to design and implement plans in residential and educational settings. Poorly designed plans are discussed and evaluated in this workshop. The workshop will address staff's concerns and barriers in the implementation of treatment plans and will also provide some steps to remedy these problems. We also will look at issues concerning the importance of effective staff training and appropriate supervision.

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

- Evaluate treatment intervention plans for individuals with behavior problems. These guidelines include how to define procedures effectively, implement clinical accuracy, and treatment integrity.
- Address environmental factors that affect the accurate implementation of treatment plans in residential facilities and educational settings.
- Remember helpful tips used in consulting with staff and supervisors to improve the effectiveness of treatment plan implementation.
- Learn the importance of treatment implementation protocol to improve quality of services. These protocol guidelines include the importance of standardization to increase evaluation and accountability, and to provide staff training and treatment implementation plan.
- Review how to include clinical effectiveness and treatment integrity in the development of an intervention plan.
- Understand how the clinical accuracy is an important component of an effective behavioral treatment plan. In addition, participants will learn the essential characteristics of an effective treatment plan, which entail that a plan should be applied, behavioral, analytical, technological, conceptually systematic, effective, and used to promote generalization.

Activities: This workshop will be primarily didactic with a review of some handouts and sample intervention plans. Three sample cases will be reviewed and evaluated as a small-group project.

Audience: Individuals who are or will soon be designing, evaluating or implementing functional assessment and intervention plans. The primary focus is the use of behavior plans within residential settings although examples involved in educational settings also will be addressed. This workshop would be helpful for QMRPs,

special and regular education teachers, residential administrative staff, behavior specialists/analysts, social workers and case managers as well as anyone involved in the assessment and treatment of persons with behavior disorders.

Level: Intermediate

Member: $78 **Non-member:** $93
After 3/15 Member: $103 **Non-member:** $118

Workshop #17 **BA & PSY CE**

10:00 AM - 1:00 PM
Beacon B

Clinical Management of Tourette's Syndrome and Other Repetitive Behavior Disorders
DOUGLAS W. WOODS, PhD and Michael B. Himle (University of Wisconsin, Milwaukee)

Description: It is well understood that Tourette's Syndrome (TS) and repetitive behavior disorders such as trichotillomania and chronic self-injurious skin picking are more common than previously believed. Unfortunately, data suggest that very few applied behavior analysts are actually familiar with these problems and their clinical management, even though these problems may cause a great deal of social, occupational, and emotional impairment. This workshop will focus on describing the complexities of TS and other repetitive behavior problems, and will describe the etiological and maintaining variables for the problems. Finally, assessment strategies will be discussed and comprehensive treatment strategies will be outlined for managing various aspects of the problems.

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

- Recognize TS and other repetitive behavior disorders.
- Understand the etiological and maintaining variables of the problems.
- Understand the various assessment technologies for TS and other repetitive behavior disorders.
- Learn a variety of treatment strategies to reduce TS, repetitive behaviors, and related problems.

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

Audience: Individuals who are in positions where people with TS and repetitive behaviors may be contacted. Typical settings include hospitals, inpatient/outpatient clinics, schools, or universities.

Level: Introductory

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #18 **BA & PSY CE**

10:00 AM - 1:00 PM
Beacon F

Consulting the Behavioral Way: The Pyramid Approach to Shaping Performance in Autism Educational Services
Andrew Bondy, PhD and BETH SULZER-AZAROFF, PhD (Pyramid Educational Consultants)

Description: This workshop focuses on how 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: At the completion of the 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 provides 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 individuals about to embark on such activities. Participants should be well versed in the fundamentals of applied behavior analysis.

Level: Intermediate

Member: $135 **Non-member:** $150
After 3/15 Member: $160 **Non-member:** $175

Workshop #19 **BA & PSY CE**

10:00 AM - 1:00 PM
Beacon A

Evaluating the Efficacy of Autism Programs: Making Evidence-Based Decisions
SUZANNE LETSO, MA, BCBA (Connecticut Center for Child Development, Inc.) and Erica Roest (Institute for Educational Planning, LLC)

Description: As recently as five years ago, parents and professionals were faced with the task of single-handedly creating an applied behavior analytic program for a child in need of educational services. Today, a host of programs and services are available throughout the country in both public and private settings. The more challenging question now is to determine whether or not any particular program is actually based on the educational principals of applied behavior analysis. Secondarily, parents and professionals need to assess whether the potential behavioral services and learning environments are appropriate to meet the specific needs of a given child. This workshop will provide information and resources to assist parents and professionals making educational placement decisions. Key programmatic components, environmental considerations, and staff competencies will be discussed. Methods of collecting data to support the decision making process will be described, and samples provided.

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

- Understand a general description of behavior analytic services for children with autism encompassing a wide range of environments.
- Identify assessment tools to determine a particular student's readiness for active participation in different learning environments.
- Determine basic program criteria including credentials of staff, staffing ratios, training, supervision, and access to peers and the community.
- Create a customized check-list of critical features in relation to a student's individual educational needs.

Activities: Didactic lecture, group discussion and guided notes will be utilized. Handouts will include identification of additional resources, sample data collection systems, and sample IEP objectives.

Audience: Behavior analysts, program administrators, parents, and other educational service providers working in applied settings with children with autism or related disorders. Participants should have some knowledge of applied behavior analysis and autism treatment.

Level: Introductory

Member: $95 **Non-member:** $110
After 3/15 Member: $120 **Non-member:** $135

Workshop #20 **BA CE**

10:00 AM - 1:00 PM
Beacon D

Graphing with Excel
KIMBERLY A. SCHULZE, PhD, BCBA, Sarah E. Roberts, Emily Rudrud, Eric Rudrud, and Mark Monn (St. Cloud State University)

Description: Participants will be provided with systematic instruction to graphing single subject research designs with Microsoft Excel. Single subject designs covered include: ABAB, multiple baseline, alternating treatments, and cumulative records. Participants will also learn to graph learner acquisition data (session by session). Participants will be provided with a CD providing detailed instructions and a streaming video.

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

- Enter data on Excel spreadsheet for appropriate single subject research design.
- Graph data for single subject design.
- Edit graph content (titles, axis, background, condition).
- Graph learner acquisition data.

Activities: Participants will be provided instruction in graphing single case design. We encourage participants to bring lap top computers to enter data and graph results.

Audience: Practitioners and researchers who need to graph data in an efficient manner. Faculty and graduate students who teach behavior analysis.

Level: Introductory

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $115

Workshop #21 **BA & PSY CE**

10:00 AM - 1:00 PM
Liberty A

Writing a Quality Behavioral Intervention Plan Based on a Functional Behavior Assessment
LAURA RIFFEL, PhD (Behavioral Intervention Program)

Description: Using a direct method of functional behavior assessment, participants will actually work through a real data sample provided in workbook format. The Behavioral Intervention Program has developed a keyed Antecedent, Behavior, Consequence (ABC) data collection tool that simplifies data collection in the natural environment. Using previously recorded data, the participants will be able to analyze this data using keyed analysis tables looking for the function of the target behaviors. After completing the analysis tables, participants will be able to fill out a competing pathways chart for each targeted behavior. This will help participants understand the relationship of the behavior chain and how to break the behavior chain by teaching replacement behaviors that satisfy the same function. Finally, participants will be able to use the competing pathways chart to fill in any district required behavioral intervention plan and implement the plan.

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

- Understand the difference between direct and indirect methods of functional behavioral assessments.
- Understand the importance of defining target behaviors using objective descriptions that are observable and measurable.
- Use antecedent, behavior, and consequence (ABC) data collection tools to collect data samples.
- Analyze a ten-day data sample by plotting the data into tables provided in the workbook.
- Use the data in table format to complete a competing pathways behavior chain.
- Write a behavioral intervention plan based on data specific to each function of the target behaviors, utilizing the completed competing pathways behavior chain.

Activities: Using a provided workbook, participants will walk through a real ten-day sample of ABC data, analyze it, fill out a competing pathways chart, and discuss behavioral interventions that could be implemented to meet the functions of the student's behaviors. The workbook also includes blank forms that may be used in the field. This workbook is currently used for post-graduate students taking Applied Behavior Analysis at Georgia State University and presented in workshop format to teachers in the state of Georgia who are responsible for collection FBA information. However, the workbook is so well written that a parent could attend the workshop and leave knowing how to complete an FBA on home behaviors.

Audience: Anyone who is interested in learning an easy method of collecting ABC data and what to do with it once they have it.

Level: Introductory

Member: $90 **Non-member:** $105
After 3/15 Member: $115 **Non-member:** $130

Workshop #22 **BA & PSY CE**

2:00 PM - 5:00 PM
Beacon A

Capacity Building: Expanding Autism Services
SUZANNE LETSO, MA, BCBA (Connecticut Center for Child Development)

Description: The demand for services based on empirically validated instructional strategies for learners with autism has dramatically increased in recent years. Both public and private agencies are striving to increase enrollment and expand educational programs to meet this growing demand. This workshop will provide information about when, where, and how to create new services without compromising the quality of existing programs or the economic viability of the agency. The strategic planning and financial planning process will be outlined. The importance of administrative support, clinical development programs, and requirements for physical and human resources will be described.

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

- Identify community, constituency, and organizational imperatives for growth and development of new and expanded services.
- Use a template to write a rationale for program expansion.
- Use a template to create a financial planning document.
- Identify critical elements of administrative and clinical responsibilities in the program planning process.

Activities: Didactic lecture, group discussion, and guided notes will be utilized. Handouts will include identification of additional resources, sample elements of a strategic plan, and planning templates.

Audience: Program administrators, behavior analysts, and other service providers or parents interested in increasing services for individuals with autism in their communities.

Level: Introductory

Member: $95 **Non-member:** $110
After 3/15 Member: $120 **Non-member:** $135

Workshop #23 **BA & PSY CE**

2:00 PM - 5:00 PM
Beacon D

Creating Academic Programs for Children with Autism and other Disabilities Using Microsoft PowerPoint
WILLIAM FLOOD, MA, BCBA (May South, Inc.)

Description: When creating academic programs (school or home-based) for children with Autism and other developmental disabilities, it is challenging to develop programs that are reinforcing to each child. In an effort to find higher reinforcing activities, a greater number of classrooms are using computers for either teaching academic skills or as pure reinforcing activities. Recent advances in technology have allowed for the creation of extremely innovative electronic educational software that many children find reinforcing. Unfortunately, many of these programs are designed for typically developing children and do not use the principles and procedures of applied behavior analysis.

This workshop will teach you how to create low-cost academic programs on the computer program Microsoft PowerPoint with the intention of teaching and/or generalizing skills. The workshop will give a basic overview of how to use the program Microsoft PowerPoint. You will learn how to integrate behavioral principles and procedures into the computer program to ensure the most effective teaching. Finally, the instructor will display examples of academic programs created and successfully implemented with children with autism.

Participants are encouraged to bring their personal laptops and develop academic programs alongside the instructor.

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

- Operate the basic functions of the computer program Microsoft PowerPoint.
- Identify common mistakes from traditional multimedia teaching programs.
- Create basic academic programs in PowerPoint.
- Integrate behavior principles (e.g., prompting, prompt fading, reinforcement, extinction, etc.) into their academic programs.
- Recognize various academic programs (e.g., match-to-sample, receptive object identification, reading comprehension) that can easily be taught with PowerPoint.

Activities: The workshop will begin with a brief lecture about the computer program Microsoft PowerPoint. The remainder of the workshop will consist of interactive hands-on teaching in which the participants are systematically guided through the creation of academic programs in PowerPoint. The participants will be encouraged to use their personal laptop computers and create academic programs concurrently with the instructor.

Audience: Teachers, parents, behavior analysts, or anyone in charge of creating curriculum for children with disabilities/autism.

Level: Introductory

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $115

Workshop #24 **BA & PSY CE**

2:00 PM - 5:00 PM
Beacon B

Everyday Ethics of Behavior Analysts Serving People with Mental Retardation and Related Disabilities
R. M. (DUKE) SCHELL, PhD (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 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.

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

- Describe how the historical concepts of ethics, values, and morals are viewed within behavior analysis.
- 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: Individuals 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

Member: $80 **Non-member:** $95
After 3/15 Member: $105 **Non-member:** $120

Workshop #25 **BA & PSY CE**

2:00 PM - 5:00 PM
Beacon E

Improving Quality of Life for People with Profound Multiple Impairments
RICHARD SAUNDERS, PhD and Muriel Saunders (University of Kansas)

Description: Individuals with profound multiple disabilities (PMI) generally have almost no voluntary motor movement and are nonverbal and unable to make requests or signal needs. Hearing, vision, and cognitive impairments are likely, but difficult to verify with standard assessments. Seizure disorders, digestive disorders, and other chronic health problems are common. Most exhibit no skills that represent purposeful responding or learning. Thus, determining the desires and preferences of individuals with PMI, and thus improving their quality of life (QOL) is a challenge. Perhaps for behavior analysts, QOL is a measure of control over reinforcers. For people with PMI, one method of enabling control over reinforcers is through adaptive switch technology. Unfortunately, advances in adaptive switch technology have not been accompanied by advances in measurement technology and thus, most applications have not been evidence-based. Without data on switch use, and thus without evidence that use is volitional and learned, switch equipment often falls into disuse.

This data-based workshop will demonstrate how the development of field-based measurement devices merged with an EAB approach can improve the QOL of people with PMI. All facets

of establishing and maintaining a switch-based program to improve QOL will be covered, with emphasis on the essential ingredient—behavior analysis.

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

- List and explain at least five ways that an adaptive switch program can improve the QOL of people with PMI.
- List and justify at least six essential prerequisites for maintaining a successful switch program.
- Explain at least four ways in which response rate may mislead rather than inform analyses of learning in switch-use programs and how protocol design and measurement of switch-closure duration can solve for those problems.
- Discuss the relative advantages and disadvantages of two alternating-treatments designs for detecting evidence of learning (in other disciplines, it is evidence of intentionality, contingency learning, or contingency awareness).
- Discuss the relationship between characteristics of switch construction, reinforcement contingencies, and interpretation of switch-use data.
- Rank order the switch operation modes with respect to the complexity of the contingent relationship between reinforcer and response they produce.
- Describe the function of bin analyses and cumulative records in the analyses of switch-use data.
- Parse and bin data from text files of real-time data records.
- Explain how to construct a reinforcer preference test for individuals unable to use more than one switch in one position.
- Explain how to test for preferences within reinforcer domains, such as music volume.
- Describe four autonomic and behavioral correlates of switch use that may indicate changes in QOL with switch use.

Activities: In addition to receiving didactic instruction, the audience will participate in data analysis exercises with actual subject data presented by the instructors. The audience will have an opportunity to examine a variety of switches, measurement devices for use in the natural applied settings, and devices that produce stimulation as a function of switch closure. Some participants will volunteer to produce switch use data so that the entire audience can see its transformation and reduction by computer and by hand (pencil and paper).

Audience: Behavior analysts working with children or adults with profound multiple impairments should attend this workshop, particularly those with an interest in leisure activities, communication, and improving QOL. People with PMI includes individuals with developmental disabilities or those with profound limitations in motor and communication skills due to brain injury, stroke, and other neurological insults. Others who may be interested are those that conduct or supervise preference assessments in applied or research settings. In many respects, the discussion of the analyses of switch data may serve as a review of basic EAB methods, as switch data are much like other simple key-press data from animal research. Thus, a speech pathologist or occupational therapist would likely find the portions on switches and switch programs introductory to intermediate, but would likely find the data analysis portions to be advanced. Conversely, behavior analysts will find the data analysis introductory to intermediate, but find the portions on the switch equipment and related issues to be intermediate to advanced.

Level: Intermediate

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #26 **BA CE**

2:00 PM - 5:00 PM
Liberty A

Using CyberRat Effectively: Instructor Workshop on Assignment Designs and Student Progress
ROGER RAY, PhD (Rollins College)

Description: This workshop is for instructors using or interested in using the CyberRat animal laboratory simulation software system. CyberRat adds highly realistic and interactive Operant Conditioning and Multi-Behavioral Systems Analysis experiences for students taking courses where such skills and principles are relevant. Such courses include, but are not limited to, Introductory Psychology, Learning, Principles of Behavioral Analysis, Descriptive Research Methods, Behavioral Systems Analysis, Educational Psychology, and Behavioral Modification courses. This workshop focuses on ways to enhance the effective use of CyberRat and its supplemental tools. We will be 1) sharing with instructors our direct experience

with the CyberRat system, 2) reviewing the support systems in place to assist instructors and their instructional process, and 3) covering various exemplary assignments along with reflections on what these assignments' relevance might be for supplementing or illustrating course content.

Participants will take home a free copy of a CyberRat CD and will be given a URL for downloading the course administration tools for exploratory use. They will also be given an address for subscribing to the CyberRat instructor listserve where discussions of assignments and special applications are frequently shared. Adoption procedures for establishing a course's presence on the CyberRat course administration servers will also be reviewed.

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

- Add new subjects.
- Select a subject from their personal colony.
- Set experimental parameters.
- Conduct experimental sessions both in video and fast-simulation (black box) modes.
- Use effectively various graphing options to review a session's results and associated video playback of behaviors.
- Conduct a multi-behavioral analysis of one of their experimental sessions and will experience a computer-based tutorial on multi-behavioral coding of rat behaviors.
- Use the CyberRat course administrative and student assignment management system that has recently been added to CyberRat.

Activities: After a brief multi-media overview presentation of CyberRat and its supporting resources, including CyberRat's web site resources, the CyberRat instructor listserve, and CyberRat's course administration software system, participants will have an opportunity to practice with CyberRat by using one of several small-group shared laptop computers that will be made available during the workshop. Following an overview presentation of features, participants will be able to practice setting up an assignment for student viewing and execution.

Audience: College and University instructors of undergraduate and/or graduate courses where interactive animal laboratory simulations are desired, such as (but not limited to) Introductory Psychology, Learning, Principles of Behavioral Analysis, Descriptive Research Methods, Behavioral Systems Analysis, Educational Psychology, and Behavioral Modification courses.

Level: Introductory

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #27 **BA & PSY CE**

2:00 PM - 5:00 PM
Beacon F

Using Skinner's Verbal Behavior to Analyze Pure and Impure Verbal Operants to Improve Communication-Training Interventions
ANDY BONDY, PhD and Lori A. Frost (Pyramid Educational Consultants)

Description: This workshop focuses on how to use Skinner's Verbal Behavior to analyze common communications objectives and intervention plans for individuals with disabilities. We will briefly review Skinner's core verbal operants (i.e., mand, tact, intraverbal, etc.) but will add strategies to identify multiply controlled verbal operants (which are more common than pure verbal operants). We will review common language goals and objectives from representative IEPs and other formats. We will review videotaped examples of language training sequences and practice identifying the multiply controlled verbal operants that are in use (as opposed to the intended operants). Examples will vary across modalities, as verbal behavior does not pertain to any one or preferred expressive modality. We will also review how an understanding of autoclitics and how they are acquired and modified over time can improve training strategies with individuals with various disabilities.

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

- Distinguish between pure and impure verbal operants.
- Identify compound verbal operants.
- Analyze videotape examples of compound verbal operants.
- Define and identify common autoclitic operants (both vocal and non-vocal).
- Suggest strategies to promote the development and understanding of autoclitics.

Activities: Participants will review Skinner's fundamental verbal operants and review examples across several modalities. We will then describe impure verbal operants and suggest a way of using an ABC analysis to identify sources of multiple control over such operants. Participants will review written examples of impure operants and then review videotape examples of them. Participants will review and suggest modifications to sample IEP objectives, including identifying pure and impure operants as well as potential teaching strategies. We will then discuss autoclitics and the many functions that Skinner identified associated with them. We will review several key factors associated with easy versus difficult acquisition of such verbal operants as well as discuss how Skinner's views can impact on our understanding of various disabilities, including autism.

Audience: Teachers, speech/language pathologists, psychologists, and behavior analysts. Participants should be well versed in the fundamentals of applied behavior analysis as well as be familiar with Skinner's fundamental operants described in Verbal Behavior. Participants should be ready to share examples of language targets with which they are familiar.

Level: Intermediate

Member: $95 **Non-member:** $110
After 3/15 Member: $120 **Non-member:** $135

Workshop #28 **BA CE**

6:00 PM - 9:00 PM
Fairfax A

Correcting Student Errors During Instruction
MICHAEL FABRIZIO, MA, BCBA, Kelly J. Ferris, and Amy King (Fabrizio/Moors Consulting), Krista Zambolin (University of British Columbia), and Sara Pahl (Fabrizio/Moors Consulting)

Description: This workshop will teach participants the skills they need to correct greater than 90% of the errors their students make during instruction by teaching participants four key components in correcting student errors: identifying error patterns, aligning error patterns with error correction procedures, implementing the error correction procedures, and evaluating the effectiveness of the procedure. Participants will learn two powerful algorithms for correcting student errors: an algorithm based on Tom Gilbert's work in the area of Mathetics and an algorithm for rapidly establishing necessary conditional discriminations. Both of these algorithms support instructors' ability to teach their students new responses quickly and effectively. The workshop will also teach participants how to evaluate error corrections and select which procedures are most effective at correcting errors with various skills with their specific learners. Such evaluation allows the selection of error corrections to be based on empirical data rather than clinical impression. In addition, we will spend part of the workshop time teaching participants to train others in effectively correcting student errors and to evaluate their trainees' performance in this very important area in instructional delivery. Each workshop participant will receive a copy of all the materials presented during the workshop, including all videotape examples and forms.

Objectives: At the completion of the workshop, participants will be able to describe and implement:

- Modified Mathetics error correction procedures across a range of skills often used in instructional programs.
- Discrimination error correction procedures across a range of skills often used in instructional programs.
- Plans for the evaluation of error correction procedures within their own clinical practices.
- Training activities to teach others to correct student errors effectively.

Activities: Activities will include interactive lecture participation, evaluation of videotaped examples and nonexamples, hands-on practice implementing error correction procedures, and evaluating student performance data to determine the effectiveness and efficiency of prescribed error correction procedures.

Audience: Individuals designing, supervising, monitoring, or implementing behavior analytic instruction with learners with special needs. While the workshop will use children with autism in the videotaped and data examples shown, the procedures participants will learn are applicable to a very wide range of learners.

Level: Introductory

Member: $190 **Non-member:** $205
After 3/15 Member: $215 **Non-member:** $230

Workshop #29 **BA & PSY CE**

6:00 PM - 9:00 PM
Liberty C

Designing Organizational Change Initiatives
JAMIE PAGLIARO and Stephen Luce, PhD (Melmark, Inc.)

Description: Organizations are often composed of professionals from different disciplines, particularly in human service settings. In order to affect change, professionals responsible for organizational design are expected to become knowledgeable in all of the disciplines contained in the organization. The behavior analytic literature provides a toolkit of best practices for assessing and changing organizational behavior. Acceptance of these practices differs, however, based on a number of organizational variables often referred to as organizational "culture." For example, some effective intervention strategies (e.g., performance-based training and the use of task-analyzed checklists) may be viewed as practical in one setting while intrusive in another. These considerations influence whether practices are adopted, intervention effects are maintained, and change is successful.

This workshop will direct participants to select appropriate objectives and interventions while building consensus within the organization to influence change. Participants will review procedures extracted from an empirical literature, not normally reviewed by behavior analysts, which have a direct impact on increasing the success of organizational change initiatives. Specifically, the instructor will expose participants to a series of organizational development tools and exercises that have been adapted to incorporate behavior analytic principles. Each participant will leave with a framework for initiating change in his/her organization.

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

- Cite research-based strategies for changing employee behavior contained in the behavior analytic literature (e.g., Reid, Page, Christian, etc.) and relate it to the organizational development literature.
- Identify issues related to paradigm shifts in organizations.
- Define the eight steps of "Leading Change" (Kotter, 1995).
- Define the components of Interactive Planning.
- Define the components of the Circular Organizational Structure (Ackoff, 1989).
- Select and operationally define performance indicators for his/her organization (Daniels, 1989).
- Develop behavioral feedback loops for assessing his/her own performance as a leader.

Activities: Activities include developing criteria to form a coalition for leading change; assessing opportunities for change within his/her organization; selecting tentative performance indicators for his/her organization; designing an intervention strategy for at least one performance indicator; and contributing to a behavioral feedback loop.

Audience: Managers, administrators and educators with an interest in leading change at any level of an organization. Participants should have knowledge of behavioral terminology and be familiar with basic data collection procedures. In addition, each participant should come prepared to discuss challenges currently being faced by his/her organization.

Level: Intermediate

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #30 **BA & PSY CE**

6:00 PM - 9:00 PM
Clarendon

Developing ABA Programs for Children with Autism in the Public Schools
DANIEL COHEN-ALMEIDA, BCBA and Arthur Campbell (Melmark New England), and Maureen Hurley (Acton, MA Public Schools)

Description: Behavioral Intervention for children with autism has the most scientific support of the available treatment options. This research, coupled with the increased incidence of the disability, has resulted in many public schools seeking to develop their own ABA treatment programs. Public schools are turning to behavior analysts to help in this process to serve either as consultants or as program supervisors. In either case, the successful development of an ABA program requires a consideration of the unique challenges that are a part of the public school environment. This workshop will provide participants with a comprehensive introduction to the key elements necessary for successful program development including: program advocacy and political considerations, program design, staff training, interfacing with regular educators and specialists, program

implementation and monitoring, and parental involvement and training. Workshop presenters include consultants who have worked with public schools to develop new ABA programs and behavior analysts employed by public school systems as ABA program supervisors.

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

- Identify key political concerns and advocacy issues in public school settings.
- Identify the basic elements of an ABA program in the public school setting.
- Develop systems to train staff and monitor performance.
- Identify strategies to successfully work with regular educators and specialists.

Activities: Activities include lecture, group discussion and case studies.

Audience: Behavior analysts who are interested in providing consultation to public schools, specifically around program design and development or those interested in supervising ABA programs in the public schools.

Level: Intermediate

Member: $90 **Non-member:** $105
After 3/15 Member: $115 **Non-member:** $130

Workshop #31 **BA & PSY CE**

6:00 PM - 9:00 PM
Back Bay C

Developing Effective Teaching Strategies Using The Assessment of Basic Language and Learning Skills (The ABLLS)
JAMES W. PARTINGTON, PhD, BCBA (Behavior Analysts, Inc.)

Description: The Assessment of Basic Language and Learning Skills (The ABLLS), based on Dr. Skinner's analysis of verbal behavior, provides a mechanism to analyze learner skills, develop a comprehensive language-based curriculum, and track skill acquisition for individuals with autism or other developmental disabilities. Once the assessment is completed on a learner, it is important to develop a strategic teaching plan (IEP) that will guide the intervention to produce the most effective outcomes. However, program teams frequently find that they are successful in developing certain skills but are ineffective in developing other skill areas. Skill acquisition is dependent upon trainers' ability to identify not only what skills need to be taught, but also how motivational issues are directly related to the implementation of the teaching strategies. This workshop is designed to provide individuals who are familiar with the ABLLS with skills to analyze problems with the development of certain skill areas (e.g., spontaneous use of language and social interactions skills) and to provide individuals who are responsible for the development of programs with strategies for addressing those problems. Discussions regarding the analysis of problems in the acquisition of skills, evaluation of educational priorities, and determination of IEP objectives for several students will be conducted.

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

- Identify at least two common problems that are related to the failure of students to make adequate progress in the development of critical learner skills.
- Identify how motivational issues are related to the acquisition of language skills.
- Describe how social reinforcement variables are related to the development of spontaneous verbal behavior.

Activities: During this workshop, participants will review data from students' ABLLS assessments, review proposed learning objectives, and observe videotapes of learner skills. The video reviews will include both early phases of assessment and intervention, and later phases of treatment interventions. Pre- and post-ABLLS scores of the learners' performance will be reviewed.

Audience: Professionals who develop and/or implement programming for children with an autism spectrum disorder.

Level: Intermediate

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $115

Workshop #32 **BA CE**

6:00 PM - 9:00 PM
Beacon E

Discrete and Sequential 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, EdD and Daniel Balderson (University of Nevada, Las Vegas), and John Koperwas (Educational Consulting, Inc.)

Description: This workshop will provide hands-on application of a sophisticated software package designed to collect and analyze discrete and time-based behavioral data. The

program is particularly useful to advanced graduate students and behavioral psychologists interested in analyzing complex configurations of behaviors that are emitted at high rates, often 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 .pdf file summary 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. Workshop participants will exit with software-based data collection and analysis competencies, including the ability to (a) construct and apply systemic observation systems, (b) generate a time-based behavioral record using an inclusive overlapping category system, (c) perform traditional and sequential analyses using multiple measurement methodologies and interpret Z score transformations, (d) create and edit graphic data representations and apply relevant visual and statistical analyses, (e) conduct reliability and treatment fidelity analyses, and (f) apply a variety of data record edit and merge functions when operating with complex multiple event category systems.

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

- Discuss in conceptual and applied ways the principles and practice of discrete and sequential behavior analysis methods.
- Apply a range of computer-based data collection, reliability, and measurement techniques to their particular behavior analysis interests.
- Understand and apply a range of computer-based descriptive and statistical data analysis techniques in relation to discrete and sequential measurement sets.
- Construct a variety of behavior graphs and apply appropriate analysis techniques to the graph types covered.

Activities: Activities include (a) review of traditional behavior analysis recording methods, (b) introduction to, and hands on application of, a computer-based package designed to enhance behavior analyses of complex interactive settings, and (c) 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

Member: $195 **Non-member:** $210
After 3/15 Member: $220 **Non-member:** $235

Workshop #33 **BA & PSY CE**

6:00 PM - 9:00 PM
Back Bay D

Doing the Research: Strategies and Designs for Conducting RFT Within Intensive Early Intervention Programs
RICHARD LAITINEN, PhD (Tucci Learning Solutions, Inc.)

Description: This workshop will provide participants with the materials and process analysis strategies needed to track and/or research the effect of relational frame programming (generalized conditional discrimination training) within intensive early intervention curricula.

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

- Map the progression of the curriculum they use.
- Identify relational families within and across that curriculum.

- Overlay research/tracking designs appropriate to the establishment, generalization, and integration of relational families within and across curriculum stands and levels (beginning, intermediate, and advanced).
- Develop own tailored packet of RFT-based curriculum enhancement and integration tools.

Activities: Each participant will map out the overlay of relational families within and across traditional "Sd" progressions utilized within many intensive early intervention curricula. Areas where conditional discriminations are taught and expected to emerge will be identified. Research/implementation designs that track the emergence of generalized conditional responding within and across relational families will be mapped to each curriculum. Each participant will identify two potential research projects that could be conducted and submitted for publication within their curriculum map.

Audience: Practitioners who oversee the design and implementation of intervention early intervention (IEI) curriculum and who are familiar (or who want to become familiar) with Relational Frame Theory and the contributions it can make to improving the efficacy of IEI programs.

Level: Intermediate

Member: $90 **Non-member:** $105
After 3/15 Member: $115 **Non-member:** $130

Workshop #34 **BA & PSY CE**

6:00 PM - 9:00 PM
Back Bay A

Ethical Issues in Home-Based Behavioral Intervention
VICKI MADAUS KNAPP, PhD, BCBA (Summit Educational Resources Early Autism Program) and Amy Jablonski (Summit Educational Resources)

Description: Certified and licensed professionals are mandated to follow the ethical standards of their respective professions. Additionally, other professionals, including those in training, are expected to follow ethical guidelines when delivering services. Clearly delineated standards exist, but the application of these standards to clinical practice may still be a subjective process. Guidelines for ethical treatment procedures exist in many settings, yet the implementation and ongoing evaluation of ethical clinical practice, in general, may be lacking. Various circumstances arise in the home environment (e.g., infrequent direct supervision, lack of environmental control, temptations to cross professional boundaries) which may jeopardize the ability of professionals to apply ethical standards in a consistent manner. Because of the nature of home-based instruction, adequate descriptions of how to behave ethically in those settings appear to be deficient. The purpose of this workshop is to provide strategies for ethical practice to individuals who deliver home-based behavioral intervention to young children with Pervasive Developmental Disorders. Issues concerning direct service delivery, confidentiality and record keeping, consultation, professional boundaries, crisis intervention in the home and the extension of services into community settings will be addressed.

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

- Identify the APA codes of ethics most relevant to home-based behavioral intervention for young children with Pervasive Developmental Disorders.
- Identify and evaluate literature that guides the ethical practice of home-based behavioral intervention for young children with Pervasive Developmental Disorders.
- Apply the ethical standards to home-based intervention for young children with Pervasive Developmental Disorders.
- Outline ethical standards for the implementation and on-going evaluation of home-based behavioral intervention for young children with Pervasive Developmental Disorders.

Activities: Participants will review current standards of ethical practice and existing guidelines for ethical practice in the behavioral intervention literature. Participants will also discuss issues that involve ethical practice in the field of home-based behavioral intervention for young children with Pervasive Developmental Disorders.

Audience: Participants with experience delivering home-based behavioral intervention to young children with Pervasive Developmental Disorders. Those supervising, evaluating, or establishing home-based behavioral intervention programs, including: teachers, paraprofessionals, psychologists, behavior analysts, and speech and language professionals. Administrators and parents may also benefit.

Level: Intermediate

Member: $85 **Non-member:** $100
After 3/15 Member: $110 **Non-member:** $125

Workshop #35 **BA & PSY CE**

6:00 PM - 9:00 PM
Dalton

Implementation of Behavior Strategies Through Team-Building
BRUCE DAVIS, PhD, John Zhang, Brooke Allen, and Marie LaVasque (Team Evaluation Center), and Jeanette Bunt (Independent Provider)

Description: Team building is an effective process to establish relationships that promote the application of applied behavior analysis in community settings. By using this vehicle, behavior analysts, as clinicians and facilitators, conduct functional assessments, provide recommendations regarding problem behaviors, evaluate current programs, collaborate with other professional service providers, enable service provider implementation, and empower consumers in achieving personal goals. This workshop will provide simple methods for recognizing accomplishments, identifying effective strategies, planning for staff implementation, and ongoing evaluation of effectiveness. The participant will have the opportunity to practice team building facilitation and sharpen skills with feedback from the trainer and other participants.

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

- Prepare for and facilitate team meetings in a way to maximize the use of available time.
- Recognize and reinforce the accomplishments of meeting participants.
- Present behavioral data for lay persons in an understandable fashion.
- Shape problem solving skills of the support team.
- Translate behavioral strategies into functional terms for communication.

Activities: Participants will receive instruction on team building methodology, and have the opportunity to practice specific components of team building. Trainers and peers will shape skills to competency through verbal feedback.

Audience: Behavior analysts who provide services in an applied setting. This workshop will be particularly helpful for behavior analysts who provide services

Level: Introductory

Member: $85 **Non-member:** $100
After 3/15 Member: $110 **Non-member:** $125

Workshop #36 **BA & PSY CE**

6:00 PM - 9:00 PM
Berkeley

Implementation of Stimulus Preference Assessments for Individuals with Developmental Disabilities
FRANCIS CICCONE, MA, BCBA, Theresa Clevenger, Stephen Madden, and Heather Morrison (The New England Center for Children)

Description: The technology of identifying effective reinforcers is important to the field of applied behavior analysis. Identified reinforcers are presented contingent on appropriate behavior to increase the future probability of that behavior, or may be removed or withheld contingent on inappropriate behavior to decrease the future probability of that behavior. The effectiveness of these interventions depends on the potency of the reinforcers used. Identifying reinforcers for individuals with developmental disabilities can be difficult. Several systematic methods have been developed over the past several years to identify preferred stimuli for these individuals. These methods have been validated by subsequent reinforcer assessments, which demonstrated that highly preferred stimuli function effectively as reinforcers. In this workshop, participants will learn about several methods for systematically identifying potential reinforcers and will have the opportunity to practice and receive feedback on the use of these methods.

Participants will receive information about how to select an appropriate type of assessment for his/her needs and how to incorporate the assessment results into applied settings.

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

- Learn the history of preference assessment procedures for individuals with autism and related developmental disabilities and will understand the rationale for conducting stimulus preference assessments.
- Conduct several types of stimulus preference assessments.
- Select the most appropriate type of stimulus preference assessment for the individual's needs.
- Collect, interpret, and apply the data from stimulus preference assessments.

- Use preference assessment methods in applied settings.

Activities: Participants will be given a review of preference assessment literature and will receive instruction on the rationale for conducting preference assessments for individuals with autism and related developmental disabilities. Participants will receive instruction on how to conduct various types of preference assessments. Instruction will include videotaped and live demonstrations of preference assessment techniques, opportunity for participants to practice the techniques and receive feedback from the instructors. Participants will be shown how to collect assessment data, how to collect data on inter-observer agreement, and how to analyze the results and incorporate the results into programming.

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

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $115

Workshop #37 **BA CE**

6:00 PM - 9:00 PM
Beacon D

Improve Your Oral Presentations
NED CARTER, PhD (Department of Occupational and Environmental Medicine, Uppsala, Sweden), Thomas E. (Ted) Boyce (University of Nevada, Reno), and Kenneth Nilsson (Beteendeanalysgruppen, Uppsala, Sweden)

Description: Oral presentations play an essential role in individual success in both the public and private sectors. Workshop content is based on detailed practical analyses of speaker and audience behavior. Truly effective speakers conduct a dialogue with their audience, preparing themselves to control and 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: At the completion of the workshop, participants will be able to:

- Identify high probability audience behaviors and requests.
- Identify techniques to initiate and promote audience participation.
- Deal with situations such as stage fright, "losing your place," and aggressive questioning.
- Identify and control extraneous stimuli in order to maximize audience attention.

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

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

Level: Introductory

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $115

Workshop #38 **BA & PSY CE**

6:00 PM - 9:00 PM
Independence East

Intensive Early Intervention: Basic Expressive, Receptive, and Operant Language Programming
Kara L. Riedesel (LIFE Midwest), Melissa Gard (University of Kansas), Charryse M. Fouquette (St. Cloud State University), and ERIC V. LARSSON, PhD, BCBA (LIFE Midwest)

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. This is part one of a two part workshop. This workshop will present the basic skills programming during the first 18 months of intervention, which sets the stage for advanced comprehension and social language skills.

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

- Detail information necessary to plan and program children's language curriculums into a coherent whole.
- State how to develop generative language skills rather than rate 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.

Activities: Participants 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: Introductory

Member: $82 **Non-member:** $97
After 3/15 Member: $107 **Non-member:** $122

Workshop #39 **BA & PSY CE**

6:00 PM - 9:00 PM
Beacon H

OBM Part II: Performance Improvement Methods in Behavior Health Care Organizations
MICHAEL WEINBERG, PhD, BCBA (Devereux Florida University) and Joseph Cautilli (Children's Crisis Treatment Center)

Description: The utilization of services in community-based behavior health organizations is a growing issue in recent years for managed care companies. In this workshop, participants will learn how to devise and establish performance improvement and monitoring methods for those providing behavioral services including behavior analysts and other therapy services. Attendees will be given the opportunity to devise a systems-based plan for establishing these approaches in their organization. In addition, issues that also need to be addressed in the organization such as performance evaluation, data systems, and feedback systems will be presented and discussed.

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

- Devise a plan for performance improvement for professional staff in a behavior health care organization.
- Devise a plan for data monitoring systems for professional staff in a behavior health care organization.
- Write job descriptions for professional staff in clear, objective terms that link to performance objectives and clear performance criteria in the organization.
- Devise a feedback system for professional staff to reinforce performance objectives and to promote corrective action planning.

Activities: Break-out activities will take place in smaller groupings for participants to develop initial outlines and basics of a performance improvement plan, monitoring systems and feedback systems to reinforce desired performance and to provide corrective action planning with time frames for performance improvement. Opportunities to write clear, objective job descriptions that also foster or link with performance criteria will also be provided

Audience: Behavior health care professionals, managers, and directors of behavior health care organizations; human resources professionals; and behavior analysts interested in the application of OBM principles to such settings.

Level: Intermediate

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $115

Workshop #40 **BA CE**

6:00 PM - 9:00 PM
Independence West

One Good Way to Teach a College Content Course
JACK MICHAEL, PhD and Caio Miguel, MA (Western Michigan University)

Description: A large part of the learning for college courses is supposed to take place outside of class. We will provide a guideline for appropriate out-of-class time requirements, and consider the various motivational factors available for generating effective outside study. In an analogy to work settings, to do a good job the student must have very clear information about what is required by the instructor, and must be frequently assessed with respect to the developing repertoire. An effective type of information called study objectives will be described, and a guideline for assessment frequency will also be provided. The reinforcement for studying will be analyzed in terms of the procrastination scallop. The role of lectures and other classroom activities, the relation of these activities to text material, and a number of suggested principles with respect to lecturing will be considered. We will also consider the advantages and disadvantages of different kinds of assessment procedures, as well as an appropriate assessment context. Our goal is to provide a system that will permit the new instructor to teach effectively and to receive good course evaluations.

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

- The motivational variables responsible for generating out-of-class study.
- Good and bad functions of lectures as a source of information.
- Study objectives as a source of information.
- The various types of study objectives.
- Effective study objectives.
- The advantages and disadvantages of the various kinds of student assessments (exams).
- The factors determining how frequently assessments (exams) should occur.

Activities: Participants will be exposed to a brief didactic presentation, participate in discussion, and try writing a few study objectives.

Audience: Anyone involved or interested in college teaching.

Level: Introductory

Member: $80 **Non-member:** $95
After 3/15 Member: $105 **Non-member:** $120

Workshop #41 **BA & PSY CE**

6:00 PM - 9:00 PM
Gardner A

Overview of Behavioral Assessment in Applied Settings
D. DANIEL GOULD, PhD (The New England Center for Children)

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

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

- Identify the purpose and importance of functional behavioral assessment.
- Describe the differences between indirect assessment, descriptive assessment, and systematic manipulation.
- Identify the advantages and disadvantages of indirect assessment, descriptive assessment, and systematic manipulation.
- Design assessments for sample cases.

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

Audience: Clinicians, therapists, teachers, students, and anyone else who can benefit from a review of behavioral assessment in applied settings.

Level: Introductory

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $115

Workshop #42 **BA & PSY CE**

6:00 PM - 9:00 PM
Gardener B

Reinforcer Identification for Students with Autism and Other Disabilities
THOMAS S. HIGBEE, PhD, BCBA, Katie Endicott, and Kara A. Reagon (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. Participants will also receive practical information about how these techniques can be used in applied settings.

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

- Understand the history of reinforcer identification procedures for individuals with autism and other developmental disabilities.
- Conduct various types of stimulus preference assessments.
- Identify when each type of stimulus preference assessment is appropriate.
- Collect and analyze preference assessment data.
- 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. Participants 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 and will have the opportunity to practice these techniques and receive feedback from the instructors. Participants will be shown how to collect and analyze preference assessment data.

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

Level: Introductory

Member: $95 **Non-member:** $110
After 3/15 Member: $120 **Non-member:** $135

Workshop #43 **BA & PSY CE**

6:00 PM - 9:00 PM
Beacon B

Review of Observation and Measurement Methods in Applied Settings
NICOLE CIOTTI GARDENIER, MS, BCBA, Amy Geckeler, and Cheryl Davis (The New England Center for Children)

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

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

- Evaluate operational definitions using four specific criteria.
- Describe appropriate measurement methods based on video-taped samples of behavior.
- Describe advantages and disadvantages of various measurement methods for a variety of target responses.
- Select and calculate an appropriate index of interobserver agreement data.

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

Audience: Clinicians, therapists, teachers, students, and anyone else who can benefit from a review of specifying, defining, and measuring target responses. It will also be of interest to

behavior analysts who are preparing to take the board certification examination. The workshop will focus primarily on Task List Content area #7.

Level: Introductory

Member: $85 **Non-member:** $100
After 3/15 Member: $110 **Non-member:** $125

Workshop #44 **BA & PSY CE**

6:00 PM - 9:00 PM
Beacon A

Seeing the World with X-Ray Eyes: Using Goldiamond's Constructional Questionnaire to Functionally Analyze Disturbing Behavior
PAUL ANDRONIS, PhD (Northern Michigan University) and T V Joe Layng (Headsprout)

Description: The functional analysis of behavior has become the generally accepted standard for initial behavioral assessment in the delivery of human services by both public and private agencies, and many other institutions throughout the United States. At the same time, perhaps because of the demands imposed by their rapid and widespread dissemination, the procedures associated with this approach have often become formalized around a relatively "simplified" cluster of basic analytic assessments. Goldiamond (1974, 1975, 1976, 1977, 1979, & 1984) elaborated a thoroughgoing method for a functional analysis of behavior that includes a carefully researched questioning protocol that may be used to identify the critical consequences responsible for maintaining disturbing patterns of clinical interest. This protocol has been used successfully to identify important contingencies and develop successful treatment programs for a wide range of clinical problems including: drug addiction, phobias, borderline syndrome, anxiety attacks, depression, behavior problems associated with Autism, delusions, hallucinations, and various forms of schizophrenia among others. This workshop will focus on the use of Goldiamond's Constructional Questionnaire as a basis for functional analysis. The questionnaire was researched and developed over a period of years by Goldiamond and his students at The University of Chicago, and is a powerful tool for identifying putative consequential contingencies maintaining disturbing patterns. This workshop will provide an overview of Goldiamond's (1974) Constructional Questionnaire. With an emphasis on:

- Making sense of seemingly irrational or apparently maladaptive behavior.
- Constructional Program Planning using 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 how the Constructional Questionnaire and Program Planning Guide demonstrates how behavior usually benefits individuals in personal ways, and how a Constructional Approach can thus "make sense" of behavior that, from other perspectives, is classified as senseless, irrational, maladaptive, dysfunctional, pathological, and so on.

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

- Describe a contingency-based description of the rationality of behavior, making sense of examples of troublesome behavior drawn from 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 from a set of examples and nonexamples.
- Use the Constructional Programming and Planning Guide to define disturbing behavior patterns in terms of their functions as successful operants and propose programs for constructional behavior change.

Activities: After a presentation of the model, participants will discuss key elements of the Constructional approach, and Questionnaire, and their 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, including the Constructional Questionnaire, Questionnaire Guide, and Constructional Programming Guide, the participants will work in small groups to analyze clinical or other applied vignettes, describe them 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 for this workshop should have a basic understanding of the consequential governance of behavior.

Level: Introductory

Member: $95 **Non-member:** $110
After 3/15 Member: $120 **Non-member:** $135

Workshop #45 **BA & PSY CE**

6:00 PM - 9:00 PM
Liberty B

Supervisory Techniques in Home-Based Early Intensive Behavioral Intervention Services
JOEL HUNDERT, PhD, BCBA and Nicole Walton-Allen (Behaviour Institute)

Description: Although there are numerous sources of information describing how to design and implement early intensive behavioral intervention (EIBI), there is little literature suggesting how to supervise front-line staff who implement EIBI programs. Supervision of EIBI delivered in children's homes is particularly challenging because of the added difficulties of controlling the environment, accessing children's performance data and giving corrective feedback to staff. The purpose of this workshop is to provide participants with techniques for supervising staff in home-based EIBI. Supervisors of home-based EIBI are not only responsible for ensuring the quality of staff performance, but also the appropriateness of the selection of instructional targets, arrangement of instructional sequences and the design of instructional programs. Topics covered will include: how to detect child performance problems; how to monitor staff performance; how to provide corrective staff feedback; how to select instructional targets for children; and how to arrange instructional sequences. Videotape models, exercises, handouts will be used to present the topics that will be covered.

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

- Use child performance data to detect when instructional programs are not working.
- Convert trial by trial child performance data into a provided data summary sheet designed to assist in detection of programming problem.
- Identify strengths and weaknesses in videotapes of staff program implementation using a provided rating scale.
- List the skills involved in providing corrective feedback to therapists.
- Identify sources of information involved in selecting instructional targets and apply that information to the selection of instructional target for case examples.
- Arrange instructional sequences and identify what is missing from presented instructional sequences.

Activities: Concepts and strategies of the supervision of home-based early intensive behavior intervention (EIBI) will presented using didactic instruction. Participants will apply the skills covered to exercises based on videotapes and case study information. Supervisory skills will be modeled using videotape. Handouts will be provided on the content of the presentation.

Audience: Individuals involved in staff supervision of EIBI for children with autism and/or other developmental disabilities. The content would be particularly applicable to those supervising home-based EIBI. It is assumed that the participants have a good foundation in EIBI.

Level: Intermediate

Member: $82 **Non-member:** $97
After 3/15 Member: $107 **Non-member:** $122

Workshop #46 **BA CE**

6:00 PM - 9:00 PM
Beacon F

Teaching Prerequisite and Early Reading and Writing Skills 2
KENT JOHNSON, PhD, Kris Melroe, and Joanne Robbins (Morningside Academy), and Elizabeth Haughton (Private Practice)

Description: This workshop will focus upon the auditory skills and early language skills that research has determined to predict success in learning to read and write. Many young children at risk for learning to read and write have profited from a curriculum that focuses upon these components. Our emphasis will be upon both instructional methods for acquiring these skills as well as practice methods for building their fluency. Phonemes are individual speech sounds represented by letters of the

alphabet. Phonemic awareness is the understanding that spoken words and syllables are composed of a specific sequence of individual speech sounds. Phonemic awareness is evidenced when a learner can produce, discriminate, and manipulate the phonological or sound structure of a language, as distinct from its meaning. Phonemic awareness is a prerequisite to the development of reading and spelling skills, especially phonics. Word, syllable and rhyming awareness must be developed prior to phonemic awareness, however these areas usually require less practice to become fluent.

Research has repeatedly shown that phonemic awareness is a powerful predictor of success in learning to read and spell. Phonemic awareness is more highly related to learning to read than are tests of general intelligence, reading awareness, and listening comprehension. The discovery of the nature and enabling importance of phonemic awareness is said to be the single greatest breakthrough in reading pedagogy in the 20th century. Early language skills are also very important predictors and prerequisites to success in learning to read and write. Many early language skills have been isolated and shown to be significant enhancers of learning to read and write, particularly with at-risk learners. These skills include rapid automatic naming, retelling, syntactic language conventions, language of instruction, and basic vocabulary and knowledge typical of children in preschool and the primary grades.

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

- Understand the methods for teaching phonological coding through auditory discrimination training and testing.
- Understand the methods for teaching early language skills including rapid automatic naming, retelling, syntactic language conventions, language of instruction, and basic vocabulary and knowledge typical of children in preschool and the primary grades.
- Understand the methods for conversational language.
- Experience our methods of feedback and coaching as you practice implementing our system.
- Incorporate phonological coding and early language objectives into your treatment plans.

Activities: Lecture, demonstration and discussion methods; Direct Instruction; and Precision Teaching will be used. Our faculty and staff will also coach you and give you feedback as you practice the technologies.

Audience: Any teachers, administrators, clinicians, direct care staff, tutors, and instructional designers who want to learn how to teach phonological coding and early language skills to children and youth, as well as adults in literacy programs.

Level: Introductory

Member: $160 **Non-member:** $175
After 3/15 Member: $185 **Non-member:** $200

Workshop #47 **BA & PSY CE**

6:00 PM - 9:00 PM
Liberty A

The ABC's of Consulting in School Districts
KRISTEN M. VILLONE, PhD (Melmark, Inc.) and Noelle M. Green (Bancroft NeuroHealth)

Description: One of the biggest challenges behavior analysts face when consulting in school districts is balancing the role of invited guest with the role of professional with expertise.

Based on the experiences of a veteran consultant (with 15 years consulting experience) and a relatively new consultant (with eight years clinical experience), each will offer their unique perspectives on the different strategies and approaches that they have found invaluable.

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

- Describe common types of services most often requested by school districts.
- Have a better sense of a consultant's role (and how to establish boundaries).
- Better understand the interpersonal dynamics and contingencies in school districts.
- Have a "blueprint" of how to set up/conduct classroom observations.
- Understand the importance of body language, staff perceptions, documentation and communication during classroom observations.
- Identify/address the primary "client" and/or presenting problem(s).
- List the types of materials, resources, skills, and training that are beneficial.

- Learn strategies that builds teamwork and motivates staff when you're a "visitor" in their "house".
- Know "when", "how", and "where" to document situations and conversations.

Activities: Participants attending the workshop will receive handouts and will have opportunities to participate in didactic presentations, problem solving discussions, and the exploration of professional and ethical considerations through discussion and presentation of case examples.

Audience: Behavior analysts who are interested in consulting in school districts and have ABA experience consulting/teaching children with developmental disabilities in clinical settings, as well as experience training staff to implement behavioral teaching strategies.

Level: Introductory

Member: $95 **Non-member:** $110
After 3/15 Member: $120 **Non-member:** $135

Workshop #48 **BA & PSY CE**

6:00 PM - 9:00 PM
Hampton

The Use of Video/Computer Technology in Teaching Children with Autism
Mary E. McDonald, MA, BCBA (The Genesis School), CATHERINE FALLEO (Personal Touch Early Intervention Program), and Sharon A. Reeve (Caldwell College)
Description: Often children with autism have great difficulty learning new skills, and one factor that often impedes learning by children with autism is the social component of the learning process. The use of video-based instruction has been successful for children with autism across a variety of skill areas. This workshop will provide information on a variety of video-based instructional methods that have been effective in teaching children with autism. Specific methods to be reviewed will include: video-based contingencies, video rehearsal/role play, video-based instruction, video modeling, and video priming. In addition to video-based instruction, computer-based instruction is showing promising effects for individuals with autism. A sample of computer-based instructional programs that have been effective for children with autism will be modeled (e.g., The Discrete Trial Trainer).

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

- Describe at least three video-based instructional methods that can be used with children with autism.
- Describe at least two uses for video modeling with children with autism.
- Explain in what circumstances the use of video contingencies might or might not be warranted.
- Provide a rationale for using video or computer-based instruction for children with autism.

Activities: Participants will observe video-based instructional techniques on video and select a behavior to increase using a video-based instructional method. Volunteer participants will sample computer-based technology programs.

Audience: Special educators, psychologists, school personnel, behavior analysts, and parents.

Level: Intermediate

Member: $100 **Non-member:** $115
After 3/15 Member: $125 **Non-member:** $140

Workshop #49 **BA & PSY CE**

6:00 PM - 9:00 PM
Fairfax B

Using ABA Technology to Create an Inclusive Preschool Program for Children with Autism: The Partners in Learning Model
KATHLEEN MCCABE-ODRI, Laura Kenneally, Lori Lorenzetti and Justin DiDomenico, EdD, BCBA (Advance), and Jen Cornely, Kim Goergen, and Nicole Swanfeld (Partners in Learning)

Description: Including children with Autism Spectrum Disorders into preschool settings is a challenging but critical task, in order for them to learn from appropriate social models. Partners in Learning is a typical preschool, which employs ABA technology to successfully include children with autism into the program. This workshop illustrates the key components of a successful inclusive environment. Participants will be able to identify and apply these strategies for students with developmental disabilities in other typical preschool settings.

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

- Relate the benefits of inclusion for young children with autism and other developmental disabilities.
- Use ABA technology in a typical preschool setting.
- Build clinical competencies in staff and parents.
- Use environmental design to meet IEP goals.
- Create and maintain home programs to ensure generalization of skills across settings.

Activities: Using lecture, video demonstrations, handouts and discussion, participants will learn the key components of a successful inclusive ABA preschool.

Audience: professionals who work with young children with autism including behavior analysts, teachers, administrators and parents.

Level: Intermediate

Member: $140 **Non-member:** $155
After 3/15 Member: $165 **Non-member:** $180

Workshop #50 **BA & PSY CE**

6:00 PM - 9:00 PM
Back Bay B

Using Video Modeling to Teach Play to Young Children with Autism
JUNE SANCHEZ, Rebecca MacDonald, PhD, BCBA, Kristine Wiltz, and Shelly Cota (The New England Center for Children)

Description: Play is an important part of a typical child's development and contributes to the acquisition of language and social interaction skills. Children with autism often do not develop play skills. Video modeling has been demonstrated to be an effective procedure to teach a variety of skills. We will review several studies that we have conducted demonstrating the effectiveness of video modeling teaching procedures to teach independent pretend play to children with autism. In addition, we will present data from our most recent work, teaching cooperative play between children with autism and typically developing peers using video modeling. Video modeling is now an integral part of our preschool social skills and play curriculum. In this workshop, we will review how to develop scripts using commercially available play sets, create video modeling tapes, and provide video instruction to children with autism. We will discuss the advantages of this teaching procedure and the technical issues encountered when implementing the procedures. We will also discuss the implications for this technology as an easy and effective strategy for teachers and parents to use to teach play and other skills.

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

- Define video modeling as a teaching procedure and describe its advantages.
- Describe how to teach simple imitative and toy play using video modeling procedures.
- Describe how to teach pretend play and reciprocal play with a peer using video modeling procedures.
- Describe how to create new individualized play scripts using a variety of commercially available toys.

Activities: Participants will work in small groups to plan and create video modeling play scripts. The participants will first complete planning forms. The participants will consider certain child characteristics such as age, interests/preferences, language skills, fine motor skills, and potentially interfering behaviors to aid them in planning individualized play scripts. The participants will then generate the play actions and verbal statements that make up the play scripts. Finally, the participants will create and act out a video modeling play script using commercially available toys.

Audience: Parents, educators, and consultants currently implementing programs to teach appropriate play skills to children with autism using behaviorally-based teaching technologies. Participants should have some knowledge of applied behavior analysis.

Level: Introductory

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #51 **BA & PSY CE**

6:00 PM - 9:00 PM
Conference Room 3

Utilizing ABA Strategies with Toddlers with Autism

ANNE S. HOLMES, MS and Diane Van Driesen (Eden Family of Services)

Description: The use of highly structured, consistent, concrete ABA intervention strategies such as discrete trial teaching are well established as having positive effects on children with autism (Lovaas, 1987). As diagnosticians become more proficient with diagnoses and children are diagnosed at younger ages (under two), professionals need to expand their use of ABA strategies to meet the needs of developing toddlers. Normal child development during toddlerhood is characterized by the child's active exploration of his environment. Toddlers with autism, left on their own, are not likely to access a sufficient variety of learning experiences. A solely child-directed approach to intervention is ineffective because toddlers with autism have extremely limited interests. A solely therapist-directed approach is ineffective because toddlers with autism are not being taught to experiment and explore their world. This workshop will outline an ABA approach that is child initiated, adult directed. These strategies have been successfully implemented with positive data-based outcomes at the Eden Family of Services' Wawa House for the past ten years. Future implications for focus of intervention will be discussed.

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

- Identify early indicators of toddlers "at risk" of autism.
- Assess appropriate treatment goals for toddlers with autism.
- Utilize ABA strategies in a child initiated, adult directed approach.
- Identify areas of focus for future research.

Activities: Participants will hear lecture and review videotapes and data.

Audience: Professionals who work in the field of autism and applied behavior analysis, speech pathologists, psychologists, special education teachers, and consultants.

Level: Intermediate

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #52 **BA & PSY CE**

6:00 PM - 9:00 PM
Conference Room 2

Working Effectively with Parents to Provide Quality ABA Services to Families of Children with Autism

JUDY PALAZZO, MS, BCBA and Erica Roest (Connecticut Center for Child Development, Inc.)

Description: An important factor in establishing effective ABA home and center-based programs is creating a positive working relationships with parents. This workshop will address how to develop effective working relationships with parents and family members. Strategies applying the principles of applied behavior analysis for maximizing parent/staff communication and trust will be presented. A parent training model covering autism, applied behavior analysis, and teaching strategies for parents will be outlined and discussed. Additionally, strategies for getting and maintaining parental involvement will be examined.

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

- Motivate parents to participate in their child's ABA program.
- Set reasonable goals and objectives for parents' participation in their child's program.
- Promote positive and professional communication between parents and staff members.
- Help maintain parental involvement in their child's program over time.

Activities: Attendees will participate in didactic presentations, group discussions, and problem solving sessions. Results of a parent survey will be presented and discussed.

Audience: Behavior analysts, educational service providers, and parents interested in improving working relationships between parents and professionals in ABA programs for children with autism.

Level: Introductory

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

#1 Special Event

7:00 AM - 10:00 PM
Commonwealth

Society for the Quantitative Analyses of Behavior
Chair: William M. Baum (University of California, Davis)

#2 Special Event

9:00 AM - 12:00 PM
Off-Site

Tour the New England Center for Children
Chair: Katherine E. Foster (The New England Center for Children)

The New England Center for Children, an applied educational organization serving children with autism for close to thirty years, is offering tours of its central school facility.

Come see applied behavior analysis in action across all our programs, from the intensive preschool to the day school to the residential school to the specialized unit for children with extreme challenging behaviors. NECC is top to bottom one of the most complete behavioral programs in the US with all 600 employees sharing a strong commitment to behavior analysis. An overview of our active research program and graduate education programs will also be presented.

Located 20 miles from the convention, NECC will provide round-trip transportation. To see this exceptional applied setting contact Mary Ellen Parzych at (508) 481-1015 ext. 3076 or via e-mail at mparzych@necc.org. Visit our website at www.necc.org to learn more about The New England Center for Children.

#3 Special Event

12:30 PM - 3:30 PM
Off-Site

Tour the New England Center for Children
Chair: Katherine E. Foster (The New England Center for Children)

(See description above)

Visit the

ABA Expo

Saturday, May 29, 2004
10 pm – midnight

Exhibit Hall D

Hynes Convention Center
(Next to Bookstore and Exhibits)

Browse posters for graduate training programs, internship and employment opportunities, special interest groups (SIGs), affiliated chapters, ABA boards and committees, and behavioral associations around the world

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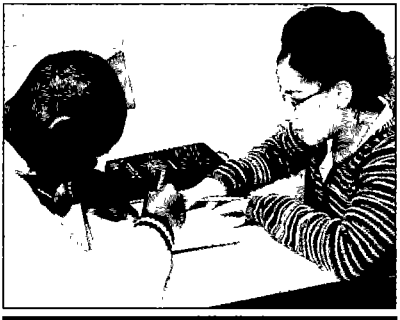

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- Occupational & Physical Therapy
- Adaptive Physical Education and Aquatics
- 24-Hour Nursing
- Medical, Psychological, Psychiatric, and Family Support

Attending the conference:

- Stephen C. Luce, Ph.D., Vice President for Clinical Programs, Training and Research - Melmark PA
- Peter J. Troy, M.B.A., Vice President of Operations/COO - Melmark, PA; Melmark NE
- Peter McGuinness, M.A., M.S.S., Director of Admissions - Melmark PA
- Rita M. Gardner, M.P.H., BCBA, Executive Director - Melmark NE
- Frank L. Bird, M. Ed., BCBA, Director of Clinical Services - Melmark NE
- James T. Ellis, Ph. D., Senior Director of Research and Consultation Services - Melmark NE

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∫QAB

Society for the Quantitative Analyses of Behavior
27th Annual Meeting, May 27 – 29, 2004
Sheraton Boston Hotel, Boston, MA USA – Commonwealth

Thursday Evening, May 27

5:00 – 8:00 pm *Cash Bar & Registration for SQAB attendees*

Friday, May 28

7:00 – 8:30 am *Registration, Coffee & Pastries for SQAB attendees*

8:30	**William Baum** – President's Introduction
8:45	**Allen Neuringer, Claire Miller & Greg Jensen** - Reasons to respond randomly
9:20	**Eric Heinemann & Sheila Chase** - Optimal decision processes in pigeons
9:55	**John A. Nevin, Timothy Shahan, & Michael Davison** - A momentum-based model of attending and remembering
10:30	*Break*
11:00	**Gerd Gigerenzer**- Fast and frugal heuristics: An adaptive intelligence of the unconscious?
12:00 pm	*Lunch*
1:00	**Business Meeting**
1:30	**Peter Urcuioli** - Responses and acquired equivalence classes
2:05	**Anthony A. Wright & Jeffrey S. Katz** - Abstract concept learning
2:40	**Ralph R. Miller & Steven C. Stout** - SOCR: A mathematical implementation of the extended comparator hypothesis
3:15	*Break*
3:45	**David Laibson** - Boundedly rational consumers in the marketplace
4:20	**Kris N. Kirby** - Discounting and utility
5:05	**Gregory J. Madden** - An empirical analysis of hypothetical rewards in the study of impulsivity: Are these procedures adequate or is the field behaving impulsively?

Friday Evening, May 28

6:30 – 9:30 pm+ *Poster Session & Cash Bar*

∫QAB

Society for the Quantitative Analyses of Behavior
27th Annual Meeting, May 27 – 29, 2004

Sheraton Boston Hotel, Boston, MA USA – Commonwealth

Saturday Morning, May 29

7:00 – 8:30 am Registration, *Coffee & Pastries for SQAB attendees*

8:15 am	**Paulo Guilhardi, Richard Keen, Mika Macinnis, & Russell Church** - The combination rule for multiple time intervals
8:50	**Stathis Papachristos & C. R. Gallistel** - Autoshaped head poking in the mouse: A quantitative analysis of the learning curve
9:25	*Break*
9:40	**In Jae Myung** - Applying Occam's razor in quantitative modeling
10:15	**A. Charles Catania** - The operant reserve: A computer simulation in (accelerated) real time

Saturday Afternoon, May 29

SQAB is sponsoring the following **Invited Preeminent Tutorials** during the normal ABA program. In keeping with its commitment to simplify the transition to quantitative analyses for both advanced researchers and students, these tutorials will explain the evolution of contemporary paradigms from their basic origins, as well as illuminating the analytical machinery. These tutorials will also be available as inexpensive videotapes for classroom use.

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

1:00 – 1:50 **M. Jackson Marr** - What good is mathematics in behavior analysis?
Chair: Peter Killeen

2:00 – 2:50 **Michael Perone** - Behavioral variability: Control, description, and analysis
Chair: Marc Branch, University of Florida

3:00 – 3:50 **Jack J. McDowell** - Fitting equations to data
Chair: Randolph Grace, University of Canterbury

4:00 – 4:50 **James E. Mazur** - Choice and the hyperbolic decay of reinforcer strength
Chair: Armando Machado, University of Minho

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

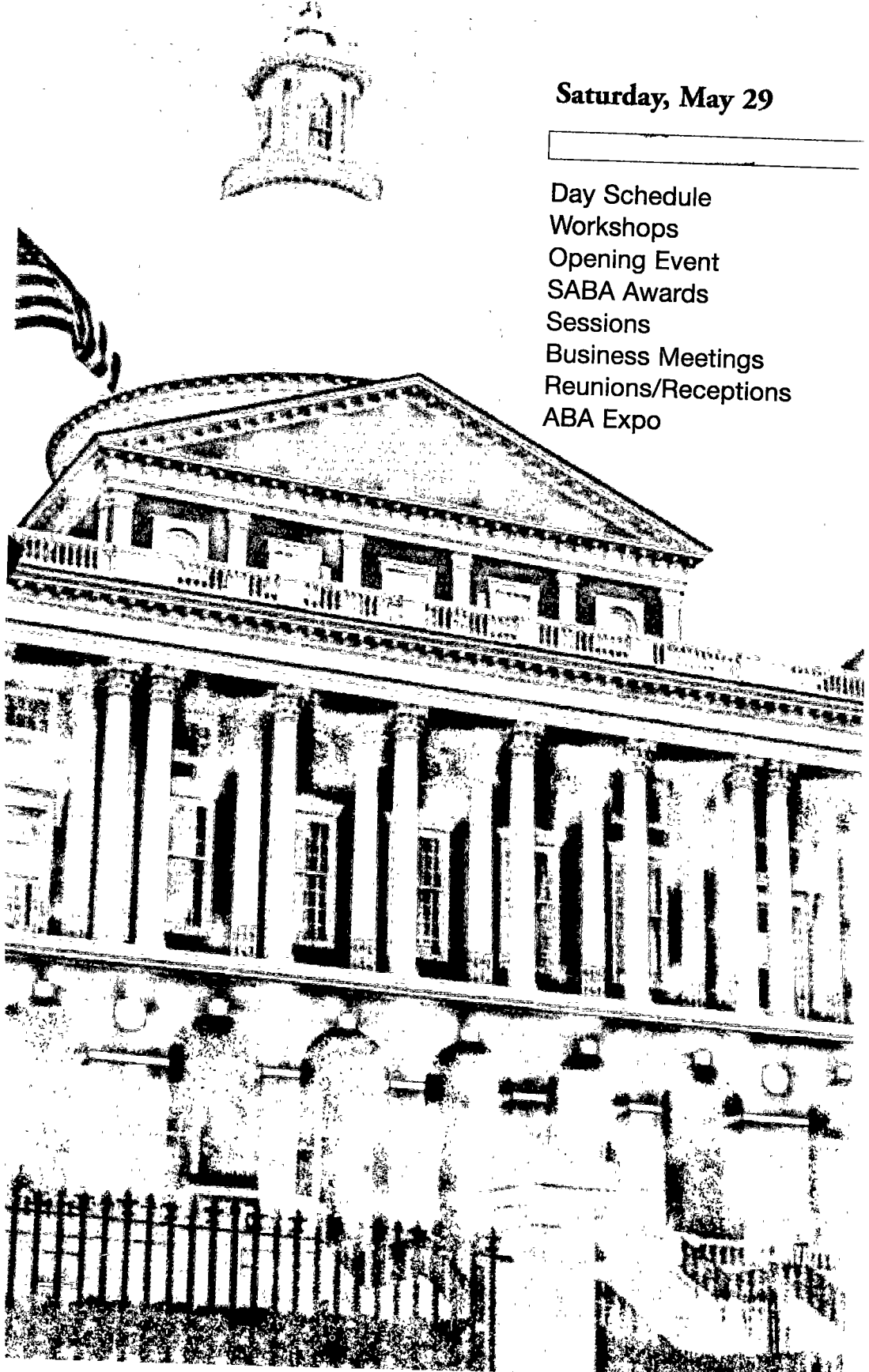
TOUR THE JUDGE ROTENBERG CENTER!

We invite all ABA attendees to a guided tour of the Judge Rotenberg Center (JRC) on Tuesday, June 1, from 12:00 noon to 3:30pm. JRC is a residential school (200 students, 37 residences, 800 staff) for individuals with behavior problems or autism, located in Canton, a 30 minute drive from either the Sheraton Boston conference hotel or Logan Airport. We will pick you up at the hotel at noon and will deliver you either back to the hotel, or directly to Logan Airport, at 3:30pm. If you wish to arrive at, depart from, or visit JRC at other times or dates, we will accommodate your needs. A free lunch will be provided at JRC's own salad bar. Some features of our program that will be explained or demonstrated:

- Recording of behavior frequencies, on 24/7 basis
- Flexible charting software suitable for precision teaching
- Remote, online digital video recording/monitoring
- Touchscreen recording by teachers of classroom behaviors
- Software for autistic children: matching, time-telling, counting, receptive vocabulary, reading, etc.
- 70% of instruction by self-teaching software including phonics, spelling, math facts, etc.
- Wide range of reward systems including reward arcade and automatic reward dispensers
- Use of court-authorized, supplemental skin-shock aversives with 50% of students
- Discrimination training software using film segments
- Beautifully decorated school that looks like an art gallery
- Unique wellness/nutrition program for staff and students

If you wish to take the tour, you may sign up at our convention booth, contact Mary Ferns at M.Ferns@Judgerc.org, call her at 781-828-2202, or sign up online at www.judgerc.org/tour.html.

240 Turnpike Street, Canton, MA 02021 Tel (781) 828-2202 www.JudgeRC.Org



Saturday, May 29

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

Saturday, May 29

	ROOM	7 AM :00	7 AM :30	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12 PM :00	12 PM :30	1 PM :00	1 PM :30
Second Floor - Plaza Level	Republic A														
	Republic B														
	Grand Ballroom										#9 SABA Awards CE				#32 OBM BAILEY
	Liberty A														
	Liberty B			#W62 COYNE, et al. PSY											
	Liberty C			#5 SIG Meeting		#6 Affiliated Chapter Mtg.									
	Independence East			#W63 LARSSON, et al. PSY										#13 TPC Ch: Pietrowski	
	Independence West													#28 VRB Ch: O'Shields	
	Constitution A							#8 International Devs Brunch						#27 DDA Ch: O'Reilly	
	Constitution B													#23 DDA CE Ch: Luiselli	
	Back Bay A			#W58 STEWART & McElwee PSY										#22 AUT Ch: Brian	
	Back Bay B			#W68 Ozuzu & SCHWENCKE PSY										#17 AUT CE Ch: Handen	
	Back Bay C			#W67 SUNDBERG PSY										#16 AUT Ch: Libby	
	Back Bay D			#W70 MOZZONI PSY										#15 AUT Ch: Kidd	
Third Floor	Hall D (Hynes)					ABA Cooperative Bookstore									
	Hall D (Hynes)							2004 ABA Exhibit							
	Hall D (Hynes)														
	Commonwealth	#4 SQAB												#14 SQA MARR	
	Beacon A			#W72 TWYMAN, et al. PSY										#25 TBA CE Ch: Moore	
	Beacon B			#W69 WHITE & Grevemberg										#19 TBA Ch: Betz	
	Beacon D			#W55 SMALLEY PSY										#21 EAB Ch: Dudley	
	Beacon E			#W66 PACLAWSKYJ PSY										#11 BPH KATZ	
	Beacon F			#W61 O'CONNOR PSY											
	Beacon G			#W54 NUNN PSY											
	Beacon H			#W60 NOVAK & Pelaez										#10 CSE Ch: Harshbarger	
	Berkeley			#W64 IVANCIC PSY										#29 EDC Ch: Begeny	
	Clarendon							#7 Newcomers Session						#20 EDC CE Ch: Wachelka	
	Dalton			#W71 POKRZYWINSKI											
	Fairfax A			#W65 FABRIZIO, et al.											#33 EAB Ch: Alber
	Fairfax B			#W56 KUBINA & Kostewicz										#26 EAB Ch: Glindemann	
	Gardner A			#W53 NEWMAN										#31 EDC Ch: Forbush	
	Gardner B														
	Hampton			#W57 FEELEY & Jones PSY										#12 DEV OVERTON	
	Exeter A	Speaker-Ready Room													
	Exeter B	Speaker-Ready Room													
Fifth Floor	Conference 2			#W59 MOORS, et al. PSY										#18 CBM Ch: Woods	
	Conference 3													#30 CBM Ch: Barretto	
	Conference 4													#24 CBM Ch: Pierson	

■ = Special and Invited Events

CE = Session available for CE for certified behavior analysts

#W = Workshop

PSY = Workshop available for CE for psychologists

Note: All pre-convention workshops are available for CE for certified behavior analysts

Ch: = Chair

LEGEND

Saturday, May 29

ROOM	2 PM :00	2 PM :30	3 PM :00	3 PM :30	4 PM :00	4 PM :30	5 PM :00	5 PM :30	6 PM :00	6 PM :30	7 PM :00	7 PM :30	8 - 10 PM	8 - 10 PM	
Republic A															Second Floor - Plaza Level
Republic B															
Grand Ballroom	#32 Cont'd		#59 CSE CE GELLER		#86 DEV CE AZRIN										
Liberty A															
Liberty B		#48 OBM Ch: Bruce			#77 OBM Ch: Olson										
Liberty C		#46 OBM Ch: Shook			#66 OBM Ch: Quiñones										
Independence East	#37 TPC Ch: Tonneau			#63 TPC Ch: McDonough	#87 TPC Ch: Tourinho								#110 U of FLA Reunion		
Independence West	#28 Cont'd	#38 VRB CE Ch: Bosch		#64 VRB Ch: Adcock	#88 VRB LIEBERMAN								#112 WMU Reunion		
Constitution A	#27 Cont'd	#41 DDA CE Ch: Johnston			#78 DDA Ch: Wacker										
Constitution B	#23 Cont'd	#45 DDA Ch: Berg			#85 DDA CE Ch: Graff										
Back Bay A	#22 Cont'd	#47 AUT Ch: Hollway			#76 AUT Ch: Groden										
Back Bay B	#17 Cont'd	#52 AUT CE Ch: Delmolino			#83 AUT Ch: Gillis						#105 Autism SIG				
Back Bay C	#16 Cont'd	#54 AUT Ch: Messick			#72 AUT CE Ch: Charlop-Christy										
Back Bay D	#15 Cont'd	#40 AUT Ch: Salmon			#75 AUT CE Ch: Peeler						#103 Standard Coleration SIG		#109 Standard Coleration CDS		
Hall D (Hynes)	ABA Cooperative Bookstore														Third Floor
Hall D (Hynes)	2004 ABA Exhibit														
Hall D (Hynes)							POSTER SESSIONS						ABA EXPO 10 PM - 12 AM		
Commonwealth	#35 SQA PERONE		#61 SQA McDOWELL		#68 SQA MAZUR						#106 NECC Welcome Reception				
Beacon A	#25 Cont'd	#51 TBA Ch: Tupa			#67 TBA CE Ch: Osnes								#111 UNT Reunion		
Beacon B	#19 Cont'd	#55 TBA Ch: Fleming			#81 TBA Ch: Peterson								#107 Health, Sports, Fitness		
Beacon D	#21 Cont'd	#39 EAB Ch: Avila		#65 EAB Ch: Murphy									#108 UMass, Amherst		
Beacon E			#60 BPH Ch: Branch												
Beacon F															
Beacon G															
Beacon H	#36 CSE CE MILTENBERGER				#70 CSE Ch: Rakos										
Berkeley	#29 Cont'd	#53 EDC Ch: Fredrick			#82 EDC Ch: Magyar						#101 Mid-American ABA				
Clarendon	#20 Cont'd	#58 EDC Ch: Conallen			#84 EDC Ch: Stichter						#96 Membership Committee				
Dalton		#50 OTH Ch: Brooks-Rickard									#99 Inter-Behaviorists SIG				
Fairfax A	#33 Cont'd	#42 EAB Ch: Luque			#73 EAB Ch: Piazza						#102 Pilates/Yoga				
Fairfax B	#26 Cont'd	#43 EAB Ch: Stubnar			#74 EAB Ch: Martin						#100 JEAB Ed. Board				
Gardner A	#31 Cont'd	#56 EDC Ch: Zinke			#80 EDC Ch: Keohane						#104 OBM Network SIG				
Gardner B															
Hampton	#34 DEV CE Ch: Hineline										#97 BFSR/ Ed. Board				
Exeter A	Speaker-Ready Room														
Exeter B	Speaker-Ready Room														
Conference 2	#18 Cont'd	#57 CBM Ch: Pierson			#71 CBM Ch: Newring						#98 Instruct'l Design SIG				Fifth Floor
Conference 3	#30 Cont'd	#44 CBM Ch: Clay			#79 CBM Ch: Golden										
Conference 4	#24 Cont'd	#49 CBM Ch: Romanowich			#69 CBM Ch: Guilhardi										

Workshop #53 **BA CE**

8:00 AM - 11:00 AM
Gardner

"We're Here to Help Each Other Through This Thing...Whatever It Is:" Teaching ABA Concepts Through Literature
BOBBY NEWMAN, PhD, BCBA (Room to Grow)

Description: ABA concepts have been portrayed, with varying degrees of accuracy, in a variety of literary works. Some of the major literary works that have attempted to provide commentary on key ABA concepts will be explored. Tips for creating short works of fiction to teach ABA concepts will be provided.

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

- Identify the different works that have made the most powerful impact on public perception of ABA.
- Teach undergraduate and graduate students ABA concepts via reference to classic literary works.
- Write short pieces of fiction to demonstrate ABA concepts.
- Analyze literary works to provide commentary on the ABA concepts explored.

Activities: The

will be a mixture of lecture and discussion, as well as a brief exploration of the workshop presenter's short fiction written for the purpose of the workshop.

Audience: Those teaching undergraduate and graduate courses in basic ABA, or those who are taking such courses.

Level: Introductory

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #54 **BA & PSY CE**

8:00 AM - 11:00 AM
Beacon G

Advances in Treating Children with Habit Disorders, Motor and Vocal Tics, Tourette's Syndrome, and Stuttering Using the Habit Reversal and Regulated Breathing Treatment Procedures
GREG NUNN, PhD, BCBA (National University and San Diego City Schools)

Description: Maladaptive and undesirable habits, tics, Tourette's Syndrome (TS), and stuttering are extremely common problems which can seriously affect the personal relationships and self-esteem of individuals who suffer from them. Because these problems can cause acute psychological distress, many different types of treatments for them have been developed.

Habit reversal is a behavioral treatment approach which has proven to be an effective, "general treatment" for habits and tics including TS (Azrin & Nunn, 1973; Azrin & Nunn, 1977; Nunn, 1978; Azrin, Nunn & Frantz, 1980; Azrin & Peterson, 1988a; Finney, Rapoff, Hall, & Christopherson, 1983; Franco, 1981; Zikis, 1983: Miltenberger, 2001).

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

- Identify and diagnose children with maladaptive habits, tics, TS, and stuttering.
- Describe the various theoretical rationales that have spawned the many treatments for these types of problems.
- Develop treatments for children using the habit reversal and regulated breathing treatment procedures.
- Identify common pitfalls of treatment and ways of overcoming them.

Activities: We will discuss the identification, nature, and treatment of children and adolescents with these type of problems. Specifically we will cover the diagnosis and treatment of individuals using the habit reversal and regulated breathing treatment procedures of Azrin and Nunn as well as treatment variations that have evolved from their original work. Case studies are included where possible, and workshop participants are strongly encouraged to provide input.

Audience: All practitioners, educators, and other professionals working with children and adolescents presenting with these types of problems.

Level: Introductory

Member: $90 **Non-member:** $105
After 3/15 Member: $115 **Non-member:** $130

Workshop #55 **BA & PSY CE**

8:00 AM - 11:00 AM
Beacon D

Changing Roles of Behaviorists in Schools: Roles, Responsibilities and Bedside Manner; Or What Teachers Really Think of Us
KIMBERLY SMALLEY, PhD, BCBA (Behavior Support Advocacy Consultation)

Description: Applied behavior analysts working in schools with students with disabilities have

unique and ever changing roles. We are faced with the challenges of our own learning curve and frustrated by what often feels like resistance. Many of the challenges we face we created ourselves, or were created by our colleagues before us. This session will present research and discussion revolving around facilitating social supports in schools as a means to create behavioral change in individuals with developmental disabilities, and the perceptions and actions of school-based personnel. School systems and developmental disability organizations across central California were surveyed to establish a list of exemplary behavioral service providers.

Interviews, record review, and direct observation of these providers indicated that behaviorists thought to be outstanding in their field, facilitated and manipulated ecological and molar variables and focused their efforts on antecedent management. This interactive session will discuss the roles and responsibilities assigned, accrued, and otherwise performed by behaviorists in public schools. Parallel jargons and team dynamics will be discussed with relation to the expectations and perspectives schools may have of us and our profession. Barriers to creating behavioral change and successful strategies to adapt our message to listener's ear will be provided.

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

- Identify multiple strategies to facilitate social support as a means to create behavior reduction.
- Informally assess molar and ecological variables.
- Reconceptualize their roles to provide active intervention.
- Dejargonize themselves and approach.

Activities: Lecture format will generate and encourage audience participation to compare and contrast roles and performance of the behaviorists the in audience with those identified as exemplary from study. Small group activities, self-writing assignment.

Audience: Applied behavior analysts (BCBA, BCABA, professionals servings students with autism and or developmental disabilities) serving students with significant support needs in public schools; teachers, social workers, families, and self advocates.

Level: Introductory

Member: $70 **Non-member:** $85

After 3/15 Member: $95 **Non-member:** $110

Workshop #56 **BA CE**

8:00 AM - 11:00 AM
Fairfax B

Combining Direct Instruction and Precision Teaching to Enhance Academic Programs
RICHARD M. KUBINA, JR., PhD, BCBA (Pennsylvania State University) and Douglas E. Kostewicz

Description: This workshop will show participants how to combine one of the most powerful educational curricula, Direct Instruction (DI), with one of the most effective measurement tools, Precision Teaching (PT). Participants will learn how elements of Precision Teaching augment lessons from Direct Instruction. Materials from Direct Instruction curricula will be given in the workshop. Participants will examine the scope and sequence of DI reading programs and receive instruction on how to determine which skills will be selected for use with Precision Teaching. Once selected, specific skills will be identified for daily practice (to fluency). Using fluency aims, standard celeration charting, and other aspects of PT will be discussed to help rapidly accelerate students learning using Direct Instruction.

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

- Examine a scope and sequence from a Direct Instruction reading program and determine which skills are pivotal.
- Allocate time both for Direct Instruction lessons and Precision Teaching measurement and practice methods.
- Observe and practice Direct Instruction lessons and Precision Teaching techniques.
- Understand how practicing to fluency enhances specific skills taught in Direct Instruction reading programs.

Activities: Activities will include observing a Direct Instruction reading lesson, practicing the delivery of a Direct Instruction reading lesson, analyzing standard celeration charts of reading behavior and look for learning trends, allocating time for lessons, and examining the scope and sequence from Direct Instruction reading programs.

Audience: Behavior analysts, teachers, administrators, aides, psychologists, and other individuals interesting in teaching.

Level: Intermediate

Member: $70 **Non-member:** $85

After 3/15 Member: $ 95 **Non-member:** $110

Workshop #57 **BA & PSY CE**

8:00 AM - 11:00 AM
Hampton

Developing and Implementing Behaviorally-Based Interventions for Young Children with Down Syndrome
KATHLEEN FEELEY, PhD and Emily Jones (Southampton College)

Description: Down syndrome is a developmental disability resulting from an extra copy of the 21st chromosome. This extra genetic material affects many aspects of development, including cognition, speech/language, social, and motor development. Although research has demonstrated the efficacy of behavioral interventions for teaching a variety of skills to young children with Down syndrome, there appear to be scarce applications within educational settings. This workshop will provide information regarding the unique characteristics of children with Down syndrome as well as the implications these characteristics have on the acquisition of skills. A series of case studies will be presented, demonstrating a functional relationship between skill development and behaviorally-based interventions. For example, a multiple baseline design across behaviors was implemented to demonstrate the effectiveness of discrete trial instruction in establishing verbal responses to nonverbal stimuli in a four-year-old boy with Down syndrome. Positive reinforcement was used to establish contingent eye gaze and contingent vocalization in two infants with Down syndrome. Across the series of case studies, response and procedural reliability were collected during 15 to 50% of the intervention sessions, with a range of agreement between 80 and 100%. Finally, in-depth procedures will be provided for developing and implementing a behaviorally-based program.

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

- Identify unique characteristics of young children with Down syndrome and describe the impact these characteristics have on skill development.
- Describe how discrete trial instruction, instruction embedded within an activity, and naturalistic teaching strategies can be implemented to meet the individual needs of children with Down syndrome.
- Describe behaviorally-based interventions designed to address the specific deficits associated with Down syndrome.
- Identify essential components of a behaviorally-based program for young children with Down syndrome.

Activities: The first portion of the workshop will be a presentation on the unique characteristics of young children with Down syndrome and how these characteristics effect acquisition across skill areas (expressive communication, receptive communication, fine motor, gross motor, cognition, and adaptive behavior). The participants will then be introduced to a series of interventions (via case studies) that specifically address the unique needs of children with Down syndrome. Within these case studies, strategies to conduct functional behavioral assessments will be presented, as well as step-by-step procedures for implementing the interventions. Interventions will be presented corresponding to skill areas (e.g., speech, pre-academics, adaptive behavior). During the workshop, participants will be provided with a framework for structuring learning opportunities, specifically discrete trial instruction, activity-based instruction, and naturalistic teaching strategies. Participants will gain experience developing interventions that address the needs of children with Down syndrome within these three contexts. Finally, the participants will be introduced to a behaviorally-based model of service delivery, as well as the challenges they might expect while developing such a program.

Audience: Professionals from a variety of disciplines who work with young children (between birth and through early elementary school age) with Down syndrome. This workshop will provide methodologies to address needs across a variety of skill areas (communication, adaptive behavior, pre-academics). Additionally, it is an important workshop for parents, as it will provide them with resources they can use to advocate for appropriate programming for their children.

Level: Intermediate

Member: $90 **Non-member:** $105
After 3/15 Member: $115 **Non-member:** $130

Workshop #58 **BA & PSY CE**

8:00 AM - 11:00 AM
Back Bay A

Educational Applications of Relational Frame Theory

IAN STEWART, PhD (National University of Ireland, Galway) and John McElwee (Private Consultant)

Description: Relational Frame Theory is a modern behaviour analytic approach to human language and cognition. One important domain of human concern obviously relevant to human language and cognition and therefore eminently suitable for the application of RFT is education. The purpose of the present workshop is to briefly lay out the RFT approach, to explain some relevant experimental findings generated by this approach, and to discuss how these empirical findings might be applied in the educational arena, particularly in special educational interventions such as Early Intensive Behavioral Intervention. The first part of the workshop will involve defining and explaining the core concepts of RFT. 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 educational and special educational settings.

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

- Understand the key theoretical concepts of RFT.
- Understand several of the areas of the RFT empirical research program that are relevant to education.
- Understand core principles of RFT as they apply in the educational arena.
- Apply RFT concepts, methods and findings in the educational arena.

Activities: Activities include didactic instruction, small group work and brief written exercises.

Audience: The audience will be those interested in applying modern behavioural principles in the educational arena, particularly in areas of special education such as EIBI (Early Intensive Behavior Intervention). A basic understanding of the methods and concepts employed in the experimental analysis of human behaviour will be assumed.

Level: Introductory

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #59 **BA & PSY CE**

8:00 AM - 11:00 AM
Conference Room 2

Fluency-Based Instruction for Learners with Autism

ALLISON L. MOORS, MA, BCBA, Sara Pahl, Kristin N. Schirmer, and Holly Almon-Morris (Fabrizio/Moors Consulting)

Description: This three-hour workshop will introduce participants to Fluency-Based Instruction as applied to learners with autism. Fluency-based Instruction, an instructional system derived from the field of behavior analysis, is a highly effective and efficient system for arranging instructional contingencies. Participants will learn the components of Fluency-based Instruction, it historical and empirical underpinnings, as well as the support systems needed to effectively implement this model with learners with autism. The workshop uses a combination of slides, multiple video examples, and performance data from children with autism to illustrate key concepts. Participants will receive a copy of all materials presented in the workshop along with digital versions of the materials and copies of the videotape examples and charted performance data used.

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

- List and describe the components of Fluency-Based Instruction for learners with autism.
- Describe the historical and empirical underpinning of Fluency-Based Instruction.
- Define rate of response and discuss the role it plays in Fluency-Based Instruction.
- Describe the support systems needed to implement Fluency-Based Instruction in both school and private clinical arrangements.

Activities: Throughout the workshop, participants will engage in interactive exchanges with the workshop presenters. The presenters will also use several different hands-on activities to help practitioners grasp the concepts taught.

Audience: Behavior analytic services providers who design or supervise intervention programs for children with autism and related disabilities.

Level: Introductory

Member: $190 **Non-member:** $205
After 3/15 Member: $215 **Non-member:** $230

Workshop #60 **BA CE**

8:00 AM - 11:00 AM
Beacon H

How to Teach a Course in Child Development: Theory and Applications
GARY D. NOVAK, PhD, BCBA (CSU, Stanislaus) and Martha Pelaez (Florida International University)

Description: Very few behavior analysts teach courses in child development. As a result, this important area is dominated by nonbehavioral viewpoints. This workshop will give you the knowledge and skills needed to be prepared to teach a course in child and adolescent development from a behavioral perspective. The workshop leaders will present the basic concepts of their behavioral-systems approach to child and adolescent development that are detailed in their new textbook. They will show how they organize and teach their undergraduate and graduate courses using this approach, with an emphasis on PSI-type methodologies. Participants will learn how to develop goals, objectives, lecture materials, and supplementary materials and readings for use in their own course.

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

- Explain the basic principles of a behavioral systems approach to child development.
- Write a course proposal/syllabus for a behavioral course in child development.
- Take a chapter and write learning objectives for a unit of a child development course.
- Identify the pedagogical approach they will take in teaching a course.

Activities: Participants will be given a set of chapter objectives related as models. They will be asked to write their own set of objectives for one chapter. Participants will create sample quiz questions based on the objectives they create. Participants will create a syllabus for their own course in child development that can be used in the course proposal process. Participants will discuss the type of pedagogy that would work best for their individual teaching situations.

Audience: Graduate students, full-time and part-time faculty interested in learning about developmental theory and its applications; those teaching a course in child development at the undergraduate or graduate level.

Level: Intermediate

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $115

Workshop #61 **BA & PSY CE**

8:00 AM - 11:00 AM
Beacon F

How to Train Caregivers in Functional Behavioral Assessment and Treatment Development
JULIA T. O'CONNOR, PhD (The Kennedy Krieger Institute)

Description: As the functional behavior assessment methodology has expanded from the highly controlled research context to homes, schools, and community settings, more questions have arisen regarding how to incorporate the family and other caregivers of the client into the assessment and treatment process. Caregiver participation in behavioral assessments allows the clinician to establish a context that more closely replicates the conditions in the natural environment. This workshop is designed to train professionals how to collaborate with parents throughout the functional analysis and treatment development process. The primary focus will be to assist the professional in teaching parents and other caregivers of children with developmental disabilities how to analyze behavior and develop function-based treatment strategies in a collaborative relationship. Participants will have the opportunity to practice in small groups. Materials will be provided to participants including how to define behavior, identify target situations, and identify potential reinforcers as well as sample data collection sheets and other handouts describing the principles of applied behavior analysis and conducting functional analysis.

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

- Train caregivers how to define target maladaptive behaviors.
- Train caregivers to conduct stimulus preference assessments and functional analyses in home and community settings.
- Train caregivers to identify appropriate alternative/adaptive behaviors.
- Train caregivers how to link functional analysis outcomes to possible treatment strategies.
- Assess caregiver integrity on implementation of the functional analysis and treatment.

Activities: Participants will be involved in didactic presentation, discussion, and interactive activities.

Audience: Clinicians working with parents with developmentally disabled children with behavior problems. Master's level therapists, psychologists, and family members are welcome. Participants should have a fundamental understanding of the principles of applied behavior analysis.

Level: Intermediate

Member: $80 **Non-member:** $95
After 3/15 Member: $105 **Non-member:** $120

Workshop #62 **BA & PSY CE**

8:00 AM - 11:00 AM
Liberty B

Incorporating Discrete Trial Teaching and Natural Language Paradigm Teaching Within Early Intervention Sessions for Children with Autism

PAUL D. COYNE, PhD, BCBA, Erin D. Ring, and Melissa L. Evans (Coyne and Associates, Inc.)

Description: Discrete Trial Teaching (DTT) and Natural Language Paradigm (NLP) are evidence-based teaching techniques commonly used in early intervention for children with autism and other developmental delays. However, it is less common to find early intervention programs with curriculums that incorporate and intersperse DTT and NLP techniques (e.g., Pivotal Response Teaching) into teaching sessions.

The workshop will offer methods designed to integrate DTT and NLP techniques within an early intervention program for children with autism. We will present the essential features of both techniques, and offer practical real-life suggestions. A video displaying examples of actual teaching sessions will be presented.

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

- Describe the essential features of DTT and NLP (e.g., Pivotal Response Teaching).
- Converse about how DTT and NLP teaching techniques are similar and different.
- Model and role play NLP techniques related to attention, appropriate play, and language.
- Describe how to use NLP techniques within a DTT session.
- Model and role play using NLP techniques within a DTT session.
- Describe a method for data collection during DTT and NLP teaching sessions.

Activities: Participants will participate in an interactive lecture describing the essential features of DTT and NLP teaching techniques and how to incorporate the two into teaching sessions. This will include questions and answers. A video will be shown that provides descriptions of teaching techniques and examples from teaching sessions. Participants will break into small groups to role play and practice the techniques while receiving feedback and guidance from the instructors.

Audience: Practitioners, parents, students, and anyone who works in early intervention programs for children with autism and other developmental delays.

Level: Intermediate

Member: $95 **Non-member:** $110
After 3/15 Member: $120 **Non-member:** $135

Workshop #63 **BA & PSY CE**

8:00 AM - 11:00 AM
Independence East

Intensive Early Intervention: Advanced Comprehension, Production, and Social Language Skills Program

Kara L. Riedesel (Lovaas Institute for Early Intervention), Charryse Fouquette (St. Cloud State University), Missy Gard (University of Kansas), and ERIC V. LARSSON, PhD, BCBA (Lovaas Institute for Early Intervention)

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. This is part two

of a workshop in language intervention in which the advanced auditory comprehension skills, creative language production skills, and social language programming is introduced as it builds upon the part one skills. Previous attendance (this year or prior) at a basic language matrix programming workshop is recommended.

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

- Detail information necessary to plan and program children's language curriculums into a coherent whole.
- Implement conditions that promote the production and comprehension of generative language learning.
- Develop auditory comprehension and creative language production skills.
- Program genuine social language skills.
- Assess and evaluate program progress.

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

Audience: 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: Introductory

Member: $82 **Non-member:** $97
After 3/15 Member: $107 **Non-member:** $122

Workshop #64 **BA & PSY CE**

8:00 AM - 11:00 AM
Berkeley

Life-Quality Programming for People Unable to Provide Preferred Experiences to Themselves
MARTIN IVANCIC, PhD (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 identified how to assess 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 contact with preferred stimuli as a terminal goal. 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 responses, happiness indices, etc.) from the participant in each of these intervals. Higher percent intervals of these satisfaction responses are considered an indication of increased 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 the on-going (i.e., across the day, every day) participant "voice" about the quality of his or her daily experiences. Such programming may be the essence of what many who work for people with disabilities call "person-centeredness."

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

- Learn to determine the programming technique with the highest potential for a participant by reviewing the parameters of habilitation found in skill acquisition programming, reinforcer assessment, preference assessment, happiness indices, and "Golden Rule Therapy."
- 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 indices; decreasing unhappiness indices or discomfort).
- State the "clinical conundrum" which forbids ever eliminating training opportunities, but maximizes immediate life-quality regardless of skill acquisition potential.
- Review Life-Quality Tracking Programs and Shopping Programs designed to provide immediate life-quality across the day, every day, to people who cannot bring the life they prefer to themselves.
- Study data provided by 32 individuals over the last three years in Life-Quality Programming for clinical and management issues.

- Receive copies of and practice the definitions, goals based on the self-direction domain of habilitation, written programs, data sheets, and data bases necessary to conduct Life-Quality Programming.

Activities: Enrollees will participate in a discussion of the rationale of Life-Quality Programming as well as critique suggested definitions of participant 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). In addition, participants will assemble materials (definitions, programs, data sheets, summary sheets) necessary to implement Life-Quality Programming in their settings.

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 handicaps), accident (e.g., head-injury), or illness (e.g., advanced forms of Alzheimer's or Parkinson's Diseases).

Level: Introductory

Member: $90 **Non-member:** $105
After 3/15 Member: $115 **Non-member:** $130

Workshop #65 **BA CE**

8:00 AM - 11:00 AM
Fairfax A

Overview of the Standard Celeration Chart
MICHAEL FABRIZIO, MA, BCBA (Fabrizio/Moors Consulting), Jesus Rosales-Ruiz (University of North Texas), Clay Starlin (University of Oregon), Abigail B. Calkin (Calkin Learning Center), Alison L. Moors (Fabrizio/Moors Consulting), and Henry S. Pennypacker (University of Florida)

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: At the end of the workshop, 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: 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

Member: $220 **Non-member:** $235
After 3/15 Member: $245 **Non-member:** $260

Workshop #66 **BA & PSY CE**

8:00 AM - 11:00 AM
Beacon E

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

Description: The process of conducting behavioral assessment and treatment for individuals with developmental disabilities and behavior problems can consume a lot of time and resources. Therapists often become frustrated when what seems to be a well-designed behavior plan fails to improve a problem behavior, or when a plan that previously worked well seems to fall apart. This often leads to further treatment attempts that,

when prolonged, lead to significant negative impact on the target individual and their immediate community.

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 schedules of reinforcement, etc.), and "design flaws" (e.g., lack of valid functional assessment, consideration of establishing operations, etc.). State-of-the-art behavioral research is translated into a practical model that can be applied to evaluate a range of behavioral scenarios and allows the clinician to develop an enhanced perspective on successful and systematic behavioral assessment and treatment.

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

- Recognize, assess, and correct problems that affect the implementation of a behavior plan.
- Recognize, assess, and correct problems with specific materials or consequences used within a behavior plan.
- Recognize, assess, and correct problems in the design of a particular strategy used within a behavior plan.
- Develop a broader perspective of the necessary elements for the design of a successful behavior plan.

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

Audience: Clinicians working in applied settings who develop and monitor behavioral treatment 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

Member: $80 **Non-member:** $95
After 3/15 Member: $105 **Non-member:** $120

Workshop #67 **BA & PSY CE**

8:00 AM - 11:00 AM
Back Bay C

Skinner's Analysis of Verbal Behavior
MARK SUNDBERG, PhD, BCBA (Behavior Analysts, Inc./STARS School)

Description: This workshop will cover the basic concepts of Skinner's analysis of verbal behavior. We will also discuss how Skinner's analysis is conceptually different from other (traditional) analyses of language. Participants will learn how to define and exemplify the elementary verbal operants (i.e., echoic, mand, tact, intraverbal, textual, and transcriptive), and how to classify samples of verbal behavior.

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

- Explain how Skinner's analysis of verbal behavior is different from other analyses of language.
- Define the elementary verbal operants (i.e., echoic, mand, tact, intraverbal, textual, and transcriptive).
- Provide examples of the different types of verbal behavior.
- Classify samples of verbal behavior.

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

Audience: Participants should have at least a working knowledge of behavior analysis and some interest in the topic of language.

Level: Introductory

Member: $80 **Non-member:** $95
After 3/15 Member: $105 **Non-member:** $120

Workshop #68 **BA & PSY CE**

8:00 AM - 11:00 AM
Back Bay B

Teaching Behavioral Techniques to Violent Criminal Offenders
Samuel Ozuzu, PhD (Century Prison) and CARY E. SCHWENCKE, MEd, BCBA (Select Support Services)

Description: Workshop instructors will present an overview of a basic treatment model and curriculum that teaches the practical application of traditional methods proven to be effective for behaviors associated with violence and

aggression. The program is designed for use with offenders, both incarcerated and not, and those with minor misdemeanor convictions. These methods are organized into a practical standard format with four basic steps.

Step 1: Background information gathering and individual interview. Step 2: Instruction on the ABC model, simple data collection, and basic behavior principles. Step 3: Group discussion that included techniques such as problem solving, role playing, role reversal, and practicing responses. The instructor will also be able to directly observe the participant's behaviors. Step 4: Individual will design and put into writing his own intervention plan.

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

- Design a basic framework to be applied within the criminal justice system.
- Complete a background and information profile for a violent offender.
- Instruct offenders in the use of the ABC model and functional analysis of behavior.
- Apply group behavioral activities with offenders.
- Implement a program that will help an individual manage his own behavior.

Activities: Didactic lecture; interactive exercises; creating an example treatment intervention with use of presented techniques; and questions and answers.

Level: Intermediate

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

Workshop #69 **BA CE**

8:00 AM - 11:00 AM
Beacon B

The Discrete Trial Tracking System: An Integrative and Analytic Approach to the Implementation of Discrete Trial Teaching Technology
SARA WHITE, PhD, BCBA and Sally Grevemberg (Behavioral & Educational Strategies & Training)

Description: There has been a large amount of controversy within the field of discrete trial instruction over which prompting system produces the greatest gains in learning. Typically speaking, instructional agencies will advocate for one particular prompting method and use that method to the exclusion of all others. The Discrete Trial Tracking System (DTTS) provides a systematic method of integrating both most-to-least and least-to-most prompting strategies, allowing children to benefit from both means of instruction. DTTS is an integrated method of prompting, program implementation and data collection, which focuses on individualizing both the prompting hierarchy and instructional sequence to meet the needs of each child. Additionally, DTTS presents a written prompting hierarchy that is simple for staff to implement and easy for supervisors to monitor. Having a written prompting protocol also makes the training of new staff members easier and more efficient, and makes prompting more consistent and therefore less confusing for children. Finally, DTTS provides a method of making systematic data-based decisions in order to maximize speed of learning. Cumulatively, DTTS provides a systematic and analytic framework to aid in the implementation of discrete trial teaching technology across a variety of instructional settings.

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

- Understand a framework for conceptualizing prompting methodologies.
- Demonstrate the Discrete Trial Tracking System method of prompting, program tracking, and data collection/analysis.
- Understand how to implement the Discrete Trial Tracking System.
- Understand how to use the Discrete Trial Tracking System to make data-based decisions
- Lecture/discussion on the prompting framework and the basic application of the Discrete Trial Tracking System. Demonstration of the Discrete Trial Tracking System using videotaped teaching sessions. Practice using the Discrete Trial Tracking System from videotaped teaching sessions and with other workshop participants

Audience: Any individual involved in or interested in discrete trial teaching technology. The material presented will be appropriate for an audience with varying knowledge levels; however, some prior knowledge of discrete trial teaching is essential. Participants should have a working knowledge of the basic terminology of discrete trial instruction and implementation procedures.

Level: Intermediate

Member: $80 **Non-member:** $95
After 3/15 Member: $105 **Non-member:** $120

Workshop #70 **BA & PSY CE**

8:00 AM - 11:00 AM
Back Bay D

Traumatic Brain Injury: Mechanisms, Management, and Training
MICHAEL MOZZONI, PhD, BCBA (Timber Ridge Group, Inc.)

Description: This workshop is for behavior analysts working as part of an interdisciplinary team who need to interact with other professionals to help patients participate and profit from therapy sessions. As well, this workshop is for behavior analysts who need to help therapist to modify and improve their training methods in order to meet projected outcome goals within the specified length of stay.

The first part of the workshop will outline localized brain and behavior functions and mechanisms of injury. Participants will get an overview of what happens during a traumatic injury. The second part of the workshop will focus on acute rehabilitation issues of data collection, and redirection methods for patients in Rancho level 4. The third part will focus on specialized training methods and considerations used in rehabilitation. Trial presentation, prompting and reinforcement methods for use in physical, occupational, and speech therapy will be discussed using case studies. As well, pediatric issues in education will be demonstrated using data-based training methods.

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

- Identify mechanisms of injury and localization of function.
- Recall three of nine methods of redirection.
- Recall two of three methods of trial presentation styles.
- Recall the advantages of fluency training over %-correct training.

Activities: Workshop activities will center around lecture, case studies, demonstration, and question and answer periods.

Audience: Behavior analysts working in multidisciplinary brain injury rehabilitation programs and teachers working with children with brain injury.

Level: Introductory

Member: $80 **Non-member:** $95
After 3/15 Member: $105 **Non-member:** $120

Workshop #71 **BA CE**

8:00 AM - 11:00 AM
Dalton

Using Microsoft Excel to Monitor and Graph Behavior Data
JOHN POKRZYWINSKI, MA (West Tennessee Regional Office and Columbus Organization)

Description: Behavior analysts devote a great amount of time to the production of graphs. There are a variety of commercial computer software packages on the market that can be used to create graphs; however, they tend to be relatively expensive, and may vary in their degree of user friendliness. This workshop provides instruction in the use of templates for graphing data using Microsoft Excel. The workshop content will include: an introduction to basic Excel procedures, the use of these templates, how to modify them, and references to other sources that describe the use of Microsoft Excel to produce reversal, multiple baseline, and multi-element graphs (among others) that conform to many of the technical recommendations for publication in the *Journal of Applied Behavior Analysis*. Participants are invited to bring laptop computers with them to the workshop.

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

- Navigate the basic functions of Excel required to create graphs.
- Use customized templates to create Excel workbooks to track behaviors.
- Modify Excel graphing properties to customize reports.
- Create behavior graphs in different configurations, print them, and insert them into other documents.

Activities: Lecture will accompany a PowerPoint presentation. Each participant will receive a disk with the behavior tracking templates, an instruction manual, and supporting materials. Participants who bring their own laptop computers may install the templates during the workshop.

Audience: Everyone who is interested in learning easy and flexible ways of tracking and graphing behavior data. Participants do not need prior experience with Excel. However, some familiarity with spreadsheets would be beneficial.

Level: Introductory

Member: $75 **Non-member:** $90
After 3/15 Member: $100 **Non-member:** $120

Workshop #72 **BA & PSY CE**

8:00 AM - 11:00 AM
Beacon A

What Does "Research–Based" Really Mean? Evaluating and Predicting the Likely Success of Behavioral Programs
T V Joe Layng, JANET TWYMAN, PhD, BCBA, and Greg Stikeleather (Headsprout)

Description: Current uses of the term "research-based" as applied to educational and behavioral programs range in meaning from claims that: Programs contain elements found by research to be effective; pretest vs. post-test or simple comparison studies have provided evidence of effectiveness; or the program has undergone some form of scientifically controlled study, often involving randomized control groups. Further adding to the confusion, all of these uses fail to distinguish between the scientific development of a program, and the scientific evaluation of outcomes after a program is developed. This latter use of "research–based" might more properly be considered "research–filtered." That is, a program, regardless of how it was designed, is measured against an alternative form of instruction, or at times, no instruction at all. This use of the term research–based would find in its referent an emphasis on summative evaluation.

Yet another use of the term research–based might be more properly considered as pertaining to a behavioral intervention or instructional program that has been scientifically developed. That is, it is designed and constructed often-following design – test – revise – retest cycles until each individual is shown to succeed. This use of the term research–based would find in its referent an emphasis on formative evaluation (after Scriven, 1974).

This workshop will provide an overview of how the term research-based needs to be examined using criteria based on the type of formative and summative evaluation that has been conducted in developing behavioral intervention and instructional programs. The workshop will present and provide practice in using a method educators can employ 1) to evaluate claims made by consultants, vendors and program authors, 2) to judge data supplied by reading program publishers, and 3) to make predictions of the likely success of a program. A 3X3 Matrix will be used to describe the various levels of interaction between each subtype of evaluation and the effect it has on predicting the success of both individuals and groups using research-based behavioral and instructional programs.

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

- Distinguish between three types of formative evaluation (experiential, evidence-based, and scientific), and three types of summative evaluation (experiential, evidence-based, and scientific).
- Use a provided 3X3 Matrix to describe the various levels of interaction between each subtype of evaluation and the effect it has on predicting the success of both individuals and groups using research-based behavioral or instructional programs.
- Use the seven characteristics of the formative evaluation process to better understand the important role formative evaluation may play in developing and evaluating student success in research-based behavioral or instructional programs.
- Make projections of the likely success of interventions based upon the "research-base" offered as evidence of effectiveness of selected programs.

Activities: Audio visual presentation involving computer projected slides, animations, and video; small group application of evaluation guidelines to a range of intervention examples.

Audience: All who use or consume behavioral or educational programs or products.

Level: Introductory

Member: $95 **Non-member:** $110
After 3/15 Member: $120 **Non-member:** $135

Workshop #73*

*5/30/04
7:00 PM - 9:00 PM
Back Bay A

Early and Intensive Behavioral Intervention for Autism
O. IVAR LOVAAS, PhD (University of California, Los Angeles)

Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

The complete workshop description can be found on page 193, in the Sunday, May 30 section of the program.

#4 Special Event

7:00 AM - 11:20 AM
Commonwealth

Society for the Quantitative Analyses of Behavior
Chair: William M. Baum (University of California, Davis)

#5 Business Meeting
8:00 AM - 8:50 AM
Liberty C

Special Interest Groups Meeting
Chair: Jay Moore (University of Wisconsin, Milwaukee)

#6 Business Meeting
9:00 AM - 9:50 AM
Liberty C

Affiliate Chapters Board Meeting
Chair: Gerald R. Bernicky (Surrey Place Centre: Toronto Preschool Autism Service)

Review activities and discuss issues raised regarding ABA International Affiliate Chapters.

#7 Special Event

10:00 AM - 10:50 AM
Clarendon

Newcomers' Session
Chairs: Jack Michael (Emeritus, 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 Wood, two of ABA's original members, will review the origin and organization of ABA as well as describe the principles of behavior analysis that form the scientific foundation of the field.

#8 Special Event

10:00 AM - 11:30 PM
Constitution A

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.

#9 Special Event

11:30 AM - 1:00 PM
Grand Ballroom
CE

Opening Event: Society for the Advancement of Behavior Analysis Awards
Chair: Michael Perone (West Virginia University)

2003 International Grant Awards

Marcie Desrochers, PhD and Gary Bernfeld, PhD (St. Lawrence College)
Wilson Lopez-Lopez, PhD (ABA Colombia)
Monika Suchowierska, PhD (Warsaw, Poland)

2004 SABA Awards

Award for Distinguished Service to Behavior Analysis: Beth Sulzer-Azaroff, PhD (University of Massachusetts and Browns Group)

The challenges of attempting to teach successfully in an inner-city school led Sulzer-Azaroff to the study of behavior analysis. As a doctoral student in school psychology at the University of Minnesota, she began her investigations of programmed instruction, autism education, and errorless learning. Next, while a faculty member at Southern Illinois University, she, her students and colleagues investigated and wrote of behavior analytic methods for motivating, instructing and managing student and teacher performance. At the University of Massachusetts, she helped coordinate a doctoral-level psychology program in developmental disabilities, meanwhile continuing her collaborative scholarship and research in behavior analytic applications within schools, families, and service and business organizations. Currently she is a Professor Emeritus of the University of Massachusetts and holds adjunct appointments at Florida International and Florida Gulf Coast Universities. At present, she is collaborating in the development and field evaluations of a federally sponsored distance-learning curriculum designed to teach the parents and teachers of children with autism how to intervene with behavioral methods. Dr. Sulzer-Azaroff will give a presentation titled ***Of Oaks and Acorns.***

The seeds broadcast in the early 20th century have yielded a rich harvest within the field of behavior analysis. Founded in natural science, the analysis of behavior continues to mature exponentially, spanning the discovery and elaboration of fundamental laws and principles to its successful management of an increasingly broad range of individual and social challenges. The excitement generated today by the substantial progress in the well-being and improved performance of ordinary people, students, workers, managers, and many others can be directly traced to those humble beginnings.

Concrete examples are drawn from two different areas: The development, analysis, local application, and widespread dissemination of behavioral methods toward 1) educating children with autism and 2) improving the well-being of workers on the job. Elements will be traced from the study of the behavior of organisms in the laboratory, thorough single and small group analyses, to larger groups in contrived and natural settings, and even for wide scale dissemination. Today, the lives of tens of thousands of children, families, workers and organizations are improving as a result of these collaborative efforts. Beholden, as we are, to the accomplishments of our colleagues, we also share the responsibility for disseminating what we have to offer for the benefit of humankind.

Award for Effective Presentation of Behavior Analysis in the Mass Media: O. Ivar Lovaas, PhD (University of California, Los Angeles)

Dr. Ivar Lovaas earned his PhD in Psychology in 1958 from the University of Washington. In 1961 he started at UCLA and has held a full professorship since 1967. In 1995 he founded the Lovaas Institute for Early Intervention (LIFE), which is a provider of early intervention treatment for young children diagnosed with autism. He has received many honors for his work in the field, including the Edgar Doll Award, a Distinguished Research Contribution Award from the American Psychological Association, the California Senate Award, an Honorary Doctorate, and a Guggenheim Fellowship. He has been interviewed on national television networks such as CBS, CNN, and the BBC. He has given presentations across the United States and the world, including Sweden, Germany, Poland, and New Zealand. Dr. Lovaas has close to 70 publications to his credit. Dr. Lovaas will give a presentation titled ***Some Concerns About the Future of ABA.***

If ABA is to remain a noteworthy and effective method of treatment, treatment providers must focus on a number of issues. (1) To what extent do data from one or a few individuals as in single-subject research represent other individuals of the same diagnosis or similar pre-treatment measures? (2)

Does the beneficial effect provided by behavioral intervention last over time? (3) Can the treatment and data be replicated by others? (4) Data from Achievement Place (Wolf, Kirigin, Fixsen, Blase, & Braukman, 1995) indicate that, once trained, providers of behavioral treatment need to return to their original site of training to prevent drifting off criterion of mastery. (5) Can we develop quality control on treatment? Almost anyone can now claim to be competent in delivering behavioral treatment while citing the favorable outcome from data published by others rather than their own. Finally, it is not enough to pass an examination on the basic variables or reading a training manual comprising discrete trials training. The field has also become specialized over time such that a person trained in one model, such as in the UCLA Young Autism Project version of ABA would not be qualified to conduct treatment in another model such as the Achievement Place model or school-based programs such as programs at Rutgers or Princeton Child Development Institute.

Award for International Dissemination of Behavior Analysis: Michael Davison, PhD (Auckland University)

Dr. Michael Davison obtained a B.Sc. from Bristol University, U.K. (where he discovered behaviour analysis), a PhD from Otago University, NZ, and a D.Sc. from Auckland University. His first job was as Lecturer at Otago University, then successively Lecturer at University College London, and then at Auckland University, NZ, where he has remained since, moving through the ranks to Senior Lecturer, Associate Professor, and then being awarded a Personal Chair in Psychology.

Michael was elected Fellow of the NZ Psychological Society, and Fellow of the Royal Society of New Zealand, by whom he was awarded a Silver Medal for research. He has served on the editorial board of JEAB five times, and is currently an Associate Editor of this journal and serves on the SEAB Board. He was the first International Representative on the ABA and SABA Boards. He has published about 90 papers in JEAB and authored (with McCarthy) the much cited but little purchased book *The Matching Law: A research review.*

His research interests lie in the quantification of behaviour and choice, and he has recently become concerned with the neuroscience of choice, taking a 10% appointment to the NZ National Research Centre for Growth and Development. Michael will give a presentation entitled ***Choices, Choices: How to Steal a Soul for Behavior Analysis.***

Abstract: I shall present a methodologically novel hermeneutic quantitative single-subject analysis of the environmental conditions that may be required, in some selected cases, to wash the behaviour of an alien human sufficiently to produce an almost exclusive preference for behaviour analysis over other psychologies. I'll also celebrate the joys of not being trained in behavior analysis by behavior analysts, and suggest that the resultant variation and (I hope) selection will provide for a viable future for behavior analysis in the world.

Award for Public Service in Behavior Analysis: Michael Hemingway, MS

Accepted by Gerald Shook, PhD (Behavior Analyst Certification Board)

Michael Hemingway graduated Western Michigan University in 1971 with a bachelor's degree in psychology, and earned his master's degree in behavior analysis from the University of Manitoba in 1976. After working as a behavior analyst practitioner for a decade in Michigan, he moved to Florida in 1986 to become Behavior Analyst Consultant for the statewide Developmental Disabilities Office of the Florida Department of Children and Families, and in 1994 became Senior Behavior Analyst there. In these positions, he coordinated and further developed the watershed Florida statewide behavior analysis services and oversight system. Michael was elected to the Executive Committee of the Florida Association for Behavior Analysis, and later served as FABA's President. He was awarded the FABA Charles Cox Lifetime Achievement Award in 1997 for outstanding contributions to behavior analysis in Florida. Michael's sphere of influence permeated all aspects of behavior analysis in Florida, and his contribution to the practice

and profession of behavior analysis extended to national and international levels. Michael was a founding member of the Behavior Analyst Certification Board's Board of Directors, and it was his leadership and commitment that ensured the successful transformation of Florida behavior analyst certification program into the international certification of the BACB.

Award for Impact of Science on Application: Tony Nevin, PhD (University of New Hampshire, Emeritus)

Dr. John A. Nevin, known as Tony, studied marine engineering at Yale University and served five years in the Coast Guard before encountering experimental psychology, which proved to be surprisingly compatible with his background in engineering and physical science. His graduate studies at Columbia University combined human psychophysics and color vision with behavioral analyses of conditioned reinforcement in rats and matching to sample in pigeons. After receiving his PhD in 1963, he taught at Swarthmore College until 1968. He returned to Columbia from 1968 until 1972, where he served two years as department chair. To the delight of his five children, he then moved to the relatively rural University of New Hampshire, where he remained until retirement in 1995. He now lives with his wife Nora on the island of Martha's Vineyard, where he engages in community and environmental conservation projects while maintaining research collaborations in Utah and New Zealand through the magic of electronic communication, supplemented by occasional visits. The post-retirement persistence of his research and theoretical work on behavioral momentum is itself an instance of momentum, based on the many reinforcers he has been privileged to enjoy throughout his life. Dr. Nevin will give a presentation titled ***Effective Knowing.***

Abstract: Skinner remarked that science is "effective knowing." In basic research, knowing is effective when a series of experiments – each of which is designed to identify a controlling variable or to resolve an apparent inconsistency in the literature – leads to a generalization that encompasses all the data. Ideally, the generalization can be expressed abstractly, in mathematical terms. Formulating quantitative generalizations has been immensely rewarding for me.

In applied analyses, knowing is effective when a procedure that is at least loosely based on ideas from basic research *works* – that is, when a critical variable has been identified and manipulated and a desirable change in behavior has been observed. Reliable success with a given procedure must be immensely rewarding for its practitioners.

Knowing is truly effective when processes identified by empirical research are also involved in clinical situations despite differences in procedure and setting. Research and application based on the metaphor of behavioral momentum provide examples. Identifying the critical commonalities that link the laboratory and the clinic is an exploratory enterprise analogous to defining an open-ended class of stimuli or responses.

Award for EnDuring Programmatic Contributions in Behavior Analysis: West Virginia University Department of Psychology

Dr. Kennon A. Lattal will accept the award on behalf of West Virginia University Department of Psychology and will give a presentation titled ***Behavior Analysis and the Liberal Arts Tradition.***

Abstract: Behavior analysis was born in a department of psychology, in a college of liberal arts. From there its influence and effects spread not only throughout the university but also to myriad applied settings that could only be imagined at its birth. The Department of Psychology at West Virginia University, and particularly its Behavior Analysis doctoral training program, through its graduates, students, and faculty has contributed to the web of multiple influences of behavior analysis in contemporary society. As the influence of behavior analysis spreads from its birthplace in the liberal arts and continues to evolve, it also is important to continue to develop and build on that liberal arts tradition and not abandon it. In

departments of psychology, like that at West Virginia University, behavior analysis contributes to students' understanding of not only the behavioral sciences but also the humanities and other sciences. Behavior analysis places other psychological viewpoints in a different perspective, suggests a unique worldview to many of these students, and challenges them to question the nature of their own histories and personal philosophies. Such influences in the shaping of the lives of generations of young people argue strongly for the continued commitment of behavior analysis to the liberal arts and to psychology.

#10 Panel Discussion
1:00 PM - 1:50 PM
Beacon H
CSE

Cambridge Center Discussion: How Can We Advance Behavior Analysis AND Make a Difference in Society? (Research to Practice)
Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

HENRY S. PENNYPACKER (University of Florida)
MURRAY SIDMAN (Cambridge Center for Behavioral Studies)
PHILIP N. CHASE (West Virginia University)

#11 Invited Event
1:00 PM - 1:50 PM
Beacon E
BPH

Cocaine, Dopamine Transport Inhibition, and Discovery Research on Medical Treatments for Cocaine Abuse (Data-Based Presentation)
Chair: Amy L. Odum (Utah State University)
JONATHAN L. KATZ, PhD (National Institute on Drug Abuse)

Dr. Jonathan L. Katz received his PhD from the University of Maryland in 1978, studying under Dr. James E. Barrett. Two post-doctoral years followed at Harvard Medical School under the direction of Dr. William H. Morse. Dr. Katz was a Research Investigator in the Department of Pharmacology at the University of Michigan Medical School, and joined the National Institute on Drug Abuse in 1984, where he is Acting Chief of the Medications Discovery Research Branch. He also holds an adjunct appointment in the Department of Pharmacology at the University of Maryland School of Medicine. Katz is a member of several professional societies, including the Behavioral Pharmacology Society and the American Society for Pharmacology and Experimental Therapeutics. He is a member of the Editorial Boards of the *Journal of Pharmacology and Experimental Therapeutics, Pharmacology and Therapeutics, and Psychopharmacology*, and is Editor for Behavioral Pharmacology for *the Journal of the Experimental Analysis of Behavior*. He has published extensively, co-holds a patent on cocaine abuse medications, and serves on several professional committees. His current research interests are the pharmacological mechanisms underlying the behavioral effects of cocaine, in particular the respective roles of dopamine receptor subtypes, and the role of heterogeneity in dopamine transporter function.

Abstract: Among the multiple actions of cocaine, evidence has suggested that the inhibition of dopamine uptake is the primary action underlying the behavioral effects of cocaine. This hypothesis indicates that drugs that inhibit the transport of dopamine will have behavioral effects, and abuse liability, similar to cocaine. Despite the evidence supporting the hypothesis, compounds exist that selectively bind to the dopamine transporter with high affinity and inhibit dopamine uptake, but have behavioral effects that differ from those of cocaine. These compounds generally show a decreased efficacy in stimulating locomotor activity, reduced or no efficacy in producing cocaine-like discriminative-stimulus effects, and are marginally effective as reinforcers in primates trained to self administer cocaine. These findings indicate important limitations to the dopamine transporter

hypothesis of the behavioral effects of cocaine. Further, the delineation of differences in the pharmacology of various dopamine uptake inhibitors will provide insight into dopamine transporter function, the neurobiological substrates involved in cocaine abuse, and may provide leads for the discovery of medical treatments for cocaine abuse.

#12 Invited Event

1:00 PM - 1:50 PM
Hampton
DEV

Piaget and Skinner: Evolving into Complementarity
Chair: Hayne Reese (West Virginia University)
WILLIS OVERTON, PhD (Temple University)

Dr. Willis (Bill) F. Overton is the Thaddeus Lincoln Bolton Professor of Psychology and Chairman of the Department of Psychology at Temple University in Philadelphia, PA. Dr. Overton is currently Editor of Monographs of the Society for Research in Child Development, past Associate Editor of *Developmental Psychology*, and board member of many developmental and cognitive-developmental journals. He is also a Fellow of Divisions 7 (Developmental), 12 (Clinical), and 20 (Aging) of the American Psychological Association and Past President of the Jean Piaget Society. During his career, Dr. Overton has been a research scientist, teacher, and clinician. He has published over 100 books, chapters, and research articles, and has given more than 90 addresses to national and international organizations. His empirical research has focused on cognitive development, and specifically the development of reasoning. His theoretical writings have examined the nature and impact of metatheoretical assumptions on concepts and methods in psychology, including analyses of the structure of developmental theory, the place of general systems in our understanding of development, the assumptive base of the nature-nurture debate, and the role of reductionism in contemporary developmental methodology.

Abstract: Historically, cognitive-developmental, and behavior analytic approaches to the study of human behavior and development have been viewed as incompatible with alternative theoretical and methodological perspectives. This presumed incompatibility has itself generally been understood as arising from divergent sets of metatheoretical assumptions that take the form of ontological and epistemological principles and, as coherent wholes, constitute worldviews. Classically cognitive-developmental approaches have been cast as deriving from an organismic worldview and behavior analytic approaches from a contextualist worldview. Previous attempts at uniting the two approaches have entailed privileging one and radically modifying the other. A more meaningful move toward integration requires a set of metatheoretical assumptions that transcends both worldviews, and, while maintaining their distinct qualities, unites them. Such a metatheoretical framework constitutes the base for a true rapprochement of cognitive-developmental and behavior analytic approaches. The integrative metatheoretical frame presented here has been termed relational metatheory. Relational metatheory – entailing four basic principles of holism, the identity of opposites, the opposites of identity, and the synthesis of wholes – identifies the process by which classically fundamental dichotomies can be transformed into co-equal indissociable complementarities, and how these complementarities can serve as relatively stable platforms for launching diverse forms of scientific inquiry.

#13 Paper Session
1:00 PM - 1:50 PM
Independence East
TPC

Pioneers of Behavior Analysis
Chair: Janet Pietrowski (Eastern Michigan University)

Knight Dunlap: An Unrecognized Pioneer in Early Behaviorism. JANET L. PIETROWSKI (Eastern Michigan University)
John B. Watson: FoUnder of Behaviorism or Inspired Popularizer of Others' Ideas? JAMES T. TODD (Eastern Michigan University)

#14 Special Event

1:00 PM - 1:50 PM
Commonwealth
SQA

SQAB 2004 Tutorial: What Good is Mathematics in Behavior Analysis? (Data-Based Presentation)
Chair: Peter Killeen (Arizona State University)
M. JACKSON MARR, PhD (Georgia Tech)

Dr. M. Jackson (Jack) Marr received the BS degree in 1961 from Georgia Tech where he majored in psychology and mathematical physics. He received a PhD in experimental psychology with a minor in physiology from the University of North Carolina at Chapel Hill in 1966. He is Professor of Psychology at Georgia Tech where he teaches courses in the experimental analysis of behavior, physiology and behavior, behavioral pharmacology, and probability/statistics. He is Past-President of the Society for the Advancement of Behavior Analysis, Past-President of both the Association for Behavior Analysis and Division 25 (Behavior Analysis) of the American Psychological Association, and Review Editor of the *Journal of the Experimental Analysis of Behavior*. He has served as Associate Editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, and was the Experimental Representative to the Executive Council of the Association for Behavior Analysis. He was a Research Fellow in Pharmacology at Harvard Medical School, a visiting professor at the Universidad National Autonoma de Mexico, and the first Eminent Scholar invited to Jacksonville State University. He served as a Navy contractor for Project Sanguine in a study of possible effects of extremely low frequency electromagnetic fields on operant behavior. As an AIEE Senior Fellow at the Naval Aerospace Medical Research Laboratory, he conducted research on the effects of microwaves as reinforcers for operant behavior and the effects of drugs on sustained military flight performance. His recent research interests include the development of instructional systems for teaching engineering physics, dynamical systems theory, behavior analysis at Zoo Atlanta, assessment methods for engineering and science education, and conceptual issues in behavioral analysis.

Abstract: Behavior analysis is founded on the assumption that there can be a science of behavior. Indeed, our methods reveal an astonishing order to behavior virtually unique in the behavior sciences. We also assume that relatively few principles of behavioral control can account for very complex behavior. All these characteristics lead us to expect that the behavioral phenomena we see around us as well as those we engender and explore in the laboratory may be subject to mathematical description. Indeed, behavior analysis is one of the more quantitative of the behavioral sciences, but, unfortunately, many students are not introduced to the power and beauty of a quantitative account. Moreover, even if they were exposed to such an account, the curricula in typical undergraduate and graduate programs require little quantitative training, so the student is

too often intellectually isolated from understanding. This is, of course, NOT the student's fault. My tutorial will address the question: "What good is mathematics?" and attempt to provide examples supporting the rationale for greater emphasis on mathematical modeling and other quantitative approaches to behavior in academic programs in behavior analysis.

#15 Symposium
1:00 PM - 2:20 PM
Back Bay D
AUT

An Analysis of Strategies for Teaching Abstract and Relational Skills to Young Children with Autism
Chair: Bob Kidd (Perspectives Corporation)
Discussant: Thomas J. Waltz (University of Nevada, Reno)

Where Am I? An Analysis of Preposition Use and Self-Reporting. JOHN C. BARNARD (Educational Services Unit Burlington County Special Services) and Allison Garofalo (Garofalo & Associates, LLC)

Teaching Visual Perspective Taking to Children with Autism: Considerations. STEIN K. LUND (Perspective Corporation)

A Relational Frame Perspective on Teaching Prepositions and Pronouns to Children with Autism. YVONNE BARNES-HOLMES, Dermot Barnes-Holmes and Louise A. McHugh (National University of Ireland, Maynooth)

#16 Symposium
1:00 PM - 2:20 PM
Back Bay C
AUT/DDA

Analysis of Teaching and Prompting Strategies as They Effect Acquisition of Chained Responses (Data-Based Presentation)
Chair: Myrna Libby (The New England Center for Children)
Discussant: Richard M. Foxx (Penn State University, Harrisburg)

Acquisition of Chains Using Single Versus Multiple Teachers. JULIE WEISS, Myrna E. Libby, Susan N. Langer, Sorrel R. Dolan, William H. Ahearn and Richard B. Graff (The New England Center for Children)

Manual Guidance Versus Teacher Completion of Chained Tasks. MARIA GARRETT, Myrna E. Libby, Julie S. Weiss, Susan N. Langer, William H. Ahearn and Richard B. Graff (The New England Center for Children)

Most-to-Least Compared to Least-to-Most Prompting in the Acquisition of Chained Task. STACIE FITCH, Myrna E. Libby, Julie S. Weiss, Susan N. Langer, William H. Ahearn and Richard B. Graff (The New England Center for Children)

#17 Symposium
1:00 PM - 2:20 PM
Back Bay B
AUT/DDA
CE

Assessing Innovative Treatments in Individuals with Autism Spectrum Disorders (Data-Based Presentation)
Chair: Benjamin Handen (Western Psychiatric Institute and Clinic)
Discussant: James Mulick (Columbus Children's Hospital)

Assessing the Safety and Efficacy of Secretin in Autism. BENJAMIN HANDEN (Western Psychiatric Institute and Clinic) and Dena Hofkosh (Children's Hospital of Pittsburgh)

The Efficacy of Sensory Integration Therapy in Children with Autism. BENJAMIN HANDEN (Western Psychiatric Institute and Clinic)

Safety and Efficacy of Cognitive Enhancing Drugs in Autism. CYNTHIA JOHNSON (Children's Hospital of Pittsburgh) and Benjamin Handen (Western Psychiatric Institute and Clinic)

#18 Symposium
1:00 PM - 2:20 PM
Conference Room 2
CBM

Behavior Analytic Research on Tics, Trichotillomania, and Body Focused Repetitive Behaviors (Data-Based Presentation)
Chair: Douglas W. Woods (University of Wisconsin, Milwaukee)

An Evaluation of the Social Support Component of Simplified Habit Reversal. CHRISTOPHER A. FLESSNER, Raymond G. Miltenberger, Kristin R. Egemo, Pamela D. Kelso, Candice M. Jostad, Brigitte M. Johnson, Brian J. Gatheridge and Clayton Neighbors (North Dakota State University)

Delay Discounting in Trichotillomania. Christopher A. Flessner, MICHAEL B. HIMLE and Douglas W. Woods (University of Wisconsin, Milwaukee)

An Experimental Analysis of Antecedents to Habit Behaviors. SHAI BROSH and R. Wayne Fuqua (Western Michigan University)

Creating Tic "Suppression": Comparing the Effects of Verbal Instructions to Differential Reinforcement. DOUGLAS W. WOODS and Michael B. Himle (University of Wisconsin, Milwaukee)

#19 Symposium
1:00 PM - 2:20 PM
Beacon B
TBA

Behavior Change Through Self-Management (Data-Based Presentation)
Chair: Alison M. Betz (Western Michigan University)

Running Toward My Goal: Using Self-Management to Increase Daily Running. ALISON M. BETZ and Richard W. Malott (Western Michigan University)

Floss Today, No Tooth Decay. CASEY N. LUDWICK and Richard W. Malott (Western Michigan University)

The Behavioral Research Supervisory System: Helping Graduate and Undergraduate Students Prevent Procrastination. CHRISTEN RAE, Kendra Priest, Kirrily Kennedy and Richard W. Malott (Western Michigan University)

Cleanliness is Godliness: Performance Management Applied to Cleaning Behavior. EDUARDO OSORIO and Richard W. Malott (Western Michigan University)

#20 Symposium
1:00 PM - 2:20 PM
Clarendon
EDC
CE

Behavioral Consultation in Education: From District Partnership to Classroom Management to Individual Programming: Applications from the Field (Data-Based Presentation; Research to Practice)
Chair: Donald A. Wachelka (Quality Behavioral Outcomes)
Discussant: Maxin Reis (Behavior Management Consultants, Inc.)

Creating a Partnership with Special Education: A Relationship Essential for Influencing District-Wide Behavior Change. Donald A. Wachelka (Quality Behavioral Outcomes)

The Use of Weekly Auctions and Performance Portfolios to Accelerate Pro-social Behavior in the Classroom. AMY CHRISTENSEN, Ralph N. Pampino, Jr. and Donald A. Wachelka (Quality Behavioral Outcomes)

Supplementing Token Economies with a Time-In Program. JENNIFER MACDONALD, Trista Rajaratnam, Donald A. Wachelka and Ralph N. Pampino, Jr. (Quality Behavioral Outcomes)

#21 Paper Session
1:00 PM - 2:20 PM
Beacon D
EAB

Driving Behavior
Chair: Chantay M. Dudley (University of Memphis)

Participant Attrition in a Community-Wide Courteous Driving Intervention. SARA R. RAYNE (University of Memphis), Takashi Hirota (Virginia Tech), Timothy Lloyd, Erica Van Arsdale and Donna Baker (University of Memphis)

Epidemiological Study of Driving Behaviors in a Community Sample. TIMOTHY LLOYD, Erica Van Arsdale, Sara R. Rayne and Chris S. Dula (University of Memphis)

The Effects of Emotions on Driving Behaviors. CHANTAY M. DUDLEY, Donna Baker, Sara R. Rayne, Lisa M. Ahn and Chris S. Dula (University of Memphis)

#22 Paper Session
1:00 PM - 2:20 PM
Back Bay A
AUT

Early Intervention for Children with Autism
Chair: Jessica Brian (Hospital for Sick Children)

Earliest Intervention with Infants Showing Characteristics of Autism Spectrum Disorders: Process Variables and Emerging Outcomes. JESSICA BRIAN and Shelley Mitchell (Hospital for Sick Children)

Communication Skills of Preschool Students in a Center-Based Program Utilizing Early Intensive Behavioral intervention: Six Month Outcome Data. MICHELLE R. DEPOLO, Vanessa K. Jensen, Leslie V. Sinclair and Aletta Sinoff (The Cleveland Clinic Center for Autism)

Comparisons of Social and Play Behaviors of Preschoolers with and Without Pervasive Developmental Disorders. SANDRA PIERCE-JORDAN (The May Institute) and Karin Lifter (Northeastern University)

#23 Symposium
1:00 PM - 2:20 PM
Constitution B
DDA/TBA
CE

Effective Staff Training in Behavioral Healthcare: Teaching Knowledge Competencies and Improving Procedural Implementation (Research to Practice)
Chair: James K. Luiselli (The May Institute)
Discussant: Joseph Ricciardi (Hampsted Hospital)

Training Core Clinical Skills to Direct-Service Staff: A Systems Model and Implementation Strategy. CARRIEANNE ST. AMAND (The May Institute)

Staff-Focused Behavioral Consultation and Training in a Public School Setting. JEFFREY SKOWRON (The May Institute)

Improving Implementation Integrity of Behavior Support Plans Through Abbreviated Performance Feedback. ROBIN CODDING and Adam Feinberg (The May Institute)

#24 Panel Discussion
1:00 PM - 2:20 PM
Conference Room 4
CBM/OTH

Issues in Training and Supervising in Acceptance and Commitment Therapy (Research to Practice)
Chair: Heather M. Pierson (University of Nevada, Reno)

STEVEN C. HAYES (University of Nevada, Reno)
KELLY G. WILSON (University of Mississippi)
TAMARA PENIX SBRAGA (Central Michigan University)
KARA BUNTING (University of Nevada, Reno)

#25 Symposium
1:00 PM - 2:20 PM
Beacon A
TBA/EDC
CE

Methods to Promote Acquisition of Behavior Analytic Procedures for Parents, Teachers, and Para-professionals (Data-Based Presentation; Research to Practice)
Chair: James W. Moore (May South)
Discussant: Michele D. Wallace (University of Nevada, Reno)

Training Para-professionals to Implement Behavior Analytic Prompting Hierarchies. DANA TRAHANT, James W. Moore and Michael M. Mueller (May South)

Training Educators to Implement Functional Analyses. CHARNA MINTZ-RESUDEK, Michele D. Wallace, Janice K. Doney and Rachel S. F. Tarbox (University of Nevada, Reno)

Effects of Parent Conducted Functional Analyses and Treatment of Food Selectivity. ADEL CHRISTINA NAJDOWSKI, Michele D. Wallace and Becky Penrod (University of Nevada, Reno)

#26 Symposium
1:00 PM - 2:20 PM
Fairfax B
EAB/CSE

Preventing High-Risk Drinking in College Settings (Data-Based Presentation)
Chair: Kent Glindemann (Virginia Polytechnic Institute & State University)

An Effective Incentive/Reward Intervention for Reducing Intoxication at Fraternity Parties. IAN J. EHRHART, Kristin Williamson, Nathan Elstein, Stefanie Linden and E. Scott Geller (Virginia Polytechnic Institute & State University)

Community-Based Intervention to Reduce Alcohol Consumption by College Students. STEVEN CLARKE, Eric Raymond, Kendra Brooks and Lauren Savage (Virginia Polytechnic Institute & State University)

Does the Use of Designated Drivers Influence the Intoxication of Vehicle Passengers? MATTHEW HARGROVE, Amanda Counts, Patrice Turner, James S. Clifford and William Rush (Virginia Polytechnic Institute & State University)

Assessing Environmental Factors Affecting College Students' Alcohol Consumption at Fraternity Parties. SARA VALENTINO, Kent Glindemann, Douglas Wiegand, Jennifer Doyle and Wesley Keene (Virginia Polytechnic Institute & State University)

#27 Symposium
1:00 PM - 2:20 PM
Constitution A
DDA/AUT

Recent Developments in the Functional Analysis and Treatment of Severe Behavior Disorders (Data-Based Presentation)
Chair: Mark O'Reilly (University of Texas at Austin)
Discussant: Richard G. Smith (University of North Texas)

An Analysis of the Influence of Antecedent Intervention on Positively Reinforced Self-Injurious Behavior of a Child with Autism. Ellie Mauel, JENNIFER J. MCCOMAS and Satomi Shinde (University of Minnesota)

An Examination of the Effects of a Classroom Activity Schedule on Levels of Self-Injury and Engagement for a Child with Severe Autism. Mark O'Reilly, Jeffrey S. Sigafoos and CHATURI EDRISINHA (University of Texas at Austin)

The Differential Effects of a Multi-component Intervention on Multiply-Maintained Problem Behavior. RENEE VAN NORMAN, Stephanie M. Peterson and Amanda Flaute (The Ohio State University)

#28 Symposium
1:00 PM - 2:20 PM
Independence West
VRB

Some Topics on Rule-Governed Behavior: Behavioral Momentum, Shaping of Verbal Behavior, and Operant Blocking (Data-Based Presentation)
Chair: Elizabethann M. O'Shields (West Virginia University)
Discussant: Mark Galizio (University of North Carolina, Wilmington)

Rule-Governed Behavior and Insensitivity to Contingencies: The Role of Behavioral Momentum. CHRISTOPHER A. PODLESNIK (Utah State University) and Philip N. Chase (West Virginia University)

Examining the Effects of Different Methods of Rule Acquisition on Schedule Performance. ELIZABETHANN M. O'SHIELDS and Philip N. Chase (West Virginia University)

An Operant Blocking Account of Rule-Governed Behavior's Insensitivity to Local Contingencies of Reinforcement. MARTA E. LEON and Philip N. Chase (West Virginia University)

#29 Paper Session
1:00 PM - 2:20 PM
Berkeley
EDC

Teaching Behavior Analytic Principles to Teachers and Coaches (Research to Practice)
Chair: John C. Begeny (Syracuse University)

Practice and Implications of a Behavior Systems Approach to Athletic Coaching Effectiveness with Implications for Research and Training. DARIAN PARKER, Tom Sharpe and Daniel Balderson (University of Nevada, Las Vegas)

An Assessment of Teachers' College Training in Behavioral Instruction Practices. JOHN C. BEGENY and Brian K. Martens (Syracuse University)

Successful Intelligence Can Be Taught: Whimbey's Think Aloud Problem Solving Meets Sternberg's Theory. JOANNE ROBBINS and April Heimlich (Morningside Academy)

#30 Symposium
1:00 PM - 2:20 PM
Conference Room 3
CBM/DDA

The Application of Telehealth to Behavioral Assessment and Rehabilitation Services (Data-Based Presentation)
Chair: Anjali Barretto (Gonzaga University)
Discussant: Wayne W. Fisher (Marcus Institute)

Conducting Behavioral Consultations via Telemedicine. DAVID WACKER, Anjali Barretto and Lisa Winborn (University of Iowa)

Using Technology to Extend the Continuum of Care Following Catastrophic Injury. MICHAEL JONES and Linda Dufour (Shepherd Center)

Examining the Application of Interactive Video in Foster Home Settings. JAMES MCGIMSEY (AdvoServ), Luke Baker (C-Now Inc.) and Judith Favell (AdvoServ)

#31 Paper Session
1:00 PM - 2:20 PM
Gardner
EDC

Using Behavioral Principles to Improve Literacy Skills
Chair: David Forbush (Utah State University)

Using Contextual Clues as Discriminative Stimuli to Teach Vocabulary to English Language Learners. CHANG-NAM LEE (Whitworth College)

Systematic Use of Multiple Book Preference Assessments to Increase Student Reading Engagement. DAVID FORBUSH and Donald Stenhoff (Utah State University)

Reciprocal Peer Tutoring Effect on Sight Word Learning, Retention, and Generalization of Urban Elementary School Students. SUHA AL-HASSAN, Ralph Gardner III, Shobana Musti-Rao and Gwendolyn Cartledge (The Ohio State University)

#32 Special Event
1:30 PM - 2:20 PM
Grand Ballroom
OBM

2004 Tutorial: Pursuing Excellence in Human Service Delivery: A Fifteen-Year Odyssey with a Very Happy Ending (Data-Based Presentation; Research to Practice)
JON S. BAILEY, PhD (Florida State University)

Dr. Bailey received his PhD in 1970 from the University of Kansas and is currently Professor of Psychology at Florida State University where he serves as Co-Director of the new Masters Program in Applied Behavior Analysis at the Panama City Campus. He is a Fellow of the American Psychological Association and the American Psychological Society. He has served on the Executive Councils of the Association for Behavior Analysis and Division 25 of APA. He is currently the Executive Director and Secretary/Treasurer of the Florida Association for Behavior Analysis, which he founded in 1980. Dr. Bailey is the past-Editor of the *Journal of Applied Behavior Analysis* and is co-editor of the book Behavior Analysis in Developmental Disabilities, as well as co-author of Research Methods in Applied Behavior Analysis and How Dogs Learn. In addition to four books, he has published over 100 journal articles and has presented over 250 scholarly papers and training workshops in the United States as well as in Canada, England, Scotland and Wales. Dr. Bailey is President of Behavior Management Consultants, Inc. and the co-developer of the Behavioral Systems

Management model which is used as the staff management and client tracking system in over 30 facilities for people with disabilities in Florida. He coined the term "behavioral diagnostics" and has been active in promoting the use of non-aversive measures in behavior programming.

Abstract: Organizational behavior management principles and procedures are often employed as one-time applications in business, industry, and organizational settings. We have had the unique experience of working with the same organization continuously for the past 15 years on complex issues of improving the quality of service delivery to mental health patients in a large state hospital in Northeast Florida. The projects began as demonstration projects, but, as gains were demonstrated, the administration began to take them more seriously. Over time we gained the confidence of the executive committee—seven years ago Performance Management became officially recognized as the guiding philosophy of change for the organization. Over the 15-year period we have completed hundreds of quality improvement projects with a large number of them recognized by independent non-governmental agencies for their excellence. In this tutorial, I will present an overview of the work that we have completed and try to offer some insights into our apparently successful strategies for long-term consulting using OBM.

#33 Paper Session
1:30 PM - 2:20 PM
Fairfax A
EAB

EAB 5
Chair: Sheila Alber (University of Southern Mississippi)

The Effects of Monitoring and Incompatible Contingencies on Say/Do Correspondence. AMY CRYE-RANDALL (Spectrum Center)

Teaching Fifth Graders with Behavior Disorders to Recruit Positive Teacher Attention: Effects on Academic Productivity. Lara Anderson, SHEILA ALBER and Karen Moore (University of Southern Mississippi)

#34 Panel Discussion
2:00 PM - 2:50 PM
Hampton
DEV/TBA
CE

Piaget and Skinner – Evolving Into Complementarity: Discussion of Dr. Overton's Invited Address
Chair: Philip N. Hineline (Temple University)

HAYNE REESE (West Virginia University)
JACOB L. GEWIRTZ (Florida International University)
WILLIS OVERTON (Temple University)

Visit the ABA Exhibit

Friday – Monday 10 am – 2 pm and 3 pm – 7 pm
Tuesday 10 am – noon

Exhibit Hall D

Hynes Convention Center
(Next to the Bookstore and Poster Sessions)

For an updated list of exhibitors, visit
www.abainternational.org/convention/exhibitorlist.asp

2:00 PM - 2:50 PM
Commonwealth
SQA

SQAB 2004 Tutorial: Behavioral Variability: Control, Description, and Analysis (Data-Based Presentation)
Chair: Marc N. Branch (University of Florida)
MICHAEL PERONE, PhD (West Virginia University)

Dr. Michael Perone is a professor and chair of the Department of Psychology at West Virginia University, where he has worked since 1984. He was educated at the University of Maryland (B.S., 1975) and the University of Wisconsin-Milwaukee (M.A., 1977; PhD, 1981). He conducts basic research with rats, pigeons, and people in the areas of positive and negative reinforcement, schedule control, and conditioned reinforcement, with particular attention to bridging human and animal work. Mike also is interested in research methodology and recently co-edited, with Kennon A. Lattal, the Handbook of Research Methods in Human Operant Behavior (Plenum, 1998). His work has been supported by grants from NSF, NIOSH, and NICHD. He has served as President of ABA, President and Chair of the Board of Directors of the Society for the Experimental Analysis of Behavior, Associate Editor of the *Journal of the Experimental Analysis of Behavior*, co-chair of the ABA Convention Program Committee, and co-editor of the Experimental Analysis of Human Behavior Bulletin. He is a Fellow of the American Psychological Association. He currently serves as President of the Society for the Advancement of Behavior Analysis.

Abstract: Variability is fundamental to the analysis of behavior. Both basic and applied behavior analysts emphasize systematic variability, the kinds of behavioral changes they bring about by manipulating environmental factors in laboratory or field settings. They are inclined to eschew statistical evaluations of these changes in favor of demonstrations of experimental control. But behavior analysts cannot avoid statistical methods entirely. At the very least, they need to them to quantify the degree of unsystematic variability ("noise" or "error") in their results. Indeed, the description of unsystematic variability underlies the evaluation of experimental control: If every factor relevant to the behavior under study could be identified and controlled, unsystematic variability would be eliminated. This tutorial will: (a) review and evaluate behavior analysts' use experimental and statistical methods to control, describe, and analyze variability, and (b) compare the underlying logic of behavior analytic methods to that of conventional group-statistical methods. My approach to these matters will be pragmatic, not dogmatic.

Behavioral Follies

Sunday, May 30th
10 pm – midnight
Grand Ballroom

Join us for lots of laughs!

(See page 194 for more details)

2:00 PM - 2:50 PM
Beacon H
CSE
CE

Stopping Kids from Killing Kids: Teaching Safety Skills to Children to Prevent Gun Play (Data-Based Presentation)
Chair: Michael B. Himle (University of Wisconsin, Milwaukee)
RAYMOND G. MILTENBERGER, PhD (North Dakota State University)

Dr. Raymond Miltenberger received his bachelor's degree in psychology from Wabash College in 1978 and his PhD in clinical psychology from Western Michigan University in 1985. After a predoctoral internship at the Kennedy Institute of the Johns Hopkins University School of Medicine, he took a position as assistant professor in the psychology department at North Dakota State University. Miltenberger is now a professor of psychology and Director of Clinical Training in the masters program at North Dakota State University. Miltenberger has over 100 publications in peer-reviewed journals and numerous chapters in edited texts. In addition, he wrote a behavior modification textbook entitled *Behavior Modification: Principles and Procedures* (now in its 3rd edition) and edited a text with Doug Woods entitled, *Tic Disorders, Trichotillomania, and Other Repetitive Behavior Disorders: Behavioral Approaches to Analysis and Treatment.* Miltenberger's research has focused on the analysis and treatment of repetitive behavior disorders (such as tics and trichotillomania) and evaluation of procedures for teaching safety skills to children (such as abduction prevention and the prevention of gun play). Miltenberger is the recipient of various awards including the Western Michigan University Distinguished Alumnus Award (in 2000) and the Chamber of Commerce NDSU Distinguished Professor Award (in 2001).

Abstract: This presentation will address the problem of unintentional injury and death of children from firearms and risk factors that contribute to this problem. Two paths to prevention of childhood injury and death from firearms will be discussed: changing parent behavior and teaching prevention skills to children to prevent gun play. As most childhood firearm injuries and deaths occur as a result of gun play, my research has focused on teaching skills to prevent gun play. A series of studies will be presented in which procedures for teaching prevention skills to children are evaluated. These studies investigated the effectiveness of educational approaches and behavioral skills training approaches to teach young children a set of safety skills to use upon finding a firearm. An emphasis in the research was an evaluation of procedures for promoting generalization of the skills from the training setting to the natural environment. The findings from these studies will be presented and implications for future research and practice will be discussed.

#37 International Paper Session
2:00 PM - 3:20 PM
Independence East
TPC

Radical Behaviorism: Conceptual Refinements
Chair: Francois Tonneau (University of Guadalajara)

Empiricism and Radical Behaviorism: An Impossible Allegiance. JOSÉ E. BURGOS (University of Guadalajara)

Causality, Functions, and Interdependence. FRANCOIS TONNEAU (University of Guadalajara)

Intentionality, Incommensurability, and Interpretation. GORDON FOXALL (Cardiff University)

#38 Symposium
2:30 PM - 3:20 PM
Independence West
VRB/TPC
CE

Further Refinements of Skinner's Analysis of Verbal Behavior
Chair: Sebastien Bosch (CARD, Inc.)
Discussant: Hank Schlinger (California State University)

Refining the Receptive Language Repertoire. SEBASTIEN BOSCH (CARD, Inc.) and Matthew Normand (Florida Institute of Technology)

Refining the Tact: Essential Features of a Useful Repertoire. MATTHEW NORMAND (Florida Institute of Technology) and Sebastien Bosch (CARD, Inc.)

#39 International Paper Session
2:30 PM - 3:20 PM
Beacon D
EAB

Reinforcement Effects
Chair: Raul Avila (National University of Mexico)

Relative Effects of Reinforcement: Why Does Upcoming Food-Pellet Reinforcement Increase Responding for Sucrose? JEFFREY N. WEATHERLY and Jeri T. Nurnberger (University of North Dakota)

Effects of Schedule-Induced-Drinking Conditions on Operant Licking for Water. RAUL AVILA, Jorge Ruiz and Carlos A. Bruner (National Autonomous University of Mexico)

#40 International Paper Session
2:30 PM - 3:20 PM
Back Bay D
AUT

Teaching Social Behavior to Children with Autism
Chair: Mary Salmon (The Ohio State University)

Effects of Socio-dramatic Script Training with Puppets on the Social Behavior of a Young Child with Autism. Stacie McConnell (Oakstone Academy), MARY SALMON and Diane Sainato (The Ohio State University)

The Effects of Prompting and Social Reinforcement on Establishing Social Interactions for Three Children with Autism in Kindergarten. ANGELIKI GENA (National University of Athens)

#41 Symposium
2:30 PM - 3:50 PM
Constitution A
DDA/AUT
CE

Applied Behavior Analysis and Positive Behavioral Support
Chair: James M. Johnston (Auburn University)
Discussant: James Mulick (The Ohio State University)

Attack of the Clones. RICHARD M. FOXX (Pennsylvania State University, Harrisburg)

The Phantom Menace. JOHN JACOBSON (Sage Colleges)

Return of the Jedi. JAMES M. JOHNSTON (Auburn University)

#42 International Symposium
2:30 PM - 3:50 PM
Fairfax A
EAB

Easy and Powerful: Developing Experimental Software with the Visual Basic Programming Language
Chair: Francisco Cabello Luque (Universidad de la Rioja)

Computers Can Do That! Expanding the Horizons of Experimental Research with the Visual Basic Programming Language. ROBERT WHELAN and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Developing Mobile Computing Solutions for Behavior Analytic Research Using Microsoft Embedded Visual Basic. JAMIE M. DAKE (Southern Illinois University, Carbondale) and Mark R. Dixon (Southern Illinois University)

A Computerized Tool for the Categorization of Verbal Protocols. Francisco Cabello Luque (Universidad de la Rioja), Denis P. O'Hora (University of Ulster) and SONIA BLASCO (Universidad de Valencia)

Computerized Voice Technologies Using Visual Basic. Francisco Cabello Luque (Universidad de la Rioja), Dermot Barnes-Holmes and Robert Whelan (National University of Ireland, Maynooth), Ian T. Stewart (Behaviour Analysis in Ireland) and SONIA BLASCO (Universidad de Valencia)

#43 Symposium
2:30 PM - 3:50 PM
Fairfax B
EAB/CSE

Emerging Research in the Behavioral Analysis of Gambling: Session I (Data-Based Presentation)
Chair: Holly Stubnar (Southern Illinois University)
Discussant: Scott Sanders (Southern Illinois University)

Toward Standardized Methodology in Gambling Research: A Fully Programmable Slot Game. CHARLES A. LYONS (Eastern Oregon University) and Mark R. Dixon (Southern Illinois University)

The Impact of Perceived Luck on Future Gambling Behaviors. DUSTIN DAUGHERTY, Adam Sauceda, Patience Niemoth and Otto H. Maclin (University of Northern Iowa)

Know When to Hold Them and Know When to Fold Them: Inaccurate Rule Construction by the Gambler. MARK R. DIXON, Jamie M. Dake, Ashton J. Robinson and Jeffrey Dillen (Southern Illinois University)

#44 Symposium
2:30 PM - 3:50 PM
Conference Room 3
CBM/OBM

Evaluating a Behavioral Approach to Clinical Services Targeting the Mentally Ill (Data-Based Presentation; Research to Practice)
Chair: Cris T. Clay (University of the Pacific)
Discussant: Stephen E. Wong (Florida International University)

Do Mental Health Professionals Accurately Identify Target Behaviors? ADRIENNE F. D. GRANADOSIN (University of the Pacific)

Evaluating the Effects of a Behavioral Intervention Service on Mental Health Service Usage. TINA HOPSON (University of the Pacific)

Using Quality Control Measures in a Clinical Environment: A Behavioral Perspective. HOLLY ANN WHITE (University of the Pacific)

#45 Symposium
2:30 PM - 3:50 PM
Constitution B
DDA

Identifying Effective Treatment Components for Reducing Problem Behaviors Maintained by Automatic Reinforcement (Data-Based Presentation)
Chair: Wendy K. Berg (University of Iowa)
Discussant: Louis P. Hagopian (Kennedy Krieger Institute)

Assessment of Antecedent Exercise for Treatment of Problem Behavior Maintained by Automatic Reinforcement. HEATHER MORRISON, Eileen M. Roscoe, Jamie Granatino and Jaqueline Camarco (The New England Center for Children)

Identifying Relevant Stimulus Dimensions of an Enriched Environment to Effectively Compete with Automatically Maintained Behavior. WENDY K. BERG, Joel E. Ringdahl, David P. Wacker, Danielle N. Dolezal and Lisa C. Winborn (University of Iowa)

Assessment and Treatment of Multiple Topographies of Problem Behavior Maintained by Automatic Reinforcement. JOEL E. RINGDAHL, Wendy K. Berg, David P. Wacker, Danielle N. Dolezal and Lisa C. Winborn (University of Iowa)

#46 Paper Session
2:30 PM - 3:50 PM
Liberty C
OBM

Instructional and Professional Issues
Chair: Gerald L. Shook (Shook and Associates)

The Case for the Profession of Behavior Analysis and the Current State of Affairs. GERALD L. SHOOK (Shook and Associates)

A Natural History of a University Course Management System. DAVID R. FEENEY (Temple University)

Optimizing Professional Development: Application of Behavioral Tools to Career Planning. LISA GURDIN, Karen Gould and Beth Howard (The May Institute)

#47 Paper Session
2:30 PM - 3:50 PM
Back Bay A
AUT

Intervention for Problem Behavior in Autism
Chair: Jill Hollway (The Ohio State University)

Training a Parent to Implement Behavioral Momentum to Improve Her Son's Compliant Behavior. JILL HOLLWAY, Ralph Gardner III and Terri Hessler (The Ohio State University)

The Application of Simple Correction to Eliminate Spitting Behavior in a Six-Year-Old Autistic Boy. Jessica Feger, David Harkins and William Edwards (Behavioral Innovations, Inc.) and JAMES KOPP (The University of Texas at Arlington)

Autism and the Thimerisol Debate: Successes in Treating ASD in Siblings via ABA, Diet, Supplements and Chelation. CARMENNE CHIASSON (Private Practice)

#48 Symposium
2:30 PM - 3:50 PM
Liberty B
OBM/EDC

Performance Engineering to Improve the Health of Persons with Retardation (Data-Based Presentation; Research to Practice)
Chair: Guy S. Bruce (APEX Consulting)
Discussant: Aubrey C. Daniels (Aubrey Daniels International, Inc.)

Role of the "Client" in a Relationship with a Behavior Analysis Consultant. JAMES KEEFE (Warren Achievement Center)

The Performance Engineering Approach to Improving Consumer Health. GUY S. BRUCE (APEX Consulting)

Development of a Data-Based Cybernetic System of Performance Engineering. JOHN W. ESHLEMAN (APEX Consulting)

#49 Panel Discussion
2:30 PM - 3:50 PM
Conference Room 4
CBM/AUT

Professional Development Series: APA-Accredited Predoctoral Internship Programs in Behavior Analysis
Chair: Paul Romanowich (University of California, San Diego)

SUNGWOO KAHNG (Kennedy Krieger Institute)
JAMES K. LUISELLI (The May Institute)
PATRICK C. FRIMAN (Father Flanagan's Boy's Home)
CATHLEEN C. PIAZZA (Marcus Institute)

#50 Panel Discussion
2:30 PM - 3:50 PM
Dalton
OTH

Professional Development Series: Graduate Training in Behavior Analysis Part II
Chair: Kendra Brooks-Rickard (University of Nevada, Reno)

DANIEL B. SHABANI (Western Michigan University)
CHRISTOPH LEONHARD (Chicago School of Professional Psychology)
THOMAS L. ZANE (Sage Colleges)
JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology)

#51 International Symposium
2:30 PM - 3:50 PM
Beacon A
TBA/AUT

Promoting Advanced Analytic Skills and Skilled Application in a Distance Learning Curriculum in Autism Intervention (Data-Based Presentation)
Chair: Megan Tupa (University of Massachusetts Medical School)
Discussant: Satoru Shimamune (Naruto University of Education)

Switching Pedagogical Gears from Mastering Basic Concepts to Promoting Advanced Analytic Skills. MEGAN TUPA (University of Massachusetts Medical School), Jennifer Crockett (Independent Behavior Analyst), Beth Sulzer-Azaroff (The Browns Group of Naples), Richard K. Fleming (University of Massachusetts Medical School), Michelle Weissman (Rockman Et Al) and Charles Hamad (University of Massachusetts Medical School)

Instructor and Participant Perspectives on Meeting Complex Course Challenges in Distance Learning. ARLENE KAYE (Chesire and Shelton (CT) Public Schools), Jennifer Crockett (Independent Behavior Analyst), Megan Tupa (University of Massachusetts Medical School), Beth Sulzer-Azaroff (The Browns Group of Naples), Michelle Weissman (Rockman Et Al), Richard K. Fleming and Charles Hamad (University of Massachusetts Medical School)

Saying is Good, Doing is Better: A Distance Learning Practicum in Behavioral Intervention in Autism. BETH SULZER-AZAROFF (The Browns Group of Naples), Richard K. Fleming (University of Massachusetts Medical School), Michelle Weissman (Rockman Et Al) and Charles Hamad (University of Massachusetts Medical School)

#52 Symposium
2:30 PM - 3:50 PM
Back Bay B
AUT/DDA
CE

Social Behavior in Preschoolers with Autism: Issues in Measurement and Monitoring Change over Time (Data-Based Presentation)
Chair: Lara Delmolino (Rutgers, The State University of New Jersey)
Discussant: Sandra L. Harris (Rutgers, The State University of New Jersey)

The Use of Direct and Indirect Measures of Social Behavior in Autism: Issues and Consideratio LARA DELMOLINO and Mary Jane Weiss (Rutgers, The State University of New Jersey)

Quantifying the Social Behaviors of Preschoolers with Autism in the Natural Environment. HEATHER JENNETT (Kennedy Krieger Institute) and Lara Delmolino (Rutgers, The State University of New Jersey)

The Social Competence of Preschoolers with Autism and a Comparison Peer Group During Structured and Unstructured Play. MEGAN MARTINS and Lara Delmolino (Rutgers, The State University of New Jersey)

#53 Paper Session
2:30 PM - 3:50 PM
Berkeley
EDC

Strategies for the College Classroom
Chair: Laura D. Fredrick (Georgia State University)

Effects of the Contingency for Homework Submission on Students' Performance in a College Course. CAROLYN RYAN and Nancy S. Hemmes (Queens College and the Graduate Center, CUNY)

Comparing the Effects of Response Cards and Daily Practice and Feedback on End of Week Quiz Scores in a University Introduction to Applied Behavior Analysis Course. PAUL MALANGA and William Sweeney (University of South Dakota)

Practicum in Applied Behavior Analysis: Our First Effort. Rasoul Mokhtari and CLAUDIA McDADE (Jacksonville State University)

#54 International Paper Session
2:30 PM - 3:50 PM
Back Bay C
AUT

Systematic Instruction for Students with Autism
Chair: Eric M. Messick (University of Waikato, New Zealand)

An Adaptation of Haughton's "Handwriting: Print" Program for a Young Boy with Asperger's Syndrome. ERIC M. MESSICK and Susan McGregor (University of Waikato, New Zealand)

A Comparative Analysis of Systematic Instruction Versus Exposure and Guidance in a Classroom-Based Program for Students with Autism. SASHA PAPOVICH, Donna Strohm, Kanon Riecks, John McEachin, Christina Travaligni, Justin Leaf, Juliana Luna-Hernandez and Mitchell T. Taubman (Autism Partnership)

A Behavioral Model for the Development of Vocational Skills for Individuals with Autism Spectrum Disorder. FRANCINE DIMITRIOU, Travis Haycook and Jaina Blackford (The Cleveland Clinic Center for Autism)

#55 Symposium
2:30 PM - 3:50 PM
Beacon B
TBA

Teaching Applied Behavior Analysis: Modes of Mentoring, Pedagogy, and Testing
Chair: Elizabeth Fleming (Simmons College)

The Odyssey of Mentoring: A Journey Through the Development of a Graduate Mentoring Program. ELIZABETH FLEMING and Susan A. Ainsleigh (Simons College)

Socratic Questioning as a Mode of Pedagogy. MICHAEL F. DORSEY, Katrina Fallon and Michael J. Cameron (Simmons College)

Developing a Website for Graduate Courses in Applied Behavior Analysis. SUSAN A. AINSLEIGH, Robert Stewert and Michael J. Cameron (Simmons College)

Examining the Test: Developing Effective Examination Questions for a Graduate Course in Applied Behavior Analysis. SUSAN A. AINSLEIGH, Michael Dorsey and Katherine M. Johnson (Simmons College)

#56 International Symposium
2:30 PM - 3:50 PM
Gardner
EDC/VRB

Teaching Thinking (Data-Based Presentation; Research to Practice)
Chair: Jennifer L. Zinke (Illinois Institute of Technology)
Discussant: David A. Pyles (Behavior Intervention Systems, Inc.)

Teaching Thinking and Problem Solving Skills: Applications with Precision Teaching. DOREEN E. VIEITEZ (Joliet Junior College), Nancy Hansen Merbitz (MHRC, Inc.) and Charles Merbitz (Illinois Institute of Technology)

The Function of Think Aloud Problem Solving. JOANNE K. ROBBINS (Morningside Academy)

Teaching the Generic Skills of Language and Cognition: Contributions from Relational Frame Theory. YVONNE BARNES-HOLMES, Dermot Barnes-Holmes and Carol Murphy (National University of Ireland, Maynooth)

#57 Symposium
2:30 PM - 3:50 PM
Conference Room 2
CBM/TPC

Training, Supervision, and Adherence and Competence in ACT, a Functional Therapy
Chair: Heather Pierson (University of Nevada, Reno)

What is ACT? Core Processes, Skills, and Competencies. STEVEN C. HAYES (University of Nevada, Reno)

Process-Oriented Supervision and Research Training. KELLY G. WILSON (University of Mississippi)

A Functional Approach to Measuring Therapists' Adherence and Competence in Acceptance and Commitment Therapy (ACT). HEATHER M. PIERSON, Kara Bunting and Alethea Smith (University of Nevada, Reno), Elizabeth Gifford (Center for Health Care Evaluation, Palo Alto) and Steven C. Hayes (University of Nevada, Reno)

Towards a More Functional Approach to Training and Dissemination of Psychotherapies. JASON B. LUOMA (University of Nevada, Reno)

#58 Symposium
2:30 PM - 3:50 PM
Clarendon
EDC

Using New Research to Increase Students' Language Interactions and Social Behavior (Data-Based Presentation; Research to Practice)
Chair: Kevin Conallen (University College, London)
Discussant: Jessica Singer-Dudek (Columbia University Teachers College)

The Relationship Between Teaching Autistic Children to Tact Private Events and Increases in "Spontaneously" Emitted Language Interactions. KEVIN CONALLEN and Phil Reed (University College, London)

Developing Speaker as Listener Repertoires in Young Children with Autism. Dolleen-Day Keohane, Jennifer O'Connor and GAIL CHAN (Dublin CABAS School)

Using Peer Tutoring to Increasing Social Skills in Generalized Settings. SUSAN LAPIDUS and R. Douglas Greer (Columbia University Teachers College)

#59 Special Event
3:00 PM - 3:50 PM
Grand Ballroom
CSE
CE

2004 Tutorial: Attempting to Save the World with Applied Behavior Analysis: Lessons Learned from 30+ Years of Behavioral Community Research
Chair: Mark A. Mattaini (Jane Addams College of Social Work -- UIC)
E. SCOTT GELLER, PhD (Virginia Polytechnic Institute and State University)

For more than three decades, E. Scott Geller has taught and conducted research as a faculty member in the Department of Psychology at Virginia Polytechnic Institute and State University, better known as Virginia Tech. In this capacity, he has authored more than 350 research articles, 17 books, 33 book chapters, 141 magazine articles, and 14 videotape programs addressing the development and evaluation of behavior-change interventions to improve quality of life. He is a Fellow of the American Psychological Association, the American Psychological Society, and the World Academy of Productivity and Quality Sciences. He is past Editor of the *Journal of Applied Behavior Analysis* (1989-1992), current Associate Editor of *Environment and Behavior* (since 1982), and current Consulting Editor for *Behavior and Social Issues*, the *Behavior Analyst Digest*, and the *Journal of Organizational Behavior Management*. In 2001, Virginia Tech awarded Dr. Geller the University Alumni Award for Excellence in Research. In 2002, the University honored him with the Alumni Outreach Award for his exemplary real-world applications of behavioral science. And in 2003, Scott Geller was awarded the University Alumni Award for Graduate Student Advising. In the 1980s, Dr. Geller and his students turned their attention to safety, first transportation safety and then occupational safety. They developed successful community-based programs to increase safety-belt use that were subsequently modeled by the US Department of Transportation and industrial organizations nationwide. The term "behavior-based safety" (BBS) emanated from these applications in 1980 at Ford Motor Company. Today, BBS is a worldwide happening, applied effectively with the assistance

of competent behavior analysts to prevent workplace injuries and save lives. Scott Geller and his collaborators experienced numerous difficulties and outright failures in their attempts to save the world with applied behavior analysis. Critical lessons were learned from their successes and failures. This tutorial will highlight those lessons that could make future large-scale applications of behavior analysis more successful.

Abstract: Since 1970 until the present, the presenter and his colleagues at Virginia Tech have diligently and systematically addressed real-world and large-scale problems with principles and methods from applied behavior analysis. Throughout the 1970s they targeted the problem of environmental protection, while also working with teachers to make classrooms more learning centered. And in 1974, Scott Geller and colleagues focused on prison management, and developed the largest programmatic application of the three-term contingency for inmates at two maximum-security facilities.

#60 Paper Session
3:00 PM - 3:50 PM
Beacon E
BPH

Behavioral Mechanisms of Tolerance to the Effects of Cocaine
Chair: Marc N. Branch (University of Florida)

Interactions Between Cocaine Sensitization and Tolerance. JONATHAN PINKSTON and Marc N. Branch (University of Florida)

Cocaine Tolerance: Two Variations of FI and FR Values in a Conjunctive Schedule. JIN YOON and Marc N. Branch (University of Florida)

#61 Special Event
3:00 PM - 3:50 PM
Commonwealth
SQA

SQAB 2004 Tutorial: Fitting Equations to Data (Data-Based Presentation)
Chair: Randolph C. Grace (University of Canterbury)
JACK J. MCDOWELL, PhD (Emory University)

Dr. Jack McDowell received his PhD in 1979 from the State University of New York at Stony Brook. Howard Rachlin was his major professor and dissertation supervisor. Dr. McDowell was trained as a clinical psychologist but his principal research interests are in basic behavior analysis. He is currently a Professor of Psychology at Emory University where he recently completed a five-year term as the director of Emory's Clinical Psychology Training Program. Dr. McDowell's principal research focus has been the mathematical description of operant behavior. He recently developed a computational model of behavioral selection by consequences. In 25 years of mathematical research, Dr. McDowell has encountered, and learned to deal with, most of the logical and statistical problems that arise when comparing equations to data in behavior analysis.

Abstract: Why fit equations to data? Problems and pitfalls in statistical fitting procedures including how to identify and deal with degenerate parameters, how to analyze residuals, how to simultaneously fit to several sources of variance, and how to choose among competing equations.

#63 Paper Session
3:30 PM - 4:20 PM
Independence East
TPC

Conceptual Foundations of Behavior Analysis
Chair: Christopher McDonough (Hawthorne Country Day School)

Justifying The Principle of Parsimony: A Critical Review. TED SCHONEBERGER (Stanislaus County Office of Education)

Inductive and Deductive Approaches to Scientific Inquiry. CHRISTOPHER MCDONOUGH, David Bicard and Hirofumi Shimizu (Hawthorne Country Day School)

#64 Symposium
3:30 PM - 4:20 PM
Independence West
VRB/EDC

Pushing into Failure to Produce Success: Academic Distress from RFT and ACT Perspectives (Data-Based Presentation)
Chair: Amanda C. Adcock (University of Mississippi)

Evaluating the Role of Context in Analogy with Young Children. NICHOLAS M. BERENS and Steven C. Hayes (University of Nevada, Reno)

A Relational Frame Theory Analysis of Academic Distress Among College Students. AMANDA C. ADCOCK, Christina I. Tucker and Kelly G. Wilson (University of Mississippi)

Acceptance and Commitment Therapy for Academic Success: Follow-Up Report and Continuing Protocol Development. LAURA ELY and Kelly G. Wilson (University of Mississippi) and Amy Murrell (Family Badge)

Acceptance and Commitment Therapy in Treating Academic Difficulties: A Case Study. CATHERINE ADAMS and Kelly G. Wilson (University of Mississippi)

#65 Symposium
3:30 PM - 4:50 PM
Beacon D
EAB/BPH

Habituation to the Reinforcer and Within-Session Changes in Responding (Data-Based Presentation)
Chair: Eric S. Murphy (University of Alaska, Anchorage)
Discussant: Frances K. McSweeney (Washington State University)

Within-Session Changes in Responding Reinforced by Water: Effects of Variability in the Duration of Reinforcement. KENJIRO AOYAMA (Doshisha University)

Preloading with Ethanol Before Sessions of Ethanol Self-Administration. BENJAMIN P. KOWAL and Frances K. McSweeney (Washington State University), Eric S. Murphy (University of Alaska, Anchorage), Roberta S. Varao and Shea C. Bower (Washington State University)

Spontaneous Recovery and Dishabituation of Ethanol-Reinforced Responding in Alcohol-preferring Rats. ERIC S. MURPHY (University of Alaska, Anchorage), Frances K. McSweeney, Benjamin P. Kowal, Jennifer McDonald and Roberta S. Varao (Washington State University)

#66 Symposium
4:00 PM - 4:50 PM
Liberty C
OBM/TPC

Complexity, Organization Dynamics and Total Performance System
Chair: Rene Quiñones (University of Nevada, Reno)
Discussant: William B. Abernathy (Abernathy & Associates)

Complexity, Organization Dynamics and Total Performance System. RENE QUINONES, N. Joseph Rodrigues and Linda J. Hayes (University of Nevada, Reno) and William B. Abernathy (Abernathy & Associates)

Recognizing and Managing Complexity in Organizations. N. JOSEPH RODRIGUES and Linda J. Hayes (University of Nevada, Reno)

#67 International Symposium
4:00 PM - 4:50 PM
Beacon A
TBA/EDC
CE

Expanding Behavior Analysis Training Internationally: ABA Training and Consultation Activities in the Mid East and the United Kingdom
Chair and Discussant: Pamela G. Osnes (The Ohio State University)

ABA in Israel: Current Status and Vision for the Future. AMOS ROLIDER (Emek Yezreel Academic College)

Teaching Behavior Analysis, Including Verbal Behavior, in the United Kingdom and the United Arab Emirates. PATRICK MCGREEVY (Patrick McGreevy and Associates)

#68 Special Event
4:00 PM - 4:50 PM
Commonwealth
SQA

SQAB 2004 Tutorial: Choice and the Hyperbolic Decay of Reinforcer Strength (Data-Based Presentation)
Chair: Armando Machado (Universidade do Minho)
JAMES E. MAZUR (Southern Connecticut State University)

Dr. James E. Mazur is Professor of Psychology at Southern Connecticut State University, where he has taught since 1988. He obtained his B.A. at Dartmouth College in 1973, and his PhD at Harvard University in 1977. He then taught at Harvard for several years and conducted post-doctoral research at Yale University. He has served as an Associate Editor for the *Journal of the Experimental Analysis of Behavior*, and is currently an Associate Editor for *Learning and Behavior*.

For 30 years, Dr. Mazur has conducted research on choice behavior in animals. He is especially interested in how such variables as delay of reinforcement, variability, probability, and conditioned reinforcers affect choice. In his writings, he has presented evidence that a simple mathematical expression called the hyperbolic decay model describes how a reinforcer's strength decreases with increasing delay. He is the author of Learning and Behavior, a popular textbook for undergraduate and graduate courses on learning, which is currently in its fifth edition.

Abstract: Results from a variety of species suggest that as a reinforcer's delay increases, its strength decreases according to a hyperbolic function. This tutorial will review how a hyperbolic decay equation can account for choice in self-control situations, choice with probabilistic reinforcers, preference for variability, procrastination, and other phenomena. Some unresolved puzzles about the effects of delayed reinforcers will also be examined.

#69 International Panel Discussion
4:00 PM - 4:50 PM
Conference Room 4
CBM/VRB

Therapy by Contingencies with Children and Adults
Chair: Helio Jose Guilhardi (Instituto de Analise de Comportamento)

HELIO JOSE GUILHARDI (Instituto de Analise de Comportamento)
PATRICIA PIAZZON QUEIROZ (Instituto de Analise de Comportamento)
MARIA MARTHA HÜBNER (Universidade de São Paulo)

#70 B. F. Skinner Tribute Event
4:00 PM - 5:20 PM
Beacon H
CSE

Behavior Analysis and Social Progress: How Far Can Skinner Take Us?
Chair: Richard F. Rakos (Cleveland State University)

Twenty Years Later: Commentary on Skinner's "Why Are We Not Acting to Save the World." ROBIN RUMPH, Chris Ninness, Glen McCuller and Carol Harrison (Stephen F. Austin State University)

Evolution and the Belief in Free Will: Thinking Outside the Behavior Analytic Box. RICHARD F. RAKOS (Cleveland State University)

How Behavior Analysis Will Win the Nobel Peace Prize. Mark A. Mattaini (Jane Addams College of Social Work, UIC)

#71 Symposium
4:00 PM - 5:20 PM
Conference Room 2
CBM/TPC

Behavior Analytic Issues in the Conceptualization and Treatment of Depression.
Chair: Reo W. Newring (University of Washington)

A Modern Behavioral Conceptualization of Depression: 30 Years Since Ferster's Functional Analysis. JONATHAN W. KANTER (University of Wisconsin, Milwaukee) and Glenn M. Callaghan (San Jose State University)

Adapting ACT in Treatment of Depression. ROBERT D. ZETTLE (Wichita State University)

Does Emphasis on the Therapeutic Relationship Relate to Improved Outcomes for Depression?: A Behavioral Analysis. GARETH I. HOLMAN and Ursula S. Whiteside (University of Washington), Jonathan W. Kanter (University of Wisconsin, Milwaukee) and Robert J. Kohlenberg (University of Washington)

One Pill Twice Daily: How Behavior Analysis Can Help Inform the Problem of Antidepressant Non-Adherence. CHRISTEINE M. TERRY, Madelon Y. Bolling and Robert J. Kohlenberg (University of Washington)

#72 Symposium
4:00 PM - 5:20 PM
Back Bay C
AUT
CE

Designing Assessment Procedures for Children with Autism (Data-Based Presentation)
Chair: Marjorie H. Charlop-Christy (Claremont McKenna College)
Discussant: Linda A. LeBlanc (Western Michigan University)

Identifying the Function of Aberrant Behavior: Comparing Variations of the Experimental Functional Analysis. KATHRYN M. POTOCZAK (Claremont McKenna College), James E. Carr and Jack Michael (Western Michigan University)

Affective Perspective-Taking: Assessment and Training for Children with Autism. DEBRA L. BERRY (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

Reworking the Functional Analysis: Extracting Attention from a Tangible Condition. SUZANNAH J. FERRAIOLI and Kathyrn M. Potoczak (Claremont McKenna College)

#73 International Symposium
4:00 PM - 5:20 PM
Fairfax A
EAB/TPC

Division 25 of APA Award Presentations: Done Hake, Basic Research, and Dissertation Awards
Chair and Discussant: Cathleen C. Piazza (Marcus Institute)

Translational Behavior Analysis: Bridging Between the Laboratory and the Classroom. WILLIAM J. MCILVANE (University of Massachusetts Medical School)

Choice Behaviour: Short- and Longer-Term Effects of Reinforcers. JASON LANDON (University of Aukland)

Behavioral Research and the Gifts of a Fortuitous Environment. JOSEPH V. BRADY (Johns Hopkins University School of Medicine)

#74 Symposium
4:00 PM - 5:20 PM
Fairfax B
EAB/CSE

Emerging Research in the Behavioral Analysis of Gambling: Session II (Data-Based Presentation)
Chair: Jonah Martin (Southern Illinois University)
Discussant: Patrick Ghezzi (University of Nevada, Reno)

Erroneous Beliefs of Problem Gamblers. W. SCOTT WOOD and Maria Clapham (Drake University)

Uncertainty of It All: Are There Reinforcing Effects from Losses in Gambling? BRADY PHELPS (South Dakota State University)

Theory and Research in Simulated Slot Machine Play. GINGER WILSON and Patrick Ghezzi (University of Nevada, Reno)

#75 Symposium
4:00 PM - 5:20 PM
Back Bay D
AUT/DDA
CE

Evaluation and Comparison of Various Interventions for Children with Autism Receiving Intensive In-Home ABA Therapy
Chair: Colin Peeler (Florida State University)

Increasing Peer Initiation Using a Script Fading Procedure. VANESSA L. ARMANO, Matthew Zandecki and Colin Peeler (Florida State University)

A Comparison of Teaching Single Verbal Operants to Multiple Verbal Operants on Acquisition and Generalization. JAILYN CORREA, Kate Masincup, Cara Phillips, Anne Tofte, Lela Reynolds and Colin Peeler (Florida State University, Panama City)

The Effects of Contingent Versus Noncontingent Music on the Stereotypic Vocalizations of a Child with Autism. MOLLIE SHEPPARD, Vanessa L. Armano, Cristal Elwood and Colin Peeler (Florida State University, Panama City)

Teaching Color Discrimination to a Non-verbal Child with Autism Using a Socially Reinforcing Game. HEATHER R MUMMAW, Kimberly Nur, Karen Brito, Lela Cloer Reynolds and Colin Peeler (Florida State University, Panama City)

#76 Panel Discussion
4:00 PM - 5:20 PM
Back Bay A
AUT/DDA

Expanding Behavioral Assessment and Treatment in Autism and Developmental Disabilities
Chair: June Groden (The Groden Center)

GRACE BARON (Wheaton College)
MATTHEW GOODWIN (The Groden Center)
COOPER WOODARD (The Groden Center)
CORI SHANOWER (The Groden Center)

#77 Paper Session
4:00 PM – 4:50 PM
Liberty B
OBM

Feedback, Supervision, Accountability, and Quality of Work Life (Research to Practice)
Chair: Ryan Olson (Santa Clara University)

Improving Business Performance by Creating a "Feedback-Rich" Culture
WILLIAM REDMON (Bechtel Group, Inc.)
Beyond Performance Improvement: Implications of Motivational Theories and Concepts for Quality of Work Life Issues.
RYAN B. OLSON (Santa Clara University)

#78 Symposium
4:00 PM - 5:20 PM
Constitution A
DDA/DDA

Further Applications and Extensions of Functional Communication Training (Data-Based Presentation)
Chair: David P. Wacker (University of Iowa)
Discussant: Wayne W. Fisher (Marcus Institute)

Evaluation of Choice as an Antecedent Variable in Functional Communication Training. JAY W. HARDING, David P. Wacker, Wendy K. Berg, Lisa C. Winborn, John F. Lee, Eric W. Boelter and Muska Ibrahimovic (University of Iowa)

Assessment and Treatment of Problem Behavior Maintained by Interruption of Preferred Activities. JENNIFER L. BRUZEK, Louis P. Hagopian, Lynn G. Bowman, Heather Schonbachler and Jessica G. Philips (Kennedy Krieger Institute)

Thinning Reinforcer Delivery During Differential Reinforcement Programs. ROBERT (RYAN) PABICO, Wayne W. Fisher, Henry S. Roane, Michael E. Kelley, Joanna E. Lomas, Ashley C. Glover and Nathan A. Call (Marcus Institute)

#79 Symposium
4:00 PM - 5:20 PM
Conference Room 3
CBM

Handling Social and Emotional Difficulties in Children: How Behavior Analysts Can Help
Chair: Jeannie Golden (East Carolina University)
Discussant: Teresa A. Rodgers (Florida Department of Children and Families)

A Pre-school Girl with ADHD, Depression and Psychosis: Abuse, Neglect and Lack of Permanency. JEANNIE GOLDEN (East Carolina University)

School Phobia with Panic Attacks and Social Anxiety Disorder: A Victim of Bullying. ADAM SPENCER (East Carolina University)

Two Young Boys with Explosive Disorder: Differing Treatments for Different Functions. LORI STUART (Behavioral Consultation & Psychological Services)

#80 Symposium
4:00 PM - 5:20 PM
Gardner
EDC

Novel Tactics for Students in CABAS Programs with Pre-listener Through Reader-Writer/Self-Editor Repertoires (Data-Based Presentation)
Chair: Dolleen-Day Keohane (Columbia University Teachers College)

Tactics for Pre-listeners Through Early Readers in a CABAS School. Jennifer O'Connor, GAIL CHAN and Carolyn Sweeney (Dublin CABAS School)

Teaching Reading and Writing as a Problem Solving Repertoire in a CABAS Middle School. TRACY REILLY, Katherine Meincke, Susan Lapidus, Grant Gautreaux, Jessica Webb, Dana Visalli, Dolleen-Day Keohane and Jessica Singer-Dudek (Columbia University Teachers College)

Tactics Used to Teach Listener Through Reader Writer Repertoires in a CABAS School. EMMA HAWKINS, Jackie Charnock, Racheal Eade, Beth Carlucci, Elizabeth Theo and Katherine Meincke (Jigsaw School, UK)

Effective Tactics for Pre-school, Kindergarten and First Grade Students with Early Reader Repertoires in CABAS Classrooms. JENNIFER LONGANO, Denise O'Sullivan, JoAnn Pereira, Lynn Yuan, Dolleen-Day Keohane, Robin Nuzzolo-Gomez, Regina Spilotras and Jessica Singer-Dudek (Columbia University Teachers College)

#81 Panel Discussion
4:00 PM - 5:20 PM
Beacon B
TBA/OTH

Promoting Behavior Analysis on Campus: Behavior Analysis Clubs and Their Activities
Chair: Pete Peterson (Johnson County Community College)

ANKHESENAMUN BALL (California State University, Fresno)
CARLA LAGORIO (University of Wisconsin, Eau Claire)
BETHANY R. RAIFF (University of Florida)
KATHRYN A. SAULSGIVER (University of Florida)

#82 Paper Session
4:00 PM - 5:20 PM
Berkeley
EDC

Providing Services for Students with Autism (Research to Practice)
Chair: Caroline Magyar (University of Rochester Medical Center)

Data-Based Decision Making in Intensive Behavior Intervention Programs. JUDY SYLVA (California State University, Fullerton), Cherie Ward (California State University, San Bernardino) and Doreen Ferko (California State University, Fullerton)

Delivering Behaviorally-Based Services to Students with Autism in the Public School: An Initial Investigation. CAROLINE I. MAGYAR (University of Rochester)

A Report on an Inclusive Academic Summer Precision Teaching Program. ALISON L. MOORS, Sara Pahl, Amy King, Kelly J. Ferris and Kristin Schirmer (Fabrizio/Moors Consulting)

#83 Symposium
4:00 PM - 5:20 PM
Back Bay B
AUT/DDA

Social Skills Deficits in Autism and Asperger's Disorder: Client Characteristics Affecting Choice of Intervention
Chair: Jennifer M. Gillis (SUNY at Binghamton)
Discussant: Raymond Romanczyk (SUNY at Binghamton)

The Challenge of the Nonverbal Client with Autism. SARA WHITE and Jennifer M. Gillis (SUNY at Binghamton)

The Challenge of Selecting Appropriate Social Goals for Children with Asperger's Disorder. ST LOCKSHIN (Institute for Child Development)

The Challenge of Peer Mediated Social Skills Training with Children with Autism. LINDA MATEY (Institute for Child Development)

#84 International Symposium
4:00 PM - 5:20 PM
Clarendon
EDC

The Effects of School-Wide Models of Prevention on Social and Academic Behavior Problems. (Data-Based Presentation)
Chair: Janine Peck Stichter (University of Missouri, Columbia)
Discussant: Timothy J. Lewis (University of Missouri)

Merging Research and Practice Agendas to Prevent Reading and Behavior Difficulties at a Systems Level. RUTH A. ERVIN (University of British Columbia) and Margaret T. McGlinchey (Kalamazoo Regional Education Service Agency)

Promoting Evidenced-Based Practice and Decisions in Schools by Partnering with Schools to Build Capacity. AMY L. MATTHEWS (Grand Valley State University), Steve D. Goodman (Ottawa Area ISD), Elizabeth Schaughency (Grand Valley State University), Ruth A. Ervin (University of British Columbia) and Margaret T. McGlinchey (Kalamazoo Regional Education Service Agency)

Outcomes of a School-Wide Intervention with Primary and Secondary Levels of Support Implemented at the Elementary School Level. KATHLEEN LYNNE LANE (Vanderbilt University)

#85 Symposium
4:00 PM - 5:20 PM
Constitution B
DDA
CE

Variations/Enhancements of Established Preference Assessment Procedures (Data-Based Presentation)
Chair: Richard B. Graff (The New England Center for Children)

An Alternate Scoring Method for the MSWO. FRANCIS J. CICCONE, Richard B. Graff and William H. Ahearn (The New England Center for Children)

Methods for Eliminating Position Bias During Preference Assessment and Discrimination Training. STEPHEN T. NORTH (University of Florida), Brian A. Iwata (University of Florida)

The Influence of Contingent Use and Restriction of Reinforcers on Changes in Relative Preferences. DAVID W. SIDENER (Kennedy Krieger Institute), Iser G. DeLeon (Johns Hopkins University School of Medicine), Amy Christensen and Michele Wallace (University of Nevada, Reno)

Evaluating Preschool Children's Preferences for Instructional Contexts. NICOLE A. HEAL and Gregory P. Hanley (University of Kansas)

#86 Special Event
4:30 PM - 5:20 PM
Grand Ballroom
DEV
CE

2004 Tutorial: Proposed Guidelines for a Revision and Expansion of the Scope of Applied Behavior Analysis
Chair: Jacob L. Gewirtz (Florida International University)
NATHAN AZRIN, PhD (Nova Southeastern University)

Dr. Azrin received his PhD from Harvard in 1956 as a student of B. F. Skinner. His early work was in laboratory experiments with animals and humans to define the initial principles of operant conditioning. Subsequently his work has had the single-minded focus of developing novel and validated treatments for applied, clinical and common human problems after his early laboratory studies of positive and negative reinforcement and animal aggression. His applied innovations have included: the initial development of the "Token Economy" with T. Ayllon; the development of effective training procedures for independent self care for the "untrainable" mentally retarded; the Community-Reinforcement method of alcohol and drug addiction; the Habit-Reversal treatment for tics, trichotillomania, nail biting and Tourette Disorder; operant-based treatments for Depressive Disorder and Marital Dysfunction;) the Job Club training program for the unemployed; the Reciprocity Counseling program for the communication training for family problems; the toilet training of normal children; the noctural enuresis treatment of normal and retarded persons; the Overcorrection and Positive Practice programs for eliminating negative behaviors including aggression, self-injury, and self-stimulation; and the Regulated Breathing Method for eliminating stuttering. He has served as President of the ABA, AABT, MPA, APA Div. 25, APA Div. 33, SEAB, FABA and was Chief

Editor/Associate Editor/Editor of both JEAB and JABA. In addition, he has received awards from the APA, APA Div. 25, APA Div. 33, AABT, ABA, CAL/ABA and other organizations.

Abstract: Currently, applied behavior analysis has focused almost exclusively on problems defined by caretakers as well as being circumscribed by methodological guidelines and by exclusive concern with contingency-management variables. An expanded scope of this field is suggested that enlarges the scope of learning variables beyond contingency management and revised the methodological constraints. These changes would greatly expand the application of this field to include the large number of self-referred problems which have otherwise been preempted by other treatment modalities. The field would still retain its distinctive character as a science-based learning treatment model.

#87 International Paper Session
4:30 PM - 5:20 PM
Independence East
TPC

Building Bridges I: Behavior Analysis and Related Disciplines
Chair: Emmanuel Tourinho (Universidade Federal do Pará)

The Sociology of Norbert Elias and Behavior Analysis. EMMANUEL Z. TOURINHO (Universidade Federal do Pará)

Integrating Behavior Analysis and Constructivism Through Contextualism: Toward a More Unified Theory for Education. KIMBERLY NIX BERENS and Thomas E. Boyce (University of Nevada, Reno)

#88 Invited Event
4:30 PM - 5:20 PM
Independence West
VRB

The FOXP2 "Language" Gene and Chomsky's Mythical "Universal Grammar"
Chair: Ted Schoneberger (California State University, Stanislaus)
PHILIP LIEBERMAN, PhD (Brown University)

Dr. Philip Lieberman studied at MIT where he was one of the four students in the first class that Noam Chomsky taught. He received a PhD in linguistics, as well as degrees in electrical engineering, which entails the development of devices that actually work. His dissertation, "Intonation, Perception and Language" was one of the first books published by the MIT Press. In his 1984 book, *The Biology and Evolution of Language*, he noted the biological implausibility of Chomsky's theories. Lieberman's research on the evolution of human speech anatomy demonstrated its species-specific nature and the central linguistic role of speech. His subsequent research has focused on the subcortical basal ganglia structures of the brain that regulate motor control, syntax, and human cognitive ability. His most recent book, *Human Language and Our Reptilian Brain: The Subcortical Bases of Speech, Syntax and Thought*, presents the case for subcortical neural structures playing a central role in the neural circuits that confer the qualities that differentiate human beings from other species. He holds the Fred M. Seed chair as Professor of Cognitive and Linguistic Sciences at Brown University, where he also is a Professor of Anthropology. His other interests include the photographic documentation of Tibetan culture and art in the Himalayas.

Abstract: Noam Chomsky's followers claimed that the discovery of the FOXP2 "language" gene showed that human brain had a genetically transmitted, innate "Universal Grammar" that specified the syntax of all human languages. The real facts refute this claim. A "syndrome" – a set of behavioral deficits that transcends language – characterizes the deficits of the members of the extended family KE who have an anomalous version of this gene. These individuals are unable to sequence simple tongue and lip maneuvers, repeat two word sequences, comprehend sentences that

have complex syntax, and many display cognitive inflexibility. Studies of mice and humans show that FOXP2 and similar genes govern the development of neural structures that play a critical role in regulating motor control, language and cognition. There can be no difference in the physiologic activity of these neural structures when a person acquires a complex motor act such as shifting the gears of a car, or the linguistic "rules" for English passive sentences. Neurophysiologic data show that we and other animals "acquire" motor skills by means of general cognitive processes such as associative learning and imitation. Syntax must be learned by the same means. Universal Grammar is a fable – it has the same status as an innate capacity for driving a car.

#89 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
AUT

1. **Effects of Amount of Choice on Appropriate and Inappropriate Behavior (DDA; Data-Based Presentation).** HELEN CANNELLA, Jeffrey S. Sigafoos and Mark O'Reilly (University of Texas at Austin) and Jodie Seeto (University of Queensland)
2. **Effects of Experimenter Choice and Participant Choice Contingencies on Response Frequencies (DDA; Data-Based Presentation).** MATTHEW G. FURZLAND, Kimberly A. Schulze and Guy S. Bruce (St. Cloud State University)
3. **Use of Radio News Broadcasts Within a Listener "Emersion" Strategy to Increase Listening Comprehension with Four Students with Autism (DDA).** SUSAN HEITKER (Hawthorne Country Day School)
4. **Functional Communication for Children Diagnosed with Autism (EDC).** KRISTIN WIER, Amy Hund, Jennifer Bullock, Shannon Hicks, Christopher Robakiewicz and Kathleen Schweizer (The Early Intervention Center)
5. **Developing a Therapeutic Summer Camp for Children with Autism Spectrum Disorders (CSE).** PAIGE KEETER, Emily Leayman and John McElwee (KidsPeace)
6. **Evaluation of Stimulus Preference as a Function of Task Difficulty, Schedule Requirements, and Stimulus Similarity (EDC; Data-Based Presentation).** AMY L. KENZER, Michele D. Wallace, Megan Nollet and Kimberlee Romick (University of Nevada, Reno)
7. **Implementation of a Visual Processing Strategy to Accurately Identify Emotions and Corresponding Adaptive Activities (Data-Based Presentation).** SILVA ORCHANIAN and Michael Conard (Melmark New England)
8. **The Use of Visual Support Schedules to Facilitate Smooth Transitions for a Child with Autism (EDC).** JANET BUTZ (CARE, LLC), Rolando Ocanas and Ceri Edwards (Schertz-Cibolo-Universal City ISD)
9. **Functional Analysis of Non-contextual Speech by Children with Autism (Data-Based Presentation).** CORINNE M. MURPHY, Michelle A. Anderson, Susan M. Silvestri, Charles L. Wood, Natalie J. Allen and William L. Heward (The Ohio State University) and Jacqueline Wynn (Children's Hospital Autism Center)
10. **Using Functional Communication Training to Decrease High-Intensity, Low-Frequency Aggression (EDC).** Jenny Edes-Pierotti and EMMA HAWKINS (The Jigsaw CABAS School)
11. **Video Modeling and Changes in Social Reciprocity (DDA; Data-Based Presentation).** RENEÉ C. MANSFIELD, William H. Ahearn, Shelly Cota, Rebecca P. F. MacDonald and Madhuri Vengala (The New England Center for Children)
12. **Using Video Modeling to Teach Play to a 5 Year Old with Autism (DDA).** JENNIFER TAIT, BethAnne Miles, David Corcoran and Joseph M. Vedora (BEACON Services)
13. **Manipulating Establishing Operations to Promote Interactions Toward Peers in a Teenager with Autism (DDA; Data-Based Presentation).** BARBARA POTTER (Alpine Learning Group), Hannah E. Hoch (The Graduate Center, CUNY), Bridget A. Taylor and Michelle M. Kalaigian (Alpine Learning Group)

14. **Increasing Independent Social Interactions in a Child with Pervasive Developmental Disorder (DDA; Data-Based Presentation).** KRISTIE L. ARNOLD, David E. Kuhn and Arthur E. Wilke (Kennedy Krieger Institute) and Louis P. Hagopian (Johns Hopkins University School of Medicine)

15. **Decreasing Stereotypic Vocalizations in an Adolescent with Autism Using Non-contingent Access to Matched Stimuli (DDA; Data-Based Presentation).** ANGELA RODRIGUEZ and Bridget A. Taylor (Alpine Learning Group), Hannah E. Hoch (The Graduate Center, CUNY) and Elizabeth MacFadyen (Alpine Learning Group)

16. **Teaching Functional Communication to a Child with Autism Using a Picture Exchange Communication System (PECS).** CHRISTINA BIRKIN, Carissa Lee and Rebecca Godfrey (University of Auckland)

17. **The Effects of Intervention to Precursor Behaviors of a Child with Autism Showing Behavior Disorders (DDA).** MAE KONDO and Shigeki Sonoyama (University of Tsukuba)

18. **Increasing Schematic Play Skills in Young Children with Autism Through the Use of Task Analysis (EDC).** DALE FILA and Nancy VanStone (HMEA)

19. **The Use of Multiple Exemplars, Settings, and Instructors to Teach Generalized Counting Skills (EDC; Data-Based Presentation).** STEPHEN MASON, Brian J. Joergens and Joseph M. Vedora (BEACON Services)

20. **Increasing Appropriate Toy Play Skills in an Individual Diagnosed with Autism (DDA; Data-Based Presentation).** ARTHUR WILKE and David E. Kuhn (Kennedy Krieger Institute), Louis P. Hagopian (Johns Hopkins University School of Medicine) and Brian Crawford (Kennedy Krieger Institute)

21. **Are Teacher Interviews Sufficient for Determining Preferences in Children with Autism? Comparing Teacher Interview to Direct Observations. (DDA; Data-Based Presentation).** Mary Alexander, GINA SIMONE and Frank Cicero (Eden II School for Autistic Children)

22. **An Evaluation of a Modeling Procedure with Visual Cues to Increase Inquiries (DDA; Data-Based Presentation).** AMANDA ZANGRILLO, Wayne W. Fisher and Catherine Trapani (Marcus Institute), Meeta R. Patel (Clinic 4 Kidz), Robert LaRue, Vivian Piazza and Dana Trahant (The May Institute)

23. **A Case Description of Feeding Intervention and Outcome for a Preschool Student with Autism (Data-Based Presentation).** Aletta Sinoff, JENNIFER MAENAKA and Kim Willis (The Cleveland Clinic Center for Autism)

24. **Increasing Compliance During Transitions Using a Behavioral Momentum Intervention Package (DDA; Data-Based Presentation).** SEAN P. MURPHY, Amy Toner, Michael Jordan, Cynthia Taylor, David McAdam and Deborah A. Napolitano (Bancroft Neurohealth)

25. **Reduction of Severely Aggressive Behavior Using Least Intrusive Measures in a Community-Based Setting.** KARIN EARLE-WILLIAMS and Nancy Defina (Kinark Child and Family Services, Central East Preschool Autism Services)

26. **The Effect of Behavior Momentum Across Response Classes (DDA; Data-Based Presentation).** Melissa Donato, Meghan McDermott and SO-YOUNG YOON (Hawthorne Country Day School)

27. **The Use of Functionally Equivalent Alternative Responses to Eliminate an Aberrant Behavior (EDC; Data-Based Presentation).** EDEL BLAKE (Sussex Consortium - DAP)

28. **Teaching Siblings of Children with Autism ABA Techniques to Improve Their Interactions (DDA; Data-Based Presentation).** LAURA KENNEALLY, Lori Lorenzetti and Justin DiDomenico (Advance) and Kathleen McCabe-Odri (Partners in Learning)

29. **Sequential Use of Video Modeling and Audio Scripts to Teach Pretend Play to Preschoolers with Autism (DDA).** KARA REAGON, Katie Endicott and Thomas S. Higbee (Utah State University)

30. **Empirically Deriving Sensory Alternatives to Self-Stimulatory Behavior Through Use of Preference Assessment (DDA; Data-Based Presentation).** KRISTALEA SNOWDON, Grace Evans and Jamie Pagliaro (Melmark, Inc.)

31. **Functional Analysis and Treatment of Escape-Maintained Noncompliant Behaviors in a Classroom Setting (EDC; Data-Based Presentation).** JANICE E. GABOURY, Linda J. Hayes and Rachel S. F. Tarbox (University of Nevada, Reno)

32. **A Student-Selected Schedule Procedure to Increase Participation in a Young Boy with Autism (DDA; Data-Based Presentation).** LEIGH-ANNE MALIO (The New England Center for Children), Melissa Aubuchon (AWRSD Meeting House School) and William L. Holcomb (The New England Center for Children)

33. **An Evaluation of the Relationship Between Certain Stereotypic Behaviors and the Number of Skills Mastered in a Curriculum Program Based on Applied Behavior Analysis (DDA; Data-Based Presentation).** ZBIGNIEW GOLONKA, Erica Smith, Marianna Jensen and Jody Mazaleski (The Institute of Professional Practice, Inc.)

34. **Toilet Training in the Applied Setting: You're In Control (DDA; Data-Based Presentation).** KARI DUNLAP and Helen Bloomer (Crossroads Center for Children).

35. **Effects of Functional Communication Training on Decreasing Screaming Behaviors by an Elementary Student with Autism (EDC; Data-Based Presentation).** CHRISTINE MONTALTO and Sayaka Endo (Hawthorne Country Day School)

36. **Factors Affecting the Success of School Inclusion for Children with Autistic Spectrum Disorders (EDC; Data-Based Presentation).** EMMA WADDINGTON, Lisa A. Osborne, Mark Corness and Phil Reed (University of Swansea)

37. **Acquisition of Social Skills to Solve the Problem Situation in a Child with Autism.** SHINZO ISAWA (Hyogo University of Teacher Education) and Hironobu Shimoda (Bunkyo University)

#90 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
BPH

38. **Behavioral Effects of OxyContin in the Rat: Acute and Short-Term Chronic Exposure (CBM; Data-Based Presentation).** RACHEL GREY and Rodney Clark (Allegheny College)

39. **Stereo Selective Behavioral Effects of NMDA and NMLA in the Rat (CBM; Data-Based Presentation).** SARAH PACKOSKY and Rodney Clark (Allegeheny college)

40. **The Effect of Chronic MDMA on Delayed Matching-to-Sample Performance in Rats (Data-Based Presentation).** DAVID HARPER, Lincoln Hely, Maree Hunt, Susan Schenk and Regan Wisnewski (Victoria University of Wellington)

41. **Failure to Observe Contingent Tolerance to Effects of Cocaine in Pigeons (EAB; Data-Based Presentation).** JULIE MARUSICH and Marc N. Branch (University of Florida)

42. **Effects of Chronic Nicotine and its Removal on Impulsive Choice (EAB; Data-Based Presentation).** MATTHEW LOCEY, Bethany Raiff, Julie Marusich and Jesse Dallery (University of Florida)

43. **Ethanol Effects on Experiential and Hypothetical Delay Discounting Procedures (EAB; Data-Based Presentation).** BRADY REYNOLDS (University of Chicago), Jerry B. Richards (University of Buffalo, SUNY) and Harriet de Wit (University of Chicago)

44. **Human Methadone Self-Administration: The Generalized Matching Law and the Response-Strength Equation (BPH).** Ralph Spiga and R. STOCKTON MAXWELL (Temple University), Richard Meisch and John Grabowski (University of Texas)

45. **Effects of THC on Human Free Operant Cooperative Responding (BPH).** DEBORAH HAAS and Ralph Spiga (Temple University)

46. **Developing a Behavioral Procedure for Measuring CFF in Rats Exposed to Methylmercury on a Low and High DHA Diet. (EAB).** JOHN C. HEATH and M. Christopher Newland (Auburn University)

47. **Modulating Effects of Environmental Enrichment and Fatty Acids on Mercury-Induced Behavioral Alterations (EAB; Data-Based Presentation).** ASHLEY FURR, Alyssa Millard, Lorie Sturtevant and Erin Rasmussen (College of Charleston)

48. **Preliminary Affects of Ability on Severe Problem Behavior Exhibited by Individuals with Emotional Disorders (DDA; Data-Based Presentation).** CHRISTINE STRICKLAND, Cori Morneau, Tara Lieblein and Cheryl Ecott (Advoserv)

49. **Minimization of the Use of Psychotropic Medications in a Large Residential Facility (Data-Based Presentation).** ROBERT VON HEYN, Matthew L. Israel, Timothy J. H. Paisey, Patricia Rivera and Maryellen Kelley (Judge Rotenberg Educational Center)

50. **Effects of Ritalin on the Disruptive Behavior of an Autistic Adolescent: A Structured Medication Evaluation (AUT; Data-Based Presentation).** LAURA GROW, Robert LaRue, Joanna E. Lomas and Henry S. Roane (Marcus Institute)

51. **Using Precision Teaching to Increase Medication Knowledge in Adults Diagnosed with a Mental Illness (CBM).** STACI L. SAYLORS, Xeres Delmendo and Tina Hopson (University of the Pacific)

#91 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
CBM

52. **The Effectiveness of Parents in Treating Thumb and Finger-Sucking Using the Habit Reversal Treatment Combined with Basic Child Development and Behaviorally-Oriented Parenting Information (Data-Based Presentation).** Greg Nunn (National University & San Diego City Schools) and BLAKE NUNN (San Jose State University, Department of Psychology)

53. **Behavioral Healthcare Services in Primary Care: Increasing Medical Staff Knowledge of Common Behavioral Interventions (Data-Based Presentation).** RACHEL J. VALLELEY, Jodi A. Polaha and Joseph H. Evans (University of Nebraska Medical Center)

54. **Expanding the Mission of Applied Behavior Analysis: Challenges and Opportunities Within Medical Settings (TBA).** JONATHAN WORCESTER (University of South Florida)

55. **Using Behavior Analysis to Assist Pediatric Rehabilitation Staff in Assessment and Treatment for Pain Behavior.** ADRIANA AMARI, Kristin Avis, Jessica Gibson, Heather Tencer and Rachel Piszczor (The Kennedy Krieger Institute)

56. **Consistencies of Time Estimations and Productions of Children with and Without ADHD (DDA; Data-Based Presentation).** AMANDA G. PHILYAW and John J. Chelonis (University of Arkansas, Little Rock) and Julie Meaux (University of Central Arkansas, Conway)

57. **Using Functional Communication as an Antidepressant with Qatari Children with Special Needs (AUT).** HAKAM KAIR, Sameer Hamdash, Eman El Hajj and Ida El Sherawi (Shafallah Center for Children with Special Needs)

58. **Operant Control of Peripheral Blood Flow in Children. (EAB; Data-Based Presentation).** KEITH D. ALLEN (Munroe-Meyer Institute).

59. **Killing Two Birds with One Stone: Integrating Behavioral Interventions for Substance Abuse and Child Maltreatment.** TANYA M. CHRISTOFFEL, Marylouise E. Kerwin (University of Pennsylvania School of Medicine), Lois A. Benishek and Kimberly C. Kirby (Treatment Research Institute)

60. **Resistance to Appropriate Toileting in a 5-Year-Old Female (Data-Based Presentation).** SHERYL A. ROZEMA and Jodi Polaha (Munroe-Meyer Institute)

61. **Project 12-Ways: An Overview of the Population, Services and Outcomes(CSE; Data-Based Presentation).** BRANDON F. GREENE, Rosalia Fulia, Iris Siegel and Mohd Pisal (Project 12-Ways, Southern Illinois University)

62. **Successful In-Home Treatment of Encopresis in a Girl with Developmental Delays (CSE; Data-Based Presentation).** SHERYL WALKER and Brandon F. Greene (Project 12-Ways, Southern Illinois University)

63. **Establishing a Leisure Exercise Routine at Home with Two Children with Mental Retardation (CSE; Data-Based Presentation).** LEIGH K. GRANNAN and Brandon F. Greene (Project 12-Ways, Southern Illinois University)

64. **The Use of Virtual Self-Modeling to Train Self-Protection Skills Among Children and Adolescents at Risk for Exploitation (CSE; Data-Based Presentation).** BEN J. WEEKS and Brandon F. Greene (Project 12-Ways, Southern Illinois University)

65. **Effects of a Parenting Program on the Interaction Between Parents and Their Young Children with Behavior Problems (DEV).** Pedro Solís-Cámara, PABLO COVARRUBIAS, Marysela Díaz and Blanca Iris Rivera (Laboratory of Behavioral Sciences, Mexican Institute of Social Security)

66. **Teaching Language-Promoting Strategies to Parents at Risk for Child Maltreatment (CBM; Data-Based Presentation).** KATHRYN BIGELOW and Dale Walker (Juniper Gardens Children's Project, University of Kansas)

#92 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
DDA

67. **Enhancing the Quality of Vocational Services by Training Individuals with Developmental Disabilities to Become Peer-Mentors (Data-Based Presentation).** STEWART SHEAR and Elizabeth Delpizzo-Cheng (Devereux Foundation)

68. **Use of Naturalistic Discriminative Stimuli to Facilitate Reinforcement Schedule Thinning (EDC; Data-Based Presentation).** CARRIE ELLSWORTH, Michele D. Wallace, Adel Christina Najdowski, Nathan Lund and Alicia Grauvogel (University of Nevada, Reno)

69. **Effectiveness of Care Provider Training in Residential Facilities.** ERICA JESS, Cheri Beaubiah, De'Nise Moseley, Marisa Schwartz, Caitlin Conklin, Kristen Stedfeldt and Tara Cummings (Applied Behavior Consultants, Inc.)

70. **Using Within-Stimulus Prompt-Fading to Teach Auditory-Auditory Non-identity Matching to Persons with Developmental Disabilities (EAB; Data-Based Presentation).** RENE HIEBERT, Garry L. Martin, C.T. Yu, Sara Spevack, Tricia Vause, Duong Nguyen and Jennifer Thorsteinsson (University of Manitoba, St. Amant Centre)

71. **Contingent and Background Attention for Child Compliance to Parent Instructions: A Descriptive Analysis (Data-Based Presentation).** LYSIANNE KOLT, C.T. Yu, Kerri Walters, Kirsten Wirth, Garry L. Martin and Kristin Campbell (University of Manitoba)

72. **Activity-Based Discrete Trial: A More Natural Approach (AUT).** JENNIFER BOGIN (James Levine and Associates)

73. **The Use of a Treatment Package to Increase Food Acceptance and Eating Rate (CBM; Data-Based Presentation).** NICOLE BANK (University of North Texas) and Duy Dang Le (The Child Study Center)

74. **Free Play Analysis During Functional Communication Training (EAB; Data-Based Presentation).** JOHN F. LEE, David P. Wacker, Jay W. Harding, Wendy K. Berg, Lisa C. Winborn and Ibrahimovic Muska (University of Iowa)

75. **Utilization of Computerized Activity Schedules to Decrease Aberrant Behavior and Increase Engagement in Leisure Activities Among Individuals with Traumatic Brain Injury (Data-Based Presentation).** JAMES L. SOLDNER and Ruth Anne Rehfeldt (Southern Illinois University) and John M. Guercio (Center for Comprehensive Services)

76. **Choice Assessment to Evaluate Relative Preference Between Parent Attention and Tangibles (EAB; Data-Based Presentation).** JAY W. HARDING, David P. Wacker, Wendy K. Berg, Lisa C. Winborn, John F. Lee and Muska Ibrahimovic (University of Iowa)

77. **Research Review of Toilet Training Literature from 1940 to the Present (CBM).** FRANK CICERO (Eden II Programs)

78. **Using Brief Functional Analysis Methodology as one Method of Monitoring Pica During Medication Manipulations (CBM; Data-Based Presentation).** Andrew W. Gardner, REBECA GRINSTEAD and Julia T. O'Connor (Kennedy Krieger Institute)

79. **Clarifying a Differentiated Functional Analysis when a Type II Error is Suspected (AUT; Data-Based Presentation).** KATHARINE GUTSHALL and David E. Kuhn (Kennedy Krieger Institute)

80. **Pairing Modified Signs with Verbal Stimuli to Teach Receptive Identification of Objects to a Young Girl with Rett Syndrome (AUT).** KIMBERLY HALTER and Laurance Raio (Bright Futures, Inc.)

81. **Evaluation of Computer-Assisted Techniques for Measuring Injury Severity.** DAVID M. WILSON and Brian A. Iwata (University of Florida)

82. **The Effects of Treatment Integrity on Student Performance (OBM; Data-Based Presentation).** BRETT DINOVI, Amy Spence, Karen Woods and Sarah DeMarco (Devereux New Jersey Center for Autism)

83. **Skills of Mentally Retarded Children in Determining and Drawing Emotional Facial Expressions (EDC).** S. SUNAY YILDIRIM DOGRU (Anadolu University)

84. **PICA Exchange Program to Decrease PICA Behavior.** MOHAMMAD I. AL-ATTRASH (Howe Center)

85. **Analogue Functional Analysis of Movements Associated with Tardive Dyskinesia (Data-Based Presentation).** MARIA G. VALDOVINOS, Ada Celeste Roberts and Craig H. Kennedy (Vanderbilt University)

86. **A Reversal Design to Indicate the Effects of Physical Contact on the Problem Behavior of an Adult with Mental Retardation (AUT; Data-Based Presentation).** DIANA POLES and Sharon Prescott (Vinfen Corporation)

87. **Using Video Modeling to Teach Domestic Skills with an Embedded Social Skill to Adults with Moderate and Severe Mental Retardation (EDC; Data-Based Presentation).** MELISSA BIDWELL and Ruth Anne Rehfeldt (Southern Illinois University)

88. **Functional Analysis of Problem Behavior: An Extended Review (EAB).** JESSIEANNA BIRRER, Katrina Fuher, Annie Robinson, K. Mark Derby and Anjali Barretto (Gonzaga University)

89. **A Model for Conducting Brief Functional Analyses and Brief FCT Probes in Residence Home for Children with Disabilities (AUT; Data-Based Presentation).** DANA C. JEFFERY, Michael M. Mueller, James W. Moore and Dana Trahant (May South)

#93 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
EAB

90. **Brief Delays of Reinforcement and an Established Operant Discrimination (Data-Based Presentation).** MATTHEW E. ANDRZEJEWSKI (University of Wisconsin, Madison), Elizabeth N. DiFrancisco, Uyen Hoang, Ifeoma Morrison and Philip J. Bersh (Temple University)

91. **The Effects of Different Instructions on Learning and Transfer with Verbal Analogy Problems (EDC; Data-Based Presentation).** KARI SASADA (Columbia University Teachers College), Stephanie Stolarz-Fantino and Edmund J. Fantino (University of California, San Diego)

92. **Progressive-Ratio Performance in Baboons Maintained by Tang or Intravenous Drug Reinforcement (BPH; Data-Based Presentation).** BARBARA KAMINSKI and Nancy A. Ator (Johns Hopkins School of Medicine)

93. **The Spatial Distribution of Behavior Under Non-contingent Random-Time Schedules.** CARLOS TORRES, Emilio Ribes-Iñesta and Laura Correa (University of Guadalajara)

94. **Effects of a Non-Verbal Model in Kindergarten Children Categorization (DEV; Data-Based Presentation).** Emilio Ribes-Iñesta, Sandra Ontiveros, MARÍA ANTONIA PADILLA and Ivette Vargas (University of Guadalajara)

95. **Timeouts Following Incorrect Responses Enhances Visual Discrimination in Children (DEV; Data-Based Presentation).** EUNICE GARDNER, John J. Chelonis, Amanda Beal and Bruce Moore (University of Arkansas at Little Rock)

96. **The Effects of Self-Verbalizations and Reinforcement History on the Generalization of Say-Do Correspondence (VRB; Data-Based Presentation).** Edhen Laura Lima and JOSELE ABREU-RODRIGUES (Universidade de Brasilia)

97. **Within-Session Changes in Responding with Bounded Deprivation Weights and Variable Days Between Sessions (Data-Based Presentation).** BENJAMIN P. KOWAL and Frances K. McSweeney (Washington State University), Eric S. Murphy (University of Alaska, Anchorage), Roberta S. Varao and Travis M. Williams (Washington State University)

98. **Reinforcer Accumulation in a Token Reinforcement Context.** RACHELLE YANKELEVITZ, Christopher Bullock and Timothy D. Hackenberg (University of Florida)

99. **Effects of Competition on Matching in an Open Foraging Paradigm (TPC; Data-Based Presentation).** VALERI FARMER-DOUGAN, Erin Lynch, Akilah Morris and John Martin (Illinois State University)

100. **Matching to Sample with Horses (TBA; Data-Based Presentation).** AMY ATTIVISSIMO and James D. Dougan (Illinois Wesleyan University), Erin Dougan (Normal Community West High School) and Valeri Farmer-Dougan (Illinois State University)

101. **Variations in the Acoustic Startle Response as a Function of the Schedule of Reinforcement. (Data-Based Presentation).** JOSEPH RICHARDSON and Alan Baron (University of Wisconsin, Milwaukee)

102. **The Role of Extended Observing and Choice-Response Requirements in the Development of Generalized Identity Matching (Data-Based Presentation).** YUSUKE HAYASHI and Manish Vaidya (University of North Texas)

103. **Analysis of Behaviors During Instructional Situations with Different Modalities of Information Presentation (EDC).** MARÍA LUISA AVALOS LATORRE, Carlos Martínez-Munguía, Sucel Morán, María Antonia Padilla, Julio Agustín Varela and Idania Zepeda (Universidad de Guadalajara)

104. **Do Shared S-Minus Functions Among Stimuli Lead to Equivalence?** SIVAN KASSIF-WEISS, Manish Vaidya (University of North Texas)

105. **Effects of Vibration Intensity, Repetitions, and Force on Behavioral Persistence (Data-Based Presentation).** OLIVER WIRTH, Tammy Wade, Sherrilyn Robertson, Todd W. Knealing and William G. Lindsley (CDC/NIOSH)

106. **Alcohol Consumption at University Parties: Who Needs a Designated Driver? (CSE; Data-Based Presentation).** KENDRA BROOKS, Kristin Murphy, Michele Burtner, Elizabeth Jarrels and Kristen Groves (Virginia Polytechnic Institute & State University)

107. **A Shaping Program for Halter Training Llamas (Data-Based Presentation).** DARLENE HOUDE BAYER, Nicole R. Dorey, Jesus Rosales-Ruiz (University of North Texas)

108. **Intervention Across the Zoo Day: Environmental Enrichment in Malaysian Sun Bears (Data-Based Presentation).** ERIN MILLIGAN, Krystle Balhan, Anthony Franklin, Cassandra Twaddle and James D. Dougan (Illinois Wesleyan University)

109. **Effects of a Discrete-Trial Procedure on Probe Preference (Data-Based Presentation).** MARGARET A. MCDEVITT (McDaniel College) and Matthew C. Bell (Santa Clara University)

110. **Variable Ratio, Interval, and Time Concurrent-Chain Schedules and Constant-Difference Invariance: Does Type Matter?** SHAWN R. CHARLTON and Edmund J. Fantino (University of California, San Diego)

111. **The Transfer of Equivalence Functions to Stimuli via Functional Classes (Data-Based Presentation).** AMANDA MCALLISTER and Manish Vaidya (University of North Texas)

112. **Can Empirically Derived K-values Predict Preference Reversals in Typical Self-Control Preparations? (DDA; Data-Based Presentation).** KIMBERLY N. SMITH (University of North Texas), Manish Vaidya (University of North Texas)

113. **Designing Intervention Based the Replication of Functional Analysis Outcomes in the Clinical Setting to the Natural Environment (Data-Based Presentation).** AMY BRIGGS, Shawn Kenyon and Ronnie Detrich (Spectrum Center)

114. **Shaping Two Response Sequences with a Vertical Lever in Rats (EAB; Data-Based Presentation).** LIVIA SÁNCHEZ-CARRASCO, Javier Nieto and Alfonso Eduardo Benítez-Martínez (Universidad Nacional Autónoma de México)

115. **The Impact of Class-Specific Reinforcement on the Acquisition and Modification of Conditional Discrimination Performance.** NATALIE JACOME, Carol Pilgrim, Mark Galizio, Jeanette Wilson and Maureen Aro (University of North Carolina at Wilmington)

116. **Observing Behavior and Eye Movements (Data-Based Presentation).** ATLI F. MAGNUSSON (The New England Center for Children), Nicolau Kucartz Pergher and Gerson Y. Tomanari (University of São Paulo) and William V. Dube (University of Massachusetts Medical School)

#94 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
EDC

117. **Using Stimulus Equivalence Procedures to Teach Geographic Relations (Data-Based Presentation).** GLEN MCCULLER, Carol Harrison, Chris Ninness, Robin Rumph and Christen Creel (Stephen F. Austin State University)

118. **Practicing School Consultants Can Empirically Validate Interventions: A Description and Demonstration of the Non-concurrent Multiple-Baseline Design (EDC; Data-Based Presentation).** BETH WINN, Jessica Allin, James Hawkins and Christopher Skinner (University of Tennessee, Knoxville)

119. **Effects of a Hand-Held Computer Response System on Student Responding and Achievement in a Sixth-Grade Science Class.** Barbara Mallette, Michael Jabot, Larry Maheady and GREGORY HARPER (State University of New York at Fredonia)

120. **Using Establishing Operations to Increase Math Work Completion (Data-Based Presentation).** SCOTT P. ARDOIN (University of South Carolina), Brian K. Martens (Syracuse University), Michael McCall (University of South Carolina) and Robin Codding (Syracuse University)

121. **Increasing Division Fact Fluency Using the Taped-Problems Intervention.** ELIZABETH MCCALLUM, Christopher Skinner and Holly Hutchins (University of Tennessee)

122. **Does Learning to Answer Basic Math Facts Through the See/Type Channel Generalize to the See/Write Channel (Data-Based Presentation).** MICHELLE HARRINGTON, Edward Langford, Matthew L. Israel and Erin Holland (The Judge Rotenberg Educational Center)

123. **Increasing Fluency in Basic Skills: Materials, Programs, and Approaches (DDA).** JANE MANGUM and Natalie Boudreaux (Nicholls State University)

124. **Application, Generalization, and Experimental Control: Evaluating the Cover Copy Compare Intervention Using the Non-concurrent Multiple Baseline Design (Data-Based Presentation).** JESSICA ALLIN, Renee Oliver, Andrea Hale and Christopher Skinner (University of Tennessee)

125. **The Effects of Self-Evaluation and Response Restriction on Letter and Number Reversal in Young Children (Data-Based Presentation).** M. KATHLEEN STRICKLAND and Jesus Rosales-Ruiz (University of North Texas)

126. **The Effects on Phonological Awareness and Reading Ability of Children with Reading Disability Through Phonological Awareness Training. (VRB; Data-Based Presentation).** WON RYEONG LEE, Chun Hee Kim, Jung Bae Kang and Mi Hyang Choi (Daegu University)

127. **The Read-A-Buck After School Reading Program: Generalization Outcomes from a Fluency-Based Reading Intervention (Data-Based Presentation).** JOHN C. BEGENY, Florence D. DiGennaro, Lauren A. Arbolino, Staci Montarello, Brian K. Martens, Tanya L. Eckert, Lawrence Lewandowski and Barbara H. Fiese (Syracuse University)

128. **Read-a-Buck: Endurance Effects of a Fluency-Based After School Reading Program (Data-Based Presentation).** STACI MONTARELLO, Florence D. DiGennaro, Lauren A. Arbolino, John C. Begeny, Brian K. Martens, Tanya L. Eckert, Lawrence J. Lewandowski and Barbara H. Fiese (Syracuse University)

129. **Using Direct Instruction Reading Programs with Students Who Are Visually Impaired (DDA; Data-Based Presentation).** LAURA D. FREDRICK (Georgia State University) and JoAnn Dankel (Northside Middle School)

130. **What Do Repeated Readings Add to Fluency When Using Reading Mastery? (Data-Based Presentation).** ALICE NANDA, Laura D. Fredrick and Leah Cauley (Georgia State University)

131. **Short Pauses Are Better I – Effects of Two Inter-trial Interval Durations During DI Reading Lessons with Urban First-Graders: A Systematic Replication (Data-Based Presentation).** THERESA L. HESSLER, Charles L. Wood, Natalie J. Allen, Michelle A. Anderson, Shobana Musti-Rao, Summer J. Ferreri and William L. Heward (The Ohio State University)

132. **Short Pauses Are Better, II: A Systematic Replication of the Effects of Two Inter-trial Interval Durations During DI Language Lessons with Urban K-1 Students (Data-Based Presentation).** SHOBANA MUSTI-RAO, Summer J. Ferreri, Charles L. Wood, Michelle A. Anderson, Theresa L. Hessler, Natalie J. Allen and William L. Heward (The Ohio State University)

133. **The Effects of Oral Repeated Readings on Fluency and Comprehension.** AMANDA YURICK and Gwendolyn Cartledge (The Ohio State University)

134. **The Effects of Multisensory Instruction on the Reading Acquisition of Treatment Resisters (Data-Based Presentation).** MONICA MILLER, Nancy Cooke, Shawnna Shalvis and Susan Gibbs (The University of North Carolina at Charlotte)

135. **An Investigation of the Effects of Oral Versus Silent Reading on Reading Rate of Comprehension (Data-Based Presentation).** JENNIFER T. FREELAND (Indiana State University), Mark D. Shriver and Richard Anthony Doggett (Munroe-Meyer Institute)

136. **The Effects of Fluency Training of Letter Components on the Alphabet Letter Composite (CSE; Data-Based Presentation).** TAMMY CLINE and Jesus Rosales-Ruiz (University of North Texas)

137. **Comparison of Teaching Methods to Improve Reading Fluency and Comprehension in Children with Reading Difficulties (Data-Based Presentation).** Sara White, AUBRIE SWAN, Nicole Parisi and Raymond Romanczyk (SUNY at Binghamton)

138. **Teaching Fluent Letter Sound Discriminations with Errorless and Errorfull Learning. (EDC; Data-Based Presentation).** KATHRYNE BALCH SCHOOLEY, Vanessa Lucero and Jesus Rosales-Ruiz (University of North Texas)

139. **Teaching Children to Read over the Internet Using Headsprout Reading Basics™ in Preschool Classrooms (Data-Based Presentation).** PAMELA KIMBLE and Paul Thomas Andronis (Northern Michigan University)

#95 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
TPC

140. **Enhancing Accuracy on Moderately Challenging Tasks by Interspersing Additional Easier Tasks (EDC; Data-Based Presentation).** HOLLY HUTCHINS, Sara McCane, Elizabeth McCallum, Christopher Skinner and Steve McCallum (University of Tennessee, Knoxville)

141. **Are Applied Behavior Analysis and Organizational Behavior Analysis Adhering to Their Roots? A Reference Analysis of JABA and JOBM (OBM; Data-Based Presentation).** Horacio Roman, BECKY JOHNSON and Ramona Houmanfar (University of Nevada, Reno)

142. **Trends in Presentations at the Annual Conventions of the Association for Behavior Analysis (Data-Based Presentation).** BRIAN KANGAS and Manish Vaidya (University of North Texas)

143. **A Survey of Treatment Integrity in the *Journal of Applied Behavior Analysis:* 1991-2003.** JEREMY M. HOF and Michael C. Clayton (Jacksonville State University)

#96 Business Meeting
7:00 PM - 7:50 PM
Clarendon

ABA Membership Recruitment and Retention Committee
Chair: Pamela Roberts (World Airways)

We will discuss strategies to recruit and retain members.

#97 Business Meeting
7:00 PM - 7:50 PM
Hampton

Behaviorists for Social Responsibility and Editorial Board, Behavior and Social Issues (Joint Meeting)
Chair: Mark A. Mattaini (Jane Addams College of Social Work-UIC)

We will review this year's progress on goals for Behaviorists for Social Responsibility and the journal managed by BFSR, Behavior and Social Issues, and make plans for the coming year. Everyone interested in the potential of the science of behavior to contribute to social justice, human rights, and addressing important social issues is encouraged to attend!

#98 Business Meeting
7:00 PM - 7:50 PM
Conference Room 2

Instructional Design SIG
Chair: Guy S. Bruce (St. Cloud State University)

This meeting is for individuals interested in instructional design to meet, discuss their work, and learn about the special interest group.

#99 Business Meeting
7:00 PM - 7:50 PM
Dalton

Interbehaviorists in ABA Special Interest Group
Chair: Jennifer L. Thomas (University of Nevada, Reno)

The purpose of this meeting is to review the past year's activities and discuss plans for the future including scientific issues of interest and interdisciplinary collaboration.

#100 Business Meeting
7:00 PM - 7:50 PM
Fairfax B

***Journal of the Experimental Analysis of Behavior*: Meeting with Members of the Editorial Board, Authors, and Prospective Authors**
Chair: Leonard Green (Washington University)

At this meeting, the annual report of the *Journal of the Experimental Analysis of Behavior* is presented, issues by members of the Editorial Board and authors may be raised, and editorial policies and journal operations are discussed. We encourage authors and prospective authors to attend.

#101 Business Meeting
7:00 PM - 7:50 PM
Berkeley

Mid-American Association for Behavior Analysis (MABA)
Chair: Kevin P. Klatt (University of Wisconsin, Eau Claire)

The purpose of this meeting is to discuss recent activities and plans for the 2004 MABA conference in Indianapolis, IN.

#102 Special Event
7:00 PM - 7:50 PM
Fairfax A

Pilates/Yoga Session
Chair: Kim D. Lucker (Behavior Mgmt. Consultants)

Participants will be led through 30 minutes of Mat Pilates exercises followed by 30 minutes of yoga. Instructors are certified and experienced. Beginners welcome. Wear comfortable clothing and bring a towel.

#103 Business Meeting
7:00 PM - 7:50 PM
Back Bay D

Standard Celeration Society Meeting
Chair: Michael Fabrizio (Fabrizio/Moors Consulting)

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.

#104 Business Meeting
7:00 PM - 7:50 PM
Gardner

The Organizational Behavior Management (OBM) Network Business Meeting
Chair: Kelly Greene (Western Michigan University)

The meeting will consist of officers updating members on the activities of the Network. In addition, members will have the opportunity to make suggestions and comments about the future of the Network. Some annual issues may be voted on during the meeting.

#105 Business Meeting
7:00 PM - 8:20 PM
Back Bay B

Autism Special Interest Group
Chair: David A. Celiberti (Private Practice)

A business meeting will be held to address administrative matters relevant to the SIG and to award a certificate to Lisa Tully of the UCSD Autism Research Program, winner of the sixth annual Autism SIG student research award. Following the business portion of the meeting, a panel of SIG members will discuss the scope and content of the BACB Guidelines for Responsible Conduct and their implications for autism service delivery. All interested parties are welcome to attend.

#106 Special Event

7:00 PM - 9:00 PM
Commonwealth

The New England Center for Children Welcome Reception
Chair: Vincent Strully (The New England Center for Children)

The New England Center for Children (NECC), an applied program serving children with autism welcomes all ABA convention attendees to Boston.

Join NECC staff along with colleagues and friends from around the world for this informal reception. Mingle with the ABA community including NECC's visiting research scientists; Murray Sidman, Richard M. Foxx and Brian Iwatta. Also, pick up NECC's exclusive Guide to Boston written for you by local behavior analysts.

Appetizers will be provided along with a cash bar.

#107 Reunion
8:00 PM - 10:00 PM
Beacon B

Health, Sport, and Fitness Self-Monitored Performance Data Share
Chair: Michael A. Kirkpatrick (Wesley College)

#108 Reunion
8:00 PM - 10:00 PM
Beacon D

Return to the Valley: University of Massachusetts, Amherst
Chair: Beth Sulzer-Azaroff (Browns Group of Naples)

#109 Reunion
8:00 PM - 10:00 PM
Back Bay D

Standard Celeration Chart Data-Share
Chair: Malcolm D. Neely (Learning Courses)

#110 Reunion
8:00 PM - 10:00 PM
Independence East

University of Florida
Chair: Julie Ann Marusich (University of Florida)

#111 Reunion
8:00 PM - 10:00 PM
Beacon A

University of North Texas Reunion and Hospitality Suite
Chair: Richard G. Smith (University of North Texas)

#112 Reunion
8:00 PM - 10:00 PM
Independence West

Western Michigan University Reunion for Students, Alumni and Friends
Chair: R. Wayne Fuqua (Western Michigan University)

#114 ABA Expo
10:00 PM - 12:00 AM
Exhibit Hall D (Hynes)

ABA Accredited Graduate Program

1. **Applied Behavior Analysis Program at St. Cloud State University.** KIMBERLY A. SCHULZE, Eric Rudrud and Guy S. Bruce (St. Cloud State University)
3. **Behavior Analysis Graduate Programs at Western Michigan University.** R. WAYNE FUQUA, James E. Carr, Richard W. Malott and Cynthia J. Pietras (Western Michigan University)
4. **Behavior Analysis and Therapy Program at Southern Illinois University.** PAULA K. DAVIS, Ruth Anne Rehfeldt, Anthony J. Cuvo, Brandon F. Greene and Mark R. Dixon (Southern Illinois University)
5. **Behavior Analysis at Queens College and the Graduate School, CUNY.** CAROLYN RYAN and Jennifer Juska (Graduate School and University Center, CUNY)
7. **Department of Human Development and Family Life.** JENNIFER R. ZARCONE (Life Span Institute), Edward K. Morris, Gregory P. Hanley, Rachel H. Thompson and David G. Born (University of Kansas)
9. **Graduate and Undergraduate Training at the University of North Texas.** MANISH VAIDYA (University of North Texas)
10. **Graduate Programs in Special Education at The Ohio State University.** Ralph Gardner, III, Timothy E. Heron, WILLIAM L. HEWARD, Nancy A. Neef, Pamela G. Osnes, Lloyd D. Peterson, Stephanie M. Peterson and Diane M. Sainato (The Ohio State University)
11. **MA Degree in Applied Behavior Analysis at University of Maryland, Baltimore County (UMBC).** A. CHARLES CATANIA (University of Maryland, Baltimore County), Iser G. DeLeon and SungWoo Kahng (Kennedy Krieger Institute) and David M. Richman (University of Maryland, Baltimore County)
12. **The Behavior Analysis Program at West Virginia University.** ELIZABETHANN M. O'SHIELDS, Carie L. English and Karen G. Anderson (West Virginia University)

#115 ABA Expo
10:00 PM - 12:00 AM
Exhibit Hall D (Hynes)

Graduate Training Program

13. **ABA Education on the East End of Long Island.** JOHN NEILL, Emily Jones, Kathleen Feeley, Julio Gonzolaz, Paul Forestell, Lois Tepper and William DiScipio (Southampton College of Long Island University)
14. **Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine.** BARBARA J. SHAO (Kennedy Krieger Institute), SungWoo Kahng (Johns Hopkins University School of Medicine), Michael F. Cataldo (Kennedy Krieger Institute) and Louis P. Hagopian (Johns Hopkins University School of Medicine)
15. **Applied Behavior Analysis in Special Education at the University of Utah.** ROBERT E. O'NEILL (University of Utah)
15a. **Applied Behavior Analysis Program at the University of South Florida.** JENNIFER L. AUSTIN, Darrel E. Bostow, Maria dePerczel, Kelly Powell-Smith, Trevor Stokes, Hewitt B. Clark and Glen Dunlap (University of South Florida)
16. **Behavior Analysis and Therapy On-Line at Southern Illinois University.** Mark R. Dixon, Ruth Anne Rehfeldt, STACEY L. SMALL (Southern Illinois University, Carbondale)
17. **Behavior Analysis at Temple University.** MICHELLE D. ENNIS, Philip N. Hineline, Saul Axelrod, Donald A. Hantula and Ralph Spiga (Temple University)
18. **Behavior Analysis at the Florida Institute of Technology.** JOSE A. MARTINEZ-DIAZ, David Wilder and Matthew Normand (Florida Institute of Technology)

19. **Behavior Analysis at the University of the Pacific.** HOLLY ANN WHITE and Cris T. Clay (University of the Pacific)

20. **Chicago School of Professional Psychology: Applied Behavior Analysis MA Program.** CHRISTOPH LEONHARD (Chicago School of Professional Psychology) and David A. Pyles (Behavior Intervention Systems, Inc.)

21. **Clinical Psychology Doctoral Program at Western Michigan University.** LINDA A. LEBLANC, Scott T. Gaynor, Amy E. Naugle and C. Richard Spates (Western Michigan University)

22. **Doctorate Program at the University of Oviedo, Spain.** LUIS ANTONIO PÉREZ-GONZÁLEZ (University of Oviedo)

23. **Eastern Michigan University Programs in Clinical Behavioral Psychology.** JAMES T. TODD (Eastern Michigan University)

24. **Florida State University at Panama City, Master's Program.** COLIN PEELER, Jon S. Bailey and H. Allen Murphy (Florida State University, Panama City)

24a. **Gonzaga University's Master of Education in Special Education Programs.** RANDY WILLIAMS, K. Mark Derby, Kimberly P. Weber, Anjali Barretto and Tim McLaughlin (Gonzaga University)

25. **Graduate Internet Coursework in Behavior Analysis at the University of North Texas.** SIGRID GLENN (University of North Texas)

26. **Graduate Training (in Behavior Analysis) at the University of North Dakota.** JEFFREY N. WEATHERLY and Adam Derenne (University of North Dakota)

27. **Graduate Training in Behavior Analysis at George Mason University.** THEODORE A. HOCH (Northern Virginia Training Center), Michael M. Behrmann, Susan Yamamoto and Johannes Rojahn (George Mason University)

28. **Graduate Training in School Psychology at Louisiana State University.** NICOLE TROSCLAIR, Dorothea C. Lerman, Laura R. Addison, Tiffany Kodak, Mandy Parten and Valerie M. Volkert (Louisiana State University)

29. **Graduate Training Opportunities at The New England Center for Children.** D. DANIEL GOULD (The New England Center for Children)

30. **Industrial Organizational Psychology Masters Program at Western Michigan University.** ALYCE M. DICKINSON, John Austin and Mark P. Alavosius (Western Michigan University)

31. **Master's Program in Clinical Psychology/Applied Behavior Analysis at East Carolina University.** JEANNIE GOLDEN and Adam Spencer (East Carolina University)

33. **The Special Education Program at Penn State.** DAVID L. LEE, Richard M. Kubina, Jr. and Sean D. Casey (Pennsylvania State University)

34. **University of Minnesota Graduate Program.** Jennifer J. McComas, Frank J. Symons, John Hoch, Anna-Lind Petursdottir, Dana Wagner and TRACY MORGAN (University of Minnesota)

35. **Utah State University Doctoral Program in Disability Disciplines.** THOMAS S. HIGBEE, Tim Slocum, Charles L. Salzberg, Benjamin Lignugaris/Kraft and Robert L. Morgan (Utah State University)

36. **Utah State University: Behavior Analysis Training in the Department of Psychology.** TIMOTHY SHAHAN, Amy L. Odum and Carl Cheney (Utah State University)

#116 ABA Expo
10:00 PM - 12:00 AM
Exhibit Hall D (Hynes)

ABA Board

37. **ABA's Education Board: Its Purpose, Committees, Subcommittees, and Activities.** PAMELA G. OSNES (The Ohio State University), Janet Ellis and Veronica Delgado (The University of North Texas)

#117 ABA Expo
10:00 PM - 12:00 AM
Exhibit Hall D (Hynes)

ABA Committee

38. **ABA Student Committee.** RACHEL S. F. TARBOX (University of Nevada, Reno), Matthew Tincani (University of Nevada, Las Vegas) and Shawn R. Charlton (University of California, San Diego)

#118 ABA Expo
10:00 PM - 12:00 AM
Exhibit Hall D (Hynes)

Affiliated Chapters

39. **Behavior Analysis Association of Michigan.** JAMES T. TODD and Janet L. Pietrowski (Eastern Michigan University)
40. **Behavior Analysis Society of Illinois/Chicago Association for Behavior Analysis.** DOREEN E. VIEITEZ (Joliet Junior College)
41. **Japanese Association for Behavior Analysis.** NAOKO SUGIYAMA (Yamawaki Gakuen College)
42. **Kansas Association for Behavior Analysis.** JENNIFER WOSMEK, David Born, Linda Heitzman-Powell and Edward K. Morris (University of Kansas) and Pete Peterson (Johnson County Community College)
43. **Mid-American Association for Behavior Analysis (MABA).** KEVIN P. KLATT and Gregory J. Madden (University of Wisconsin, Eau Claire), Larry Alferink (Illinois State University), Ruth Anne Rehfeldt and Elizabeth C. Nulty (Southern Illinois University)
44. **Swedish Association for Behavior Analysis.** KENNETH NILSSON (Beteendeanalysgruppen, Uppsala, Sweden), Ned Carter and Anders Friberg (Uppsala University, Sweden)

#119 ABA Expo
10:00 PM - 12:00 AM
Exhibit Hall D (Hynes)

Special Interest Groups

45. **Behaviorists Interested in Gambling.** GINGER WILSON (University of Nevada Reno), Mark R. Dixon (Southern Illinois University), Patrick Ghezzi (University of Nevada Reno) and Charles Lyons (Eastern Oregon University)
46. **Development of a Florida Special Interest Group in Clinical Behavior Analysis.** ADRAINNA MORALES, Mark Lang and Ingrid Goodman (Devereux Florida - Kissimmee Outpatient Office)
47. **Health, Sports, and Fitness SIG.** RALPH N. PAMPINO, JR. (Quality Behavioral Outcomes), Kim D. Lucker (Behavior Mgmt. Consultants) and Amanda Nicolson Adams (Fitness Evolution)
48. **Interbehaviorists in the Association for Behavior Analysis.** HEIDI LANDABURU, Cristin D. Harrison and Jennifer Thomas (University of Nevada, Reno)
49. **Spread the Word: A Clinical SIG Initiative.** ENNIO CIPANI (Alliant International University), Manuel Rodriguez and Kelly Theirin (Florida Tech)
50. **The Organizational Behavior Management (OBM) Network.** KELLY GREENE (Western Michigan University)

#120 ABA Expo
10:00 PM - 12:00 AM
Exhibit Hall D (Hynes)

Around the World

52. ***European Journal of Behavior Analysis* (EJOBA).** ERIK ARNTZEN (Akershus University College)

#121 ABA Expo
10:00 PM - 12:00 AM
Exhibit Hall D (Hynes)

Other

53. **A Publicly Funded ABA Program for Pre-school Children with Autism in Manitoba, Canada.** ANGELA CORNICK, Jill Franchuk and Carl Stephens (St. Amant Centre Inc.)

54. **Bachelor of Applied Arts Degree in Behavioural Psychology.** MARCIE DESROCHERS and Gary Bernfeld (St. Lawrence College)

54a. **Behavior Excellence Program.** EILEEN QUINN (Quinn Developmental Services)

54b. **Center for Autism Spectrum Disorders.** ANTHONY J. CUVO (Southern Illinois University) and Center Staff

55. **Division 25 Archive Project: Divisional Humor and Poetry.** AMY K. DRAYTON and James T. Todd (Eastern Michigan University)

55a. **Division 25 of the American Psychological Association.** ERIC A. JACOBS (Southern Illinois University, Carbondale)

56. **Partners in Behavioral Milestones, Inc.** JESSICA ROYER, Cory Royer and Enedelia Amy Sanner (Partners In Behavioral Milestones, Inc.)

Don't Miss the

ABA Cooperative Bookstore

Featuring
Over 1,000 behavioral titles
Convention sweatshirts, T-shirts, and mugs
Meet and Greet author signing
Video tutorials

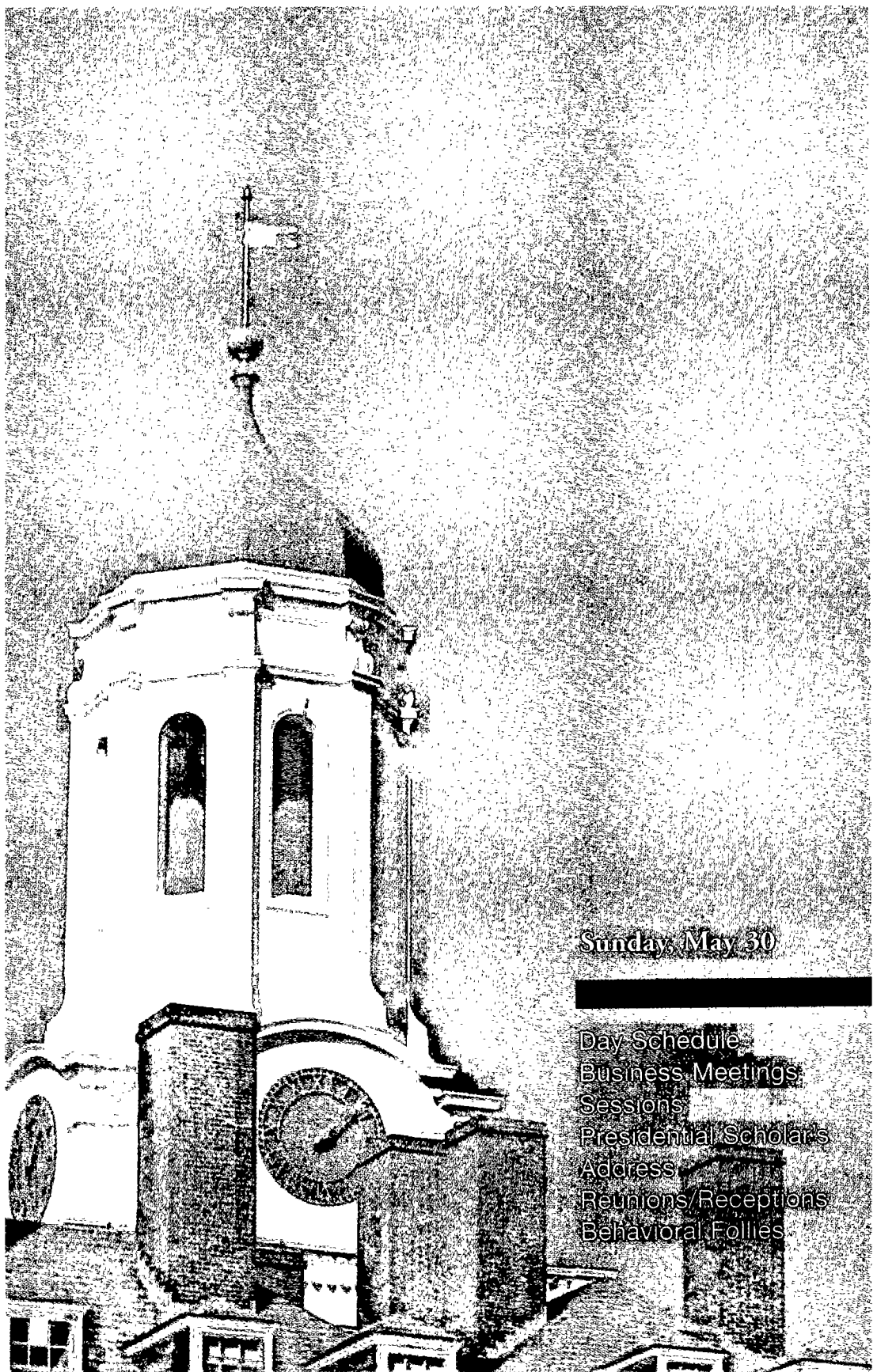
On-Site in Exhibit Hall D (Hynes Convention Center)

Friday, May 28	9 am – 7 pm
Saturday, May 29	9 am – 7 pm
Sunday, May 30	9 am – 7 pm
Monday, May 31	9 am – 7 pm
Tuesday, June 1	9 am – 12 pm

Pre-order books, journals, and promotional items on-line from March 1st – April 15th at:

www.abainternational.org/onlinestore/

Pre-orders will be available for pick-up on-site at the ABA Bookstore.



Sunday, May 30

Day Schedule
Business Meetings
Sessions
Presidential Scholars Address
Reunions/Receptions
Behavioral Follies

Sunday, May 30

	ROOM	7 AM :00	7 AM :30	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12:00 PM - 1:30 PM	1:30 PM - 2:30 PM
Second Floor - Plaza Level	Republic A												#207 VRB Ch: Matos
	Republic B												#205 TPC ANDRONIS
	Grand Ballroom					#132 DDA CE FLEMING				#182 EDC CE HORNER			#196 BPH BRADY
	Liberty A												
	Liberty B					#146 OBM Ch: Ludwig			#178 OBM Ch: Austin				#202 OBM ANDERSON
	Liberty C					#155 OBM Ch: Sasson							
	Independence East					#148 TPC Ch: Piazza			#171 TPC Ch: White				#220 TPC Ch: Todd
	Independence West					#142 VRB Ch: Lerman			#170 VRB Ch: O'Hora				#200 VRB Ch: Sundberg
	Constitution A								#174 DDA CE Ch: Graff				#215 DDA CE Ch: Cameron
	Constitution B					#140 DDA Ch: Spooner			#168 DDA CE Ch: Ahearn				#210 DDA CE Ch: Reid
	Back Bay A					#135 AUT CE Ch: Letso		#160 AUT Ch: Scarbro		#183 AUT IKOEGEL			#212 DDA CE Ch: Hagopian
	Back Bay B					#156 AUT CE Ch: Mozingo							#209 AUT CE Ch: Tuberdyke
	Back Bay C					#153 AUT CE Ch: MacDonald							#219 AUT Ch: Williams
	Back Bay D					#138 AUT Ch: Flood		#162 AUT Ch: Hundert					#208 AUT Ch: Scott
Third Floor	Hall D (Hynes)					ABA Cooperative Bookstore							
	Hall D (Hynes)							2004 ABA Exhibit					
	Hall D (Hynes)											POSTER SESSIONS	
	Commonwealth					#141 EAB Ch: Foster			#165 OTH SIDMAN				#199 EAB WILLIAMS
	Beacon A							#159 TBA Ch: Schofield-Stanek		#185 TBA Ch: Connors			#218 TBA Ch: Brigham
	Beacon B					#151 DDA CE Ch: Juracek			#175 DDA CE Ch: Roscoe				#203 CSE Ch: Wood
	Beacon D					#149 EAB Ch: Fields			#179 EAB Ch: Johnston				
	Beacon E			#130 Parent Prof. SIG		#136 BPH MICZEK		#161 BPH Ch: Roll					
	Beacon F			#131 Virginia ABA				#164 INT HAYES		#186 INT GREER			#198 INT CATANIA
	Beacon G			#126 Direct Instr. SIG		#137 INT BONDY		#158 INT CATANIA		#184 INT HEWARD			#197 INT MALOTT
	Beacon H			#122 Program Committee		#144 CSE Ch: Van Houten			#177 CSE CE Ch: Reitman				#195 CSE NEVIN
	Berkeley			#123 BACB Certification		#145 EDC Ch: Myers			#173 EDC Ch: Grass				#211 EDC Ch: Al-Attrash
	Clarendon			#125 Gambling SIG		#147 EDC Ch: Lignugaris/Kraft			#180 EDC Ch: Young				#217 EDC Ch: Johnson
	Dalton			#124 BASIL & CABA		#157 OTH Ch: Cardenas			#181 EAB CE Ch: Progar				#201 OTH Ch: Tincani
	Fairfax A			#129 NY State ABA		#150 EAB Ch: Dymond			#169 EAB Ch: DeFulio				
	Fairfax B					#143 EAB CE Ch: Vollmer			#176 EAB Ch: Stewart				#213 DDA Ch: Asmus
	Gardner A			#128 JABA		#134 EDC Ch: Haugland		#163 EDC Ch: Cohen		#187 EDC Ch: Robbins			#214 EDC Ch: Kern
	Gardner B												
	Hampton			#127 Health, Sports SIG		#154 DEV Ch: Pryor			#172 DEV Ch: Novak				#204 DEV TURKEWITZ
	Exeter A	Speaker-Ready Room											
	Exeter B	Speaker-Ready Room											
Fifth Floor	Conference 2					#139 CBM Ch: Twohig			#167 CBM Ch: Wicksell				#216 CBM Ch: Lancaster
	Conference 3					#152 CBM CE Ch: Mozzoni			#166 CBM Ch: Gulotta				#206 CBM Ch: Yen
	Conference 4												

= Special and Invited Events

#W = Workshop

CE = Session available for CE for certified behavior analysts

Ch: = Chair

LEGEND

Sunday, May 30

ROOM	2:30 - 3:00	3 PM :00	3 PM :30	4 PM :00	4 PM :30	5:00 - 5:30	5:30 PM - 7:00 PM	7 PM :00	7 PM :30	8 PM :00	8 PM :30	9 PM :00	9 PM :30	
Republic A	#207 Cont'd	#243 VRB Ch: Gaynor								#274 Cambridge Center Reunion				Second Floor - Plaza Level
Republic B	#225 TPC MACHADO	#252 TPC Ch: Simon												
Grand Ballroom		#232 OTH CE GLENN		#255 Pr Scholar DONOGHUE								#278 Behavioral Follies 10-12		
Liberty A														
Liberty B	#231 OBM Ch: Crowell							#268 Parent/ Prof. Sharing						
Liberty C								#265 DEV SIG						
Independence East	#220 Cont'd	#244 TPC CE Ch: Ruiz								#273 B. F. Skinner Foundation Reception				
Independence West	#222 VRB Ch: Lundgren	#248 VRB CE LOWENKRON												
Constitution A	#215 Cont'd	#240 DDA Ch: Sainato												
Constitution B	#210 Cont'd	#237 DDA Ch: Armellino												
Back Bay A	#212 Cont'd	#242 DDA CE Ch: Harchik						W#73 LOVAAS						
Back Bay B	#209 Cont'd	#233 AUT CE Ch: Letso												
Back Bay C	#219 Cont'd	#247 AUT Ch: Carr												
Back Bay D	#208 Cont'd	#234 AUT CE Ch: Pace												
Hall D (Hynes)	ABA Cooperative Bookstore													Third Floor
Hall D (Hynes)		2004 ABA Exhibit												
Hall D (Hynes)							POSTER SESSIONS							
Commonwealth	#224 EAB Ch: Lopez	#251 EAB Ch: Messick								#275 Columbia Univ. & CABAS Reunion				
Beacon A	#218 Cont'd	#241 TBA CE Ch: Weinberg								#276 May Institute Hospitality Suite				
Beacon B	#223 CSE Ch: Butler	#249 CSE CE Ch: Kirkpatrick								#272 St. Cloud State Univ. Reunion				
Beacon D	#230 EAB Ch: Critchfield									#277 Queens College Reunion				
Beacon E	#228 BPH Ch: Dworkin													
Beacon F	#226 INT KEOHANE	#253 INT BURGOS												
Beacon G	#221 INT MORROW	#250 INT McINTIRE												
Beacon H														
Berkeley	#211 Cont'd	#245 EDC Ch: Andronis						#264 Clinical SIG						
Clarendon	#217 Cont'd	#246 EDC CE Ch: Thompson						#263 Animal Trainers SIG						
Dalton	#227 DEV Ch: Lum Lock		#254 DEV COWLEY					#267 JPTC Ed. Board						
Fairfax A	#229 EAB Ch: McHugh							#270 Tai Chi Chuan						
Fairfax B	#213 Cont'd	#239 EAB Ch: Axelrod						#266 JBE Ed. Board						
Gardner A	#214 Cont'd	#238 EDC Ch: Nuzzolo-Gomez						#271 Verbal Behavior SIG						
Gardner B														
Hampton	#224a DEV CE Ch: Gewirtz							#269 Spanish SIG						
Exeter A	Speaker-Ready Room													
Exeter B	Speaker-Ready Room													
Conference 2	#216 Cont'd	#235 CBM Ch: Perkins												Fifth Floor
Conference 3	#206 Cont'd	#236 CBM Ch: Kubal												
Conference 4														

#122 Special Event

8:00 AM - 8:50 AM
Beacon H

ABA Program Committee Meeting
Chair: Ramona Houmanfar (University of Nevada, Reno)

- AUT: Jack Scott (Florida Atlantic University)
- BPH: Amy L. Odum (Utah State University)
- CBM: Kelly G. Wilson (University of Mississippi)
- CSE: Mark A. Mattaini (Jane Addams College of Social Work, UIC) and Richard F. Rakos (Cleveland State University)
- DDA: Kent Johnson (Morningside Academy)
- DEV: Jacob L. Gewirtz (Florida International University) and Martha Pelaez (Florida International University)
- EAB: William Palya (Jacksonville State University)
- EDC: Laura D. Fredrick (Georgia State University)
- OBM: John Austin (Western Michigan University)
- TBA: Thomas A. Brigham (Washington State University)
- TPC: David Palmer (Smith College)
- VRB: Genae A. Hall (Behavior Analysis and Intervention Services)

#123 Business Meeting
8:00 AM - 8:50 AM
Berkeley

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

Discussion of Behavior Analyst Certification Board's International Development. Participants will receive information on international certification progress and challenges. The group will identify barriers to International Certification, including equating coursework, and discuss possible solutions.

#124 Business Meeting
8:00 AM - 8:50 AM
Dalton

Behavior Analysis Society of Illinois/Chicago Association for Behavior Analysis
Chair: Doreen Vieitez (Joliet Junior College)

BASIL and CABA will meet to review activities of 2003-2004, elect new officers and make plans for 2004-2005. All current members and those who would like to join are welcome. We will be accepting dues.

#125 Business Meeting
8:00 AM - 8:50 AM
Clarendon

Behaviorists Interested in Gambling
Chair: Ginger Wilson (University of Nevada, Reno)

To discuss the current status of the BIG SIG and develop a plan for the future year.

#126 Business Meeting
8:00 AM - 8:50 AM
Beacon G

Direct Instruction SIG
Chair: Tim Slocum (Utah State University)

Contact other ABA members interested in Direct Instruction.

#127 Business Meeting
8:00 AM - 8:50 AM
Hampton

Health, Sport, and Fitness Special Interest Group
Chair: Michael Kirkpatrick (Wesley College)

Meeting to review and discuss SIG-related events that have occurred during the past year, develop plans for the upcoming year, elect officers, and update membership information.

#128 Business Meeting
8:00 AM - 8:50 AM
Gardner

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 relevant to the business of the journal.

#129 Business Meeting
8:00 AM - 8:50 AM
Fairfax A

New York State Association for Behavior Analysis
Chair: Laura Lynch (Crossroads Center for Children)

This will be a business meeting open to all members of NYSABA.

#130 Business Meeting
8:00 AM - 8:50 AM
Beacon E

Parent Professional Partnership SIG
Chair: David A. Celiberti (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.

#131 Business Meeting
8:00 AM - 8:50 AM
Beacon F

Virginia Association for Behavior Analysis
Chair: Sherry Serdikoff (James Madison University)

The purpose of this meeting is to allow members and potential members of the Virginia Association for Behavior Analysis an opportunity to discuss issues relevant to behavior analysts in Virginia and surrounding areas.

#132 Special Event

9:00 AM - 9:50 AM
Grand Ballroom
DDA
CE

2004 Tutorial: Teaching Behavioral Intervention in Developmental Disabilities via Distance Learning: Challenges and Solutions (Data-Based Presentation)

Chair: Brian Midgley (McPherson College)

RICHARD K. FLEMING, PhD (University of Massachusetts Medical School)

Dr. Richard K. Fleming is Assistant Professor and Director of Instructional Technology at the Shriver Center, University of Massachusetts Medical School. He received his BS from the University of New Hampshire (1975), and immediately became a professional rock climber. Six years later, in dire need of intellectual stimulation, Dr. Fleming re-entered school and received his MEd in School Psychology (1985), and PhD in Psychology (1990), from the University of Massachusetts, Amherst. Working with Dr. Beth Sulzer-Azaroff, he conducted research in OBM in human services, and became well-versed in PSI. In 1990, Dr. Fleming joined the Psychology faculty at Auburn University, where he became Associate Professor with tenure in 1995. There he developed a program of research, teaching, and outreach in the areas of developmental disabilities, OBM, and sport psychology. Working with Dr. Jim Johnston, he helped establish the Alabama Chapter of ABA, and participated in statewide behavior analysis peer review, which resulted in a joint award of the AU Award for Excellence in Outreach and Extension. Dr. Fleming returned to New England in 1998 and spent two years as a behavioral safety consultant before becoming Vice President of The Browns Group, with Beth Sulzer-Azaroff. In partnership with Shriver/University of Massachusetts Medical School, the two developed the distance learning curriculum showcased in this tutorial. Dr. Fleming subsequently accepted his current position where he directs instructional pedagogy and is beginning research in health promotion.

Abstract: Increasingly, distance learning technology is opening university (and other) doors to a much larger audience. With a modern computer and an internet connection, employees, parents, indeed anyone who has limited access to, or interest in, traditional campus-based options, can conveniently participate in an increasing range of coursework. As teachers of behavior analysis, we can now reach a greatly expanded demographic base. Such is the case with Behavioral Intervention in Autism (BIA), a four-course distance learning curriculum designed to reach and educate a large number of parents and personnel in the application of behavioral intervention with children with autism. A large team of behavior analysts have collaborated to develop and evaluate this curriculum, with generous support from autism and instructional design experts outside of our team. In this tutorial, I have the pleasure of sharing our work on BIA as the illustrative case in support of two purposes: 1) to describe and present data on how distance learning can be used with professional integrity to educate a greatly expanded number of parents and personnel seeking to master behavioral intervention, and 2) to illustrate how behavior analytic instructional pedagogy can be meshed with current and emerging technologies to produce highly effective distance learning courses.

#134 Symposium
9:00 AM - 9:50 AM
Gardner
EDC

Effective Teaching: Using Fluency-Based Procedures to Enhance Learning Across a Regular Curriculum. (Data-Based Presentation)
Chair: Morten Haugland (Otterbein College/Haugland Consulting)

Infusing Fluency-Based Instruction into the Curriculum: Improving Reading and Math Scores with Elementary Students. PAUL R. MALANGA and William J. Sweeney (University of South Dakota)

Adding a Reading and SAFMEDS Fluency-Based Program to a High School Student's On-Line Educational Program. KRISTINE D. HAUGLAND and Malin Haugland (Haugland Consulting)

Teaching Multiplication Facts to Novice Elementary Students Using Fluency-Based Procedures and Self-Correction. MORTEN HAUGLAND (Haugland Consulting)

#135 Panel Discussion
9:00 AM - 9:50 AM
Back Bay A
AUT/CSE
CE

Ethical and Professional Considerations in Autism Treatment
Chair: Suzanne Letso (Connecticut Center for Child Development)

DAVID A. CELIBERTI (Private Practice)
PETER F. GERHARDT (Private Practice)
MICHAEL FABRIZIO (Fabrizio/Moors Consulting)

#136 Invited Event
9:00 AM - 9:50 AM
Beacon E
BPH

Social Stress Experiences, Neuroadaptations and Cocaine Binges (Data-Based Presentation)
Chair: Amy L. Odum (Utah State University)
KLAUS MICZEK, PhD (Tufts University)

Dr. Klaus A. Miczek directs a psychopharmacology laboratory at Tufts University, where he serves as Moses Hunt Professor of Psychology, Psychiatry, Pharmacology, and Neuroscience. He was originally educated in Berlin, Germany, and received a PhD in biopsychology from the University of Chicago. He has published some 160 research journal articles, 40 reviews and edited 12 volumes on psychopharmacological research concerning brain mechanisms of aggression, anxiety, social stress and abuse of alcohol and other drugs. He serves on research review committees for the National Institute on Drug Abuse, National Institute on Mental Health, and the National Institute on Alcoholism and Alcohol Abuse, among others. He has been the Coordinating Editor for behavioral pharmacology in laboratory animals at *Psychopharmacology* since 1992, and serves on the editorial board of half a dozen other journals. He has been president of the Division of Psychopharmacology and the Behavioral Pharmacology Society. He received an award from the American Psychological Association for "Outstanding Basic Psychopharmacological Research on Affective Disorders" and has been the recipient of a MERIT award from the National Institute on Alcoholism and Alcohol Abuse. He has lectured at numerous universities in the US and other countries and has received a number of international honors and awards.

Abstract: Salient social experiences trigger immediate early gene expression or suppression that are large, long lasting, and critical to the fundamental processes of neuroadaptation. These biologically significant stressors activate cells in the endogenous aminergic and peptidergic systems leading to sensitization as well as tolerance. We examine the hypothesis that this cascade of cellular events is the basis for neural dysregulation leading to "out-of-control" drug taking. Social stress engenders profound analgesia. The pharmacological tolerance to stress-induced analgesia appears to be based on a pattern of genes expressing specific opioid peptides and their receptors. Social stress also induces sensitization as expressed by an augmented response to psychomotor stimulants, and by inhibited zif268 expression in prefrontal cortical cells and increased zif268 expression in amygdaloid cells. One consequence of stress-induced sensitization is dysregulated cocaine "binges". The delayed large increases in alcohol consumption in mice mutants lacking the CRH1 receptor gene highlight the enduring impact of salient experiences in gene expression and in heightened alcohol drinking. Our ongoing work on the neural circuits for social stress and intensely rewarding activities such as compulsive cocaine administration points to considerable overlap between them, and identifies targets for pharmacotherapeutic intervention in stress disorders and drug abuse.

#137 International Paper Session
9:00 AM - 9:50 AM
Beacon G
INT/AUT

The Picture Exchange Communication System (PECS) and Verbal Behavior (Translated into Japanese)
Chair and Translator: Yoshiaki Nakano (Sophia University)
ANDREW BONDY (Pyramid Educational Consultants, Inc.)

#138 Paper Session
9:00 AM - 9:50 AM
Back Bay D
AUT

Toilet Training for Children with Autism
Chair: William Flood (May South, Inc.)

Effects of a Novel Reinforcement Contingency upon Dry Pants and Urination During a Toilet Training Program with an Autistic Child. WILLIAM FLOOD (May South, Inc.)

The Effects of High Frequency Scheduling In Toilet Training for Children with Autism Spectrum Disorder. Leslie Sinclair, Travis Haycook and Francine Dimitriou (The Cleveland Clinic Center for Autism)

#139 Symposium
9:00 AM - 10:20 AM
Conference Room 2
CBM/VRB

Acceptance and Commitment Therapy as a Treatment for Anxiety Disorders: Recent Findings (Data-Based Presentation)
Chair: Michael Twohig (University of Nevada, Reno)

A Randomized Clinical Trial of Acceptance Enhanced Habit Reversal Versus a Wait-List Control for the Treatment of Trichotillomania. CHAD WETTERNECK, Douglas W. Woods and Christopher A. Flessner (University of Wisconsin, Milwaukee)

Acceptance and Commitment Therapy as a Treatment for OCD and OCD Spectrum Disorders. MICHAEL TWOHIG, Steven C. Hayes and Akihiko Masuda (University of Nevada, Reno)

Putting E/RP in Context: Utilizing Mindfulness and Values Components in the Behavioral Treatment for Pediatric OCD. LISA COYNE (Brown University Medical School)

A Comparison Between Acceptance Enhanced Cognitive Behavioral and Panic Control Treatment for Panic Disorder. MARIA KAREKLA and John P. Forsyth (University at Albany, SUNY)

#140 Symposium
9:00 AM - 10:20 AM
Constitution B
DDA/EDC

Accessing the General Curriculum for Students with Significant Disabilities
Chair and Discussant: Fred Spooner (University of North Carolina, Charlotte)

A Comprehensive Literature Review of Data-Based Studies Investigating Access to the General Curriculum: 1975-2003. Diane Browder, FRED SPOONER, Lynn Ahlgrim-Delzell, Claudia Flowers and Bob Algozzine (University of North Carolina, Charlotte)

Students with Significant Cognitive Disabilities Accessing the General Curriculum in High School Science Classes. STACY DYMOND and Adelle Renzaglia (University of Illinois)

Using Large-Scale Measurement of Program Quality to Improve Educational Services. Terry Long, Terry Wallis, David Cordray and CRAIG H. KENNEDY (Vanderbilt University)

#141 Symposium
9:00 AM - 10:20 AM
Commonwealth
EAB/EAB

Advances in Behavioral Economics: Recent Research on Demand and Preference (Data-Based Presentation)
Chair: Theresa A. Foster (University of Florida)

An Empirical Evaluation of the Sensitivity of the Rapid Demand Curve Assay Procedure. GREGORY J. MADDEN, Ryan R. Rowe, Kasey M. Stephenson and William E. Bickley (University of Wisconsin, Eau Claire)

Comparison of Traditional and Behavioral Economic Measures of Relative Reinforcer Efficacy. MATTHEW W. JOHNSON and Warren K. Bickel (University of Vermont)

Effects of Unit-Price Components on Pigeons' Choices in a Closed Economy. THERESA A. FOSTER and Timothy D. Hackenberg (University of Florida)

Unit Price Determinants of Choice: Remifentanil or Cocaine Alternatives with Rhesus Monkeys. CHAD M. GALUSKA, Gail Winger and James Woods (University of Michigan Medical School) and Steven Hursh (Science Applications International Corporation)

#142 Symposium
9:00 AM - 10:20 AM
Independence West
VRB/AUT

Basic and Applied Research on Skinner's Verbal Behavior Taxonomy (Data-Based Presentation)
Chair: Dorothea C. Lerman (Louisiana State University)

Task Interspersal Procedures and the Acquisition of Tacts in Children with Autism. VALERIE M. VOLKERT and Dorothea C. Lerman (Louisiana State University)

A Methodology for Assessing the Functions of Emerging Speech in Children with Autism. DOROTHEA C. LERMAN, Mandy Parten, Laura R. Addison, Christina M. Vorndran and Tiffany Kodak (Louisiana State University)

On the Functional Independence of Novel Mands and Tacts in Preschool Children. ANNA I. PETURSDOTTIR, Jack Michael and James E. Carr (Western Michigan University)

Teaching Intraverbal Behavior to Children with Autism. TINA R. GOLDSMITH, Linda A. LeBlanc and Rachael A. Sautter (Western Michigan University)

#143 Symposium
9:00 AM - 10:20 AM
Fairfax B
EAB/DDA
CE

Behavior Analytic Bridge Studies: Addressing Issues of Application via Basic Research (Data-Based Presentation)
Chair: Timothy R. Vollmer (University of Florida)
Discussant: Thomas S. Critchfield (Illinois State University)

Behavioral Pharmacology of Aggression in Mice Lacking the Tailless Gene. MARIA VALDOVINOS and Craig H. Kennedy (Vanderbilt University)

Aversive Properties of Positive Reinforcement in Pigeons and People. DEAN C. WILLIAMS (University of Kansas) and Michael Perone (West Virginia University)

Effects of Contingency Manipulations on Responding with Rats. ANDREW SAMAHA, Timothy Vollmer and Laura O'Steen (University of Florida)

#144 International Symposium
9:00 AM - 10:20 AM
Beacon H
CSE/OBM

Behavioral Analysis and Interventions to Increase Seatbelt Use (Data-Based Presentation)
Chair: Ron Van Houten (Mount Saint Vincent University)
Discussant: W. Kent Anger (Oregon Health & Science University)

Seatbelt Behavioral Sequences for Drivers in Pinellas County and Halifax Regional Municipality: What Do These Data Tell Us. J. E. LOUIS MALENFANT (Center for Education and Research in Safety) and Ron Van Houten (Mount Saint Vincent University)

A Comparison of Observational and Automated Data on Seatbelt Use. John Austin and ANGELA R. LEBBON (Western Michigan University), J. E. Louis Malenfant (Center for Education and Research in Safety) and Ron Van Houten (Mount Saint Vincent University)

The Use of a Seatbelt-Shift Delay to Increase Seatbelt Use. RON VAN HOUTEN (Mount Saint Vincent University), J. E. Louis Malenfant (Center for Education and Research in Safety) and John Austin (Western Michigan University)

#145 International Paper Session
9:00 AM - 10:20 AM
Berkeley
EDC

Behavioral Concerns in the College Classroom
Chair: David Myers (Edison College)

Importance of Personality in the Formation of Professional Competencies in Psychology. LETICIA RIVERA (Universidad Cristobal Colou), Sebastian Figueroa-Rodriguez (Universidad Veracruzana), Clara Olivia Romero-Rodriguez, Adriana Ordaz-Garcia and Ilse Lara-Cadó (Universidad Cristòbal Colòn)

Assessment and Intervention with College Student Writing. DAVID L. MYERS and Cook Janet (Edison College)

Differential Effects of Required Versus Nonrequired WebCT Mastery Quizzes in Large Introductory Psychology Courses.
Gordon Hodge and JOHN DENCOFF (University of New Mexico)

#146 Symposium
9:00 AM - 10:20 AM
Liberty B
OBM/CSE

Data Driven Applications in Organizational Behavior Management (Data-Based Presentation)
Chair: Timothy D. Ludwig (Appalachian State University)
Discussant: E. Scott Geller (Virginia Tech)

Examining the Effects of Peer Verbal and Graphed Feedback in a Food and Drinking Industry Setting. SIGURDUR SIGURDSSON, John Austin and Judy Gipper (Western Michigan University)

Presenting Performance Norms of Group Members: Do Names Matter? JOSHUA LIVESEY, Jessica McKinney and Timothy D. Ludwig (Appalachian State University)

Improving the Human Dynamics of an Organization: From Culture Assessment to Behavior-Based Intervention. MATTHEW HARGROVE, Joanne Dean, Joshua H. Williams and E. Scott Geller (Virginia Tech)

#147 Symposium
9:00 AM - 10:20 AM
Clarendon
EDC
Data-Based Case Studies in Applied Settings (Research to Practice)
Chair: Benjamin Lignugaris/Kraft (Utah State University)
Discussant: Dan Hursh (West Virginia University)

Using a Lottery System During Middle School Study Hall to Increase Students' On-Task Behavior. Brett Markum, Benjamin Lignugaris/Kraft and MELINA ALEXANDER (Utah State University)

Paraprofessional Intervention Package to Improve Curriculum Delivery and Effectiveness Within an Early Childhood Education Classroom. RICHARD E. LAITINEN (Tucci Learning Solutions, Inc.), Dan Hursh (West Virginia University) and Vicci Tucci (Tucci Learning Solutions, Inc.)

A Practical Approach to Functional Behavioral Assessment in a Public School: Successes and Limitations. BRYAN J. DAVEY and Benjamin Lingnugaris/Kraft (Utah State University)

#148 Symposium
9:00 AM - 10:20 AM
Independence East
TPC

Division 25 of APA Award Presentations: the B. F. Skinner, Fred S. Keller, and Applied Behavior Analysis Research Awards
Chair and Discussant: Cathleen C. Piazza (Marcus Institute)

Treatment Challenges in Severe Behavior Disorders: Prevention and Early Intervention. SUNGWOO KAHNG (Kennedy Krieger Institute)

The Fred S. Keller Award. LINDA J. HAYES (University of Nevada, Reno)

In Defense of the Fifteen-Minute Session. BRIAN A. IWATA (University of Florida)

#149 Symposium
9:00 AM - 10:20 AM
Beacon D
EAB

Empirical Findings and Theoretical Integration (Data-Based Presentation)
Chair: Lanny Fields (Queens College/SUNY)

Associative Symmetry in the Pigeon Through Arbitrary and Identity Training. ANDREA J. FRANK and Edward A. Wasserman (University of Iowa)

Effects of Training and Testing on the Formation of Linked Perceptual Classes. LANNY FIELDS (Queens College/SUNY)

Stimulus Classes, Relational Stimuli, and the Transformation of Stimulus Functions. MICHAEL J. DOUGHER (University of New Mexico)

Contingencies and Concepts: Interpretation and Analysis of Natural Categories. MARK GALIZIO (University of North Carolina at Wilmington)

#150 International Symposium
9:00 AM - 10:20 AM
Fairfax A
EAB/CBM

Experimental Psychopathology and the Analysis of Derived Stimulus Relations: Identifying Core Processes in Psychopathology Through Laboratory Research on Derived Relational Responding (Data-Based Presentation)
Chair: Simon Dymond (Anglia Polytechnic University, Cambridge UK)

The Long-Term Stability of Derived Discriminative Stimulus Functions. RUTH ANNE REHFELDT (Southern Illinois University) and Simon Dymond (Anglia Polytechnic University, Cambridge UK)

Interference in the Emergence of Derived Stimulus Relations: Emotionality or Functional Similarity of Stimulus Classes? IAN THOMAS TYNDALL (National University of Ireland, Galway), Bryan T. Roche (National University of Ireland, Maynooth) and Jack E. James (National University of Ireland, Galway)

Is Coherence Within Relational Networks a Reinforcer? An Experimental Study. M. José Garro Espín and SERAFIN GOMEZ-MARTIN (Universidad de Almería) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

A Transformation of Avoidance Response Functions in Accordance with Multiple Stimulus Relations. SIMON DYMOND (Anglia Polytechnic University, Cambridge UK), Bryan T. Roche, Aveen O'Brien and Christopher Wilson (National University of Ireland, Maynooth) and John P. Forsyth (University at Albany, SUNY)

#151 Symposium
9:00 AM - 10:20 AM
Beacon B
DDA/CSE
CE

Helping Staff to Help Adults with Disabilities in the Community (Data-Based Presentation; Research to Practice)
Chair: Diane Bannerman Juracek (University of Kansas)
Discussant: Gregory S. MacDuff (Princeton Child Development Institute)

Staff Training Using the Consultation Process to Produce Positive Outcomes for People with Developmental Disabilities. JOLENE PETERSON, Holly M. Sweeney, Diane Bannerman Juracek, Jamie D. Price and Michael C. Strouse (Community Living Opportunities, Inc.), Jan B. Sheldon and James A. Sherman (University of Kansas)

Pizza, Movies, or the Mall? Using Gift Certificates to Improve and Maintain Staff Performance. THOMAS J. HARVEY, Alan E. Harchik, Amy E. Clark, Eric C. Lunden and Thomas Stanton (The May Institute)

Evolution of a Quality Improvement System in a Community-Based Program for Individuals with Disabilities. MARIANNE ARRUDA, Alan E. Harchik and Eric C. Lunden (The May Institute)

#152 Symposium
9:00 AM - 10:20 AM
Conference Room 3
CBM/EDC
CE

Innovations in Neurorehabilitation: Applied Behavior Analysis in Traumatic Brain Injury (Data-Based Presentation)
Chair: Michael P. Mozzoni (Timber Ridge Group, Inc.)
Discussant: Terry J. Page (Bancroft NeuroHealth)

The Effects of Fixed-Time Release from Restraint. James K. Luiselli (May Center for Education and Neurorehabilitation), Erin Dunn and GARY M. PACE (The May Institute)

Interdisciplinary Collaboration: Function-Based Behavioral Treatment During Rehabilitation Therapy of Traumatic Brain Injury Patients. Claudia L. Dozier, BRIDGET A. SHORE, Shannon L. Root and Daniel D. Knittel (Florida Institute for Neurologic Rehabilitation, Inc.)

Improving Outcomes in Brain Injury Rehabilitation: Case Managers' Decision Matrix. MICHAEL P. MOZZONI (Timber Ridge Group, Inc)

#153 Symposium
9:00 AM - 10:20 AM
Back Bay C
AUT/DDA
CE

Joint Attention in Young Children with Autism: A Behavioral Perspective (Data-Based Presentation)
Chair: Rebecca P. F. MacDonald (The New England Center for Children)
Discussant: Martha Pelaez (Florida International University)

The Effects of EIBI on Joint Attention in Young Children with Autism. REBECCA P. F. MACDONALD and Jennifer Sutton Anderson (The New England Center for Children), William V. Dube (University of Massachusetts Medical School), William L. Holcomb, Reneé C. Mansfield, June M. Sanchez and Ellyn M. South (The New England Center for Children)

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, Perth, Australia)

A Behavioral Analysis of Joint Attention. WILLIAM V. DUBE (University of Massachusetts Medical School)

#154 International Symposium
9:00 AM - 10:20 AM
Hampton
DEV

Marker-Based Shaping ('Clicker Training') for Human Subjects: Three Ongoing Programs
Chair: Karen W. Pryor (Sunshine Books, Inc.)
Discussant: Jesus Rosales-Ruiz (University of North Texas)

Training Young Athletes with Positive Reinforcement and a Click Sound as a Marker Signal. JOAN ORR and Theresa McKeon

Teaching Adult Beginners to Ice Skate. LYNN LOAR (The Pryor Foundation)

Interactive Animal Assisted Therapy for Children and Families at Risk. BARBARA BOAT (University of Cincinnati) and Lynn Loar (The Pryor Foundation)

#155 Symposium
9:00 AM - 10:20 AM
Liberty C
OBM

Systems Analysis: Concepts, Tools, Applications, and Benefits
Chair: Joseph R. Sasson (Western Michigan University)

Systems Analysis: A Primer and Three Useful Tools for Behavior Analysts. JOSEPH R. SASSON (Western Michigan University)

The Big Picture: Understanding Performance Systems in Organizations. CLOYD HYTEN (University of North Texas)

A Systems Analysis of a University Training and Development Department. HOLLY C. HARRISON and Masayuki Shiraishi (Western Michigan University)

Integrating Behavioral Safety into a Traditional Management Structure: A Systems Approach. KATHY M. CULIG (Western Michigan University)

#156 Symposium
9:00 AM - 10:20 AM
Back Bay B
AUT/EDC
CE

Training and Supervision in Autism Intervention: Developing the BCABA, Quality Program Supervisors and Supervision with Educational Personnel (Data-Based Presentation)
Chair: Dennis B. Mozingo (University of Rochester School of Medicine and Dentistry)
Discussant: Jon S. Bailey (Florida State University)

Competency-Based Supervision of Prospective Board Certified Associate Behavior Analysts. DENNIS B. MOZINGO and Caroline I. Magyar (University of Rochester School of Medicine and Dentistry)

Evaluation of Instructor Skill in Early, Intensive Behavioral Intervention. TRISTRAM SMITH (University of Rochester School of Medicine and Dentistry)

Developing a Measure of Personnel Performance: Initial Reliability Results. CAROLINE I. MAGYAR (University of Rochester School of Medicine and Dentistry)

#157 Panel Discussion
9:00 AM - 10:20 PM
Dalton
OTH

Professional Development Series: Graduate Training in Behavior Analysis Part I
Chair: Cynthia Cardenas (University of Nevada, Reno)

PATRICK M. GHEZZI (University of Nevada, Reno)
COLIN PEELER (Florida State University)
MAPY CHAVEZ BROWN (Columbia University Teachers College)
JOSEPH WEHBY (Peabody College of Vanderbilt University)

#158 International Paper Session
10:00 AM - 10:50 AM
Beacon G
INT/VRB

Antecedents and Consequences of Words (Translated into Japanese)
Chairs and Translators: Kaname Mochizuki (National Institution of Multimedia Education) and Koji Takeshima (Western Michigan University)
A. CHARLES CATANIA (University of Maryland, Baltimore County)

#159 Paper Session
10:00 AM - 10:50 AM
Beacon A
TBA

Behavior Analysis Goes to the Dogs
Chair: Anna Schofield-Stanek (Western Michigan University)

There's a Dog in the Hall: Setting up an Animal Behavior Clinic at WMU. ANNA SCHOFIELD-STANEK and Jennifer Sobie (Western Michigan University)

Operant Conditioning Training Program for Detection Dogs Utilized in Law Enforcement. CATHERINE J. CRAWMER (Crawmer's Animal Training)

#160 Paper Session
10:00 AM - 10:50 AM
Back Bay A
AUT

Frequency of Vocal Responses for Children with Autism
Chair: Jill Scarbro (University of North Texas)

The Effects of Sign Language on the Vocal Responses of a Child with Autism. JILL SCARBRO, Carla Edwards and Jesus Rosales-Ruiz (University of North Texas)

Speaking Rate and the Relationship to Fluent Verbal Behavior. JOHN MCELWEE (Private Consultant) and Danielle Andrews (Children's Behavior Health)

#161 Paper Session
10:00 AM - 10:50 AM
Beacon E
BPH

Recent Investigations in Human Behavioral Pharmacology
Chair: John Roll (University of California, Los Angeles)

GHB: Basic Human Behavioral Pharmacology. JOY CHUDZYNSKI, John Roll and Christina Harding (University of California, Los Angeles)

Modulation of Human Methamphetamine Self-Administration by the Provision of an Alternative Source of Reinforcement. JOHN ROLL, Tom Newton, Joy Chudzynski and Christina Harding (University of California, Los Angeles)

#162 Paper Session
10:00 AM - 10:50 AM
Back Bay D
AUT

Reinforcement and Intervention for Children with Autism
Chair: Joel Hundert (McMaster University)

Increased Acquisition Rate of Matching-to-Sample Tasks for Children with Autism by Embedding Reinforcement in the Stimulus Presentation. JOEL HUNDERT (McMaster University), Helen Penn (York University) and Alissa Levy (McMaster University)

A Comparison of Varied and Constant Reinforcer Presentation on the Independent Play of Two Children with Autism. KELLY TAYLOR (TreeHouse School)

The Effects of an Individualized Reward Store Token Economy on the Behavior of a Class of Students with Autism. SOPHIA MAVROIDIS, Daniel Ruttiman, Bevin Campbell, Frederica Blausten, Bobby Newman and Joseph Kennedy (Association for Metroarea Autistic Children, Inc.)

#163 Paper Session
10:00 AM - 10:50 AM
Gardner
EDC

Using Computers to Deliver Instruction (Research to Practice)
Chair: Michael Cohen (University of South Florida)

Perfect Recall: A Computer-Aided Instruction Program Based on Behavioral Principles. WILLIAM VAUGHAN, JR (University of Southern Maine)

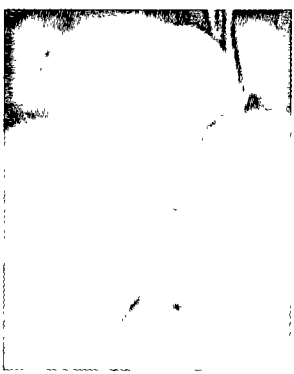
Comparison of Linear Sequenced Versus Adaptive Programmed Instruction. MICHAEL COHEN, Gudmundur Heimisson, Darrel Davis and Darrel E. Bostow (University of South Florida)

#164 International Paper Session
10:00 AM - 10:50 AM
Beacon F
INT

Why Relational Frame Theory Alters the Relationship Between Applied and Basic Psychology (Por qué la Teoría Relacional de Marco Altera la Relación Entre la Psicología Aplicada y Básica) (Research to Practice)
Chair and Translator: Eyleen Ortiz (Columbia University Teachers College)
STEVEN C. HAYES and Nicholas M. Berens (University of Nevada, Reno)

#165 Invited Event
10:30 AM - 11:20 AM
Commonwealth
OTH

EAHB-SIG Distinguished Career Award: Murray Sidman, PhD
Chair: William J. McIlvane (University of Massachusetts Medical School)
MURRAY SIDMAN, PhD



Dr. Murray Sidman was born in 1923 in Boston, where he lived a happy but otherwise unremarkable boyhood until he graduated from high school and started at Columbia University in 1940. After an interruption for military service in World War II, he returned in 1946 to complete his BA. He then continued for a fifth undergraduate year in order to take all the science courses he had missed before, and went on to receive a PhD in 1952. His principal advisors were Fred S. Keller and W. N. Schoenfeld, with strong assists from Ralph Hefferline, Clarence Graham, and a small group of fellow graduate students. After that, he spent nine years in the exciting and productive interdisciplinary environment of the Walter Reed Army Institute of Research, where Joseph V. Brady had established a Psychology Department in the Neuropsychiatry Division headed by David McKrioch. From there, he went on to the Neurology Service of the Massachusetts General Hospital (MGH) for another nine years, during which his most memorable experience was meeting and eventually marrying Rita. The laboratories for human and nonhuman behavioral research that he set up at the MGH moved eventually to the E. K. Shriver Center and Northeastern University, where he remained as Professor of Psychology until he retired from academe and continued his research at the New

England Center for Children. Since retiring from there in 2001, he has continued his research and writing without any formal affiliation. One of the most meaningful conclusions to come out of his lifetime of research is that the results of basic research must be extended out of the laboratory. Such extension not only adds an intrinsically valuable dimension to basic research, but is essential to its survival in a world of increasing competition for ever more limited resources.

Abstract: Does the name of this special interest group "The Experimental Analysis of Human Behavior," imply that those who analyze the behavior of human animals must organize themselves apart from those who analyze the behavior of nonhuman animals? Is the use of nonhumans in experiments really not relevant to the analysis of the behavior of humans? If so, then something must have changed. Many differences exist, of course, between the behavior of humans and nonhumans – humans, for example, cannot fly under their own power – but have we really isolated differences in principle, differences that require separate organizations for the study of each? I will try to indicate why I believe this is a serious concern, where the concern comes from, and what, perhaps, might be done to maintain what was once a flourishing bi-directional relation between research with humans and nonhumans, in both basic and applied research.

#166 Symposium
10:30 AM - 11:50 AM
Conference Room 3
CBM

"Soup to Nuts": Parent Variables That Affect Treatment and Outcomes for Children with Food Refusal (Data-Based Presentation)
Chair: Charles S. Gulotta (Kennedy Krieger Institute)

Food Selectivity in Autism: Behavioral or Family Influence? KIMBERLY A. SCHRECK and Keith Williams (Pennsylvania State University, Hershey Medical Center)

Caregiver Treatment Integrity and the Influence on Maintenance of Child Appropriate Behavior. STEPHANIE D. BETHKE (Marcus Institute), Cathleen C. Piazza (Marcus and Kennedy Krieger Institutes) and Meeta R. Patel (Clinic 4 Kidz)

Training Caregivers to Implement Escape Extinction Using Different Methods. ELLIE MCCARTNEY, Cynthia M. Anderson and Nicole Vermillion (West Virginia University)

An Intervention for Enhancing Treatment Gains Post Discharge. JENNIFER E. DAWSON, Charles S. Gulotta, Peter A. Girolami, James H. Boscoe, Barbara J. Sierp-Shao and Ping Wang (Kennedy Krieger Institute)

#167 International Symposium
10:30 AM - 11:50 AM
Conference Room 2
CBM/CSE

Acceptance and Commitment Therapy in Behavior Medicine – A New Approach to Treatment (Data-Based Presentation)
Chair: Rikard K. Wicksell (Karolinska Hospital, Sweden)

Evaluation of a Brief ACT Model Intervention for the Treatment of Refractory Epilepsy. JOANNE DAHL OLERUD (University of Gävle, Sweden) and Tobias Lundgren (University of Uppsala)

Improving Psychological Adjustment Among Cancer Patients: Treatment Development and Comparison. ANN BRANSTETTER (Washington University Medical School) and Mikaela Hildebrandt (Southwest Missouri State University)

Effectiveness of an Acceptance and Commitment Therapy Intervention for Type 2 Diabetes: Implementation Issues in a Low-Income Medical Clinic. JENNIFER A. GREGG (University of Nevada, Reno)

Acceptance and Commitment Therapy (ACT) Within a Behavior Medicine Approach – Effective in Rehabilitation for Patients with Chronic Debilitating Pain? RIKARD K. WICKSELL and Gunnar L. Olsson (Karolinska Hospital, Sweden)

#168 Symposium
10:30 AM - 11:50 AM
Constitution B
DDA/AUT
CE

Automatically-Reinforced Behavior: Transfer of Functional Control and Facilitating Appropriate Behavior (Data-Based Presentation)
Chair: William H. Ahearn (The New England Center for Children)

From Nonsocial to Social Mediation of Emerging Self-Injury: A Possible Case Example. DAVID M. RICHMAN and Anna Quigg (University of Maryland, Baltimore County), Steven Lindauer (Kennedy Krieger Institute) and Stephanie Thorne (University of Kansas)

Reducing Stereotypy of Children with Autism Using "Reinforcer Displacement". TINA M. SIDENER and James E. Carr (Western Michigan University)

Effects of Environmental Enrichment on Multiple Forms of Stereotypy. JOHN T. RAPP and James L. Manchack (Texana MHMR, Behavior Treatment and Training Center)

Altering the Response Hierarchy: Using Response Interruption and Redirection for Vocal and Motor Stereotypy. WILLIAM H. AHEARN, Kathleen M. Clark, Christine Florentino, Theresa Clevenger, Jaqueline Condon, Sarah Buckingham and Heather Cary (The New England Center for Children)

#169 Symposium
10:30 AM - 11:50 AM
Fairfax A
EAB/TPC

Avoidance and Time-Out (Data-Based Presentation)
Chair: Anthony L. DeFulio (University of Florida)
Discussant: Kennon A. Lattal (West Virginia University)

Time-Out fromEffortful and Effortless Avoidance: Escaping Schedules of Variable-Cycle Shock Deletion and Variable-Time Shock Presentation. CHAD M. GALUSKA, Christopher T. Ferro and Michael Perone (West Virginia University)

Avoidance of Time-Out from Positive Reinforcements: Is Time-Out Functionally Equivalent to Shock? JOSEPH RICHARDSON and Alan Baron (University of Wisconsin, Milwaukee)

Effects of Response Time-Out Interval and Time-Out Duration on Discriminated Avoidance from Time-Out in Pigeons. ANTHONY L. DEFULIO and Timothy D. Hackenberg (University of Florida)

#170 Symposium
10:30 AM - 11:50 AM
Independence West
VRB

Behavioral Investigations into Issues from Mainstream Psychology (Data-Based Presentation)
Chair: Denis O'Hora (University of Ulster)
Discussant: Michael J. Dougher (University of New Mexico)

The Concept of Intelligence and Derived Relational Responding. MARTHA PELAEZ (Florida International University) and Denis O'Hora (University of Ulster)

Syntactic and Semantic Bootstrapping: A Relational Frame Approach. Denis O'Hora (University of Ulster) and RICK DALE (Cornell University)

Before and After Relational Responding and the WAIS-III. DENIS O'HORA (University of Ulster), Martha Pelaez (Florida International University), Dermot Barnes-Holmes (National University of Ireland, Maynooth), Karen Robinson and Tahir Chaudhary (Florida International University)

#171 Paper Session
10:30 AM - 11:50 AM
Independence East
TPC

Building Bridges II: Behavior Analysis and Related Disciplines
Chair: Ethan White (University of New Mexico)

On Having a Principle. CRISS WILHITE (California State University, Fresno)

Applying Relational Frame Theory to Evolutionary Theories of Language. ETHAN WHITE (University of New Mexico)

Modifying Student Behavior in Taiwan: Corporal Punishment Versus Time Out. CARY SMITH and Li-Ching Hung (Mississippi State University)

#172 Symposium
10:30 AM - 11:50 AM
Hampton
DEV/VRB

Chomsky's Attack on Skinner
Chair and Discussant: Gary D. Novak (California State University, Stanislaus)

Chomsky's Impeachment of the Behavioral Approach to Language. Sara Richardson and JOHN METCALFE III (Florida International University)

The Chomsky/Skinner Debate: Is Grammar a Learned Process? TARA SHEEHAN (Florida International University)

Chomsky's Review of Verbal Behavior: Is Behaviorism Dead? JENNIFER RUSSELL (Florida International University)

#173 Panel Discussion
10:30 AM - 11:50 AM
Berkeley
EDC/CSE

Classroom Behavior Management Training: Teacher Strengths, Weaknesses, and Reported Perceptions of Implementation (Research to Practice)
Chair: Alan Gross (University of Mississippi)

KAREN HAMMACK-PETTY (University of Mississippi)
LARA HEAD (University of Mississippi)
LISA COYNE (Brown University Medical School)
KIM PARKS (University of Mississippi)

#174 Symposium
10:30 AM - 11:50 AM
Constitution A
DDA
CE

Development and Refinement of Preference Assessment Procedures (Data-Based Presentation)
Chair: Richard B. Graff (The New England Center for Children)

Further Evaluation of Pictorial Preference Assessments. MARK P. GROSKREUTZ, Richard B. Graff and Kelly Collins (The New England Center for Children)

Using Verbal Preference Assessments to Identify Community-Based Reinforcers. G. TRACEY GALIATSATOS and Richard B. Graff (The New England Center for Children)

A Limited Free Operant Approach to Evaluating Preferences. GARY PACE, Erin Dunn, Serra Riley, Robin Codding, Christina Vorndran, James K. Luiselli and Cindy Cochran (May Center for Education and Neurorehabilitation)

Examination of Duration-Based Measures Within Stimulus Choice Preference Assessments. AMY CHRISTENSEN and Michele D. Wallace (University of Nevada, Reno) and Iser G. DeLeon (Johns Hopkins University School of Medicine)

#175 Symposium
10:30 AM - 11:50 AM
Beacon B
DDA/AUT
CE

Evaluation of Idiosyncratic Variables During Functional Analyses (Data-Based Presentation)
Chair: Eileen M. Roscoe (The New England Center for Children)

The Use of Competing Stimuli to Clarify Undifferentiated Responding During a Functional Analysis. STEPHANIE A.C. KUHN (Kennedy Krieger Institute), Lynn G. Bowman (Johns Hopkins University School of Medicine), Jennifer L. Bruzek, Lisa M. Toole and David E. Kuhn (Kennedy Krieger Institute) and Vanessa Rodriguez-Catter (The Ohio State University)

Examination of Idiosyncratic Antecedent and Consequent Variables in Functional Analysis. EILEEN M. ROSCOE, Griffin W. Rooker and Carly A. Moher (The New England Center for Children)

Evaluation and Treatment of Destructive Behavior Maintained by Access to Idiosyncratic Reinforcement Variables. ALYSON N. HOVANETZ, Henry S. Roane, Nathan A. Call, Michael E. Kelley and Camille D. Grier (The Marcus Institute)

Combining Establishing Operations as a Means of Further Assessing Functional Analysis Results. NATHAN A. CALL (The Marcus Institute), David P. Wacker, Joel E. Ringdahl and Eric W. Boelter (The University of Iowa)

#176 International Symposium
10:30 AM - 11:50 AM
Fairfax B
EAB/VRB

Non-Arbitrary and Derived Stimulus Relations: Implications for Complex Human Functioning (Data-Based Presentation)
Chair: Ian T. Stewart (National University of Ireland, Galway)

Analogical Reasoning with Multiple Stimulus Relations: Extending the Relational Frame Model of Analogical Reasoning. HILARIO MESA MANJON and Serafin Gomez-Martin (Universidad de Almería, Spain) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Stimulus Equivalence, Non-Arbitrary Relations and Symmetry. KATE FLANNERY and Ian T. Stewart (National University of Ireland, Galway), Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), Geraldine Leader (National University of Ireland, Galway) and Louise A. McHugh (National University of Ireland, Maynooth)

Using Multiple Exemplar Training to Facilitate Equivalence Responding over Non-arbitrary Relations SARAH DEVLIN, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

Non-Arbitrary Relations and Arbitrarily Applicable Relational Responding in Children with a Diagnosis of Autism. NEIL KENNY (CABAS, Ireland), Ian T. Stewart (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#177 Symposium
10:30 AM - 11:50 AM
Beacon H
CSE/CBM
CE

Outcomes in Children Crisis Treatment Center's Behaviorally-Based Behavioral Rehabilitation Program for Children with Emotional Disturbance (Data-Based Presentation)
Chair: David Reitman (Nova Southeastern University)

Do Children with Multiple Problem Behavior Patterns Improve in the Real World: The Effectiveness of an Intensive Behaviorally-Based School-Based Intervention Program. ILEANA HELWIG, Joseph Cautilli, Nadine Harrington, Antonio Valdes and Andrea Ettingoff (Children Crisis Treatment Center)

Performing a Functional Assessment and Common Interventions Used in an Intensive School-Based Program for Children with Emotional and Behavioral Disorders. NADINE HARRINGTON, Joseph Cautilli and Ileana Helwig (Children Crisis Treatment Center)

Building an Intensive School-Based Behavioral Health Program. Joseph Cautilli, Antonio Valdes, ILIANA HELWIG, Nadine Harrington and Jamie Deming (Children Crisis Treatment Center)

#178 Symposium
10:30 AM - 11:50 AM
Liberty B
OBM

Producing Durable Changes in Safety Behavior (Data-Based Presentation)
Chair: John Austin (Western Michigan University)
Discussant: Ron Van Houten (Mount Saint Vincent University)

The Immediate Effects of Being Observed. JOHN AUSTIN (Western Michigan University) and Don Rohn (Ardent Learning)

Durability of Knowledge and Behavior Change Following Training. W. KENT ANGER (Oregon Health & Science University), David Alan Eckerman (University of North Carolina at Chapel Hill), Diane S. Rohlman (Oregon Health & Science University)

Durability of Behavioral Procedures for Reducing Worker Exposure to a Suspect Carcinogen. BILL L. HOPKINS (Retired)

#179 Symposium
10:30 AM - 11:50 AM
Beacon D
EAB/TPC

Recent Research on Verbal Behavior (Data-Based Presentation)
Chair: Mike R. Johnston (University of Nevada, Reno)

Compound Stimuli and Competing Responses in Humans: An Investigation in Audience Control. SCOTT HERBST and Linda J. Hayes (University of Nevada, Reno)

Systematic Study of the Efficacy of Several Methodological Elements of a Behavioral Contingency in a Human Operant Setting. MIKE R. JOHNSTON and Linda J. Hayes (University of Nevada, Reno)

Human Choice Behavior: An Investigation of Matching and Optimizing Accounts. DONALD R. KARR and W. Larry Williams (University of Nevada, Reno)

Distance Learning and Behavior Analysis: Are We Ready for Change? HEIDI LANDABURU and Linda J. Hayes (University of Nevada, Reno)

#180 Symposium
10:30 AM - 11:50 AM
Clarendon
EDC

School-Wide Screening and Assessment
Chair: Richard Young (Brigham Young University)
Discussant: Richard West (Utah State University)

The Importance of School-Wide Screening to Identify At-Risk Students. RICHARD YOUNG, Michelle M. Marchant, Darlene Anderson and Lynnette Christensen (Brigham Young University)

Conducting School-Wide Screening for the Identification of Behavior Disorders in Elementary and Secondary School Settings. LYNNETTE CHRISTENSEN, Darlene Anderson, Richard Young and Michelle M. Marchant (Brigham Young University)

Extending School-Wide Screening to the District Level. MICHELLE M. MARCHANT, Richard Young, Lynnette Christensen and Darlene Anderson (Brigham Young University)

#181 International Symposium
10:30 AM - 11:50 AM
Dalton
EAB/TPC
CE

The Synergistic Influence of Translational Research on the Applied Setting and the Basic Laboratory (Data-Based Presentation)
Chair: Patrick R. Progar (Bancroft Neurosciences Institute)
Discussant: Michael Davison (University of Auckland)

Maternal Nutrition and Offspring Behaviour: Application of Choice Procedures. JASON G. LANDON (University of Auckland)

Choice in the Applied Setting: What Basic Research Can Offer. FRANCES A. PERRIN (Bancroft NeuroHealth), Patrick R. Progar (Bancroft Neurosciences Institute), Michael Davison (University of Auckland), Elizabeth M. Gibbons, Sheri Felice and James J. Dunleavy III (Bancroft NeuroHealth)

Demand Effects on Preference in Human Free Operant Responding. Ralph Spiga, Deborah Haas and R. Stockton Maxwell (Temple University), FRANCES A. PERRIN (Bancroft NeuroHealth) and Patrick R. Progar (Bancroft Neurosciences Institute)

B. F. Skinner's 100th Anniversary Celebration

Monday, May 31
9 pm – midnight
Grand Ballroom

Join us in celebrating this auspicious occasion

With presentations by
A. Charles Catania, Jack Michael,
Jay Moore, Mark Sundberg, and Julie Vargas

And photo presentation by
Richard Malott

Following the program, enjoy birthday cake, live music, and dancing until midnight!

#182 Special Event
11:00 AM - 11:50 AM
Grand Ballroom
EDC
CE

2004 Tutorial: Establishing and Sustaining Behavior Support Systems in School, District, and State Levels (Research to Practice)
Chair: Amy K. Drayton (Eastern Michigan University)
ROBERT H. HORNER, PhD and George Sugai, PhD (University of Oregon)

Dr. Robert H. Horner is professor of special education at the University of Oregon. Dr. Horner brings a 25-year history of research, grants management and systems change efforts related to school reform and positive behavior support. Dr. Horner has published over 150 professional papers and 6 texts. He has directed over $20 million dollars in federal grants, and currently co-directs the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports and the OSEP Research and Demonstration Center on School-wide Behavior Support. Dr. Horner also co-directs the Positive Behavior Research and Support research unit at the University of Oregon. During the past 10 years Dr. Horner has directed projects working directly with schools and school administrators in the development of systems for embedding school-wide systems of positive behavior support.

Dr. George Sugai is a Professor in Special Education in the College of Education at the University of Oregon with expertise in behavior analysis, classroom and behavior management, school-wide discipline, function-based behavior support, positive behavior supports, and educating students with emotional and behavioral disorders. He has been a teacher in the public schools, treatment director in a residential program, and program administrator. Dr. Sugai conducts applied school and classroom research and works with schools to translate research into practice. He is currently co-director of the Center on Positive Behavioral Interventions and Supports at the University of Oregon.

Abstract: The purpose of this presentation is to describe how systems of behavior support can be established and maintained at the school, district, and state levels. The steps, resources, and content of efforts to build local behavior support capacity and systems will be described. Examples of activities and structures that support efforts related to action planning, team leadership coordination, coaching and facilitation, training capacity, and evaluation also will be described.

2004 ABPMC and ABA International Conference

Campinas, Brazil

August 12-15, 2004
Royal Palm Plaza Hotel Resort

Visit the official bilingual conference web site

www.abainternational.org/brazil

#183 Invited Event
11:00 AM - 11:50 AM
Back Bay A
AUT

Autism: The Relationship of Pivotal Response Treatment and Positive Behavioral Support
Chair: Jack Scott (Florida Atlantic University)
ROBERT L. KOEGEL, PhD and Lynn Kern Koegel, PhD (University of California, Santa Barbara)

Drs. Robert L. Koegel and Lynn Kern Koegel have been innovators in behavioral research with children with autism for many years. Robert L. Koegel is PhD Director and Autism Research Center Professor of Clinical, Counseling, and School Psychology, and Professor of Special Education, Disability, and Risk Studies at the Gevirtz Graduate School of Education, University of California, Santa Barbara.

Abstract: The purpose of this presentation is to address issues and present data that are relevant to Pivotal Response Treatment and Positive Behavioral Support Interventions for children with autism and their families. Topics will include a discussion of the identification of specific prognostic indicators associated with highly favorable outcomes following intervention; and a discussion of procedures used to conduct interventions in key pivotal areas that can change a previously poor prognosis to a favorable prognosis. The relevance of each of these topic areas will be discussed within the context of behavioral teaching strategies in the developing trend in comprehensive interventions for children with autism.

#184 International Paper Session
11:00 AM - 11:50 AM
Beacon G
INT/TBA

Nine Characteristics of a Good Masters Thesis or Dissertation in Applied Behavior Analysis (Translated into Japanese)
Chair and Translator: Naoko Sugiyama (Yamawaki Gakuen College)
WILLIAM L. HEWARD (The Ohio State University) and Naoko Sugiyama (Yamawaki Gakuen College)

#185 International Paper Session
11:00 AM - 11:50 AM
Beacon A
TBA

Perspectives of Behaviorism
Chair: John Connors (Canadian University College)

Who Founded Behaviorism? Knight Dunlap Versus John Watson. JOHN CONNORS (Canadian University College)

Treatment of Behavior Analysis in Brazilian Psychology Textbooks. SERGIO CIRINO (UFMG, Faculdade de Educação)

#186 Paper Session
11:00 AM - 11:50 AM
Beacon F
INT

The Learn Unit: Database, Rational, and Application (La Unidad de Aprendizaje: Base de Datos, Racional y Aplicación) (Research to Practice)
Chair and Translator: Mapy Chavez Brown (Columbia University Teachers College)
R. DOUGLAS GREER (Columbia University Teachers College)

#187 Paper Session
11:00 AM - 11:50 AM
Gardner
EDC

Using Our Science to Impact Learning (Research to Practice)
Chair: Joanne Robbins (Morningside Academy)

A Science of Education. CLAY STARLIN (University of Oregon)

Successful Intelligence Can Be Taught: Whimbey's Think Aloud Problem Solving Meets Sternberg's Theory. JOANNE ROBBINS and April Heimlich (Morningside Academy)

#188 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
AUT

1. **ABA Program Challenges for a Child Diagnosed with Downs Syndrome and Autism (TPC).** CHRISTINA LAYNE (Blue Ridge Autism Center)
2. **Efficient and Effective Training for ABA Implementers: PAIRS (Data-Based Presentation).** TRACI CIHON, Nicole Adams and Guy Bedient (Special School District of St. Louis County) and Patricia Fitzsimons-Austin (Institute of Professional Practice)
3. **Peer Social Skills Training.** MELANIE LAPOINTE, Marie-Eve Jacques and Martine Beaurivage (West Montreal Readaptation Centre)
4. **Training in Work with Special Populations.** CASEY CORULLO, Gail Palechka, Koji Takeshima and Richard W. Malott (Western Michigan University)
5. **Do Classroom Staff Retain and Apply Knowledge from Didactic Training: An Investigation on the Correct Use of Reinforcement (EDC).** SHARI SCHATZMAN, Ahuva Tarnoff and Randy Horowitz (Eden II Programs)
6. **Acquisition of Chains Using Single Versus Multiple Teachers (Data-Based Presentation).** JULIE S. WEISS, Myrna Libby and Janet Murphy (The New England Center for Children)
7. **A Comparison of Teacher-Cued and Video-Cued Discrete Trial Instruction with a Student with Autism (EDC).** BRIAN JOERGENS (Northeastern University), Joseph Vedora (BEACON Services) and Robert Stromer (University of Massachusetts Medical School, Shriver Center)
8. **Empirically Validating Through Precision Teaching Interventions to Improve the Imitation Skills of Children with Autism (VRB; Data-Based Presentation).** Michael Fabrizio, KRISTA ZAMBOLIN, Kelly J. Ferris and Holly C. Almon-Morris (Fabrizio/Moors Consulting)
9. **A Comparison of Teaching Skills to Accuracy Versus Fluency for Children with Autism. (Data-Based Presentation).** ELIZABETH ALDEN-ANDERSON, Sarah A. Law and Kevin P. Klatt (University of Wisconsin, Eau Claire)
10. **Using Fluency-Based Instruction to Develop Functional Money Skills in a Child with Autism (EDC; Data-Based Presentation).** Krista Zambolin (University of British Columbia), Michael Fabrizio (Fabrizio/Moors Consulting) and HEIDE CALVERLY (University of British Columbia)
11. **Empirically Validating Frequency Aims for Children with Autism (EDC; Data-Based Presentation).** Alison L. Moors, Michael Fabrizio, SARA PAHL, Amy King, Kelly J. Ferris, Krista Zambolin, Kristin N. Schirmer and Holly C. Almon-MORRIS (Fabrizio/Moors Consulting)
12. **Teaching a Child with Autism to Read and Spell: Integrating Computer Activity Schedules into Classroom Instruction (DDA; Data-Based Presentation).** DANIELLE SPINNATO, Michelle M. Kalaigian, Bridget A Taylor and Jaime Schilling (Alpine Learning Group) and Robert Stromer (University of Massachusetts Medical School)
13. **One Measure of Outcome in an Applied Behavior Analysis Organization for Children with Autism (DDA; Data-Based Presentation).** REBEKAH HOUCK, Jean Hays Bachrach, Christine Passaretti and Pamela Gorski (Reaching Potentials, Inc.)

14. **Are You Done with IEIBT, Now What? (DDA).** CHRISTINA M. COGDILL, Amanda Lane, Stella Competente and Jennifer Barney (Minnesota Autism Center)

15. **Training Staff Members to Teach Play for Children with Autism in a Natural Environment (OBM; Data-Based Presentation).** KOJI TAKESHIMA, Amanda Mahoney and Richard W. Malott (Western Michigan University)

16. **Effects of Non-Reinforcers on a Child with Autism.** TIFFANIE IVES BROWN (University of Southern Mississippi)

17. **ABA-Based Special Education School in Argentine: Preliminary Results (EDC).** MAURO MASCOTENA COOK and Christian Plebst (FLENI Argentina)

18. **Use of the ABLLS as an Assessment Tool in an Integrated Preschool Setting.** ELIZABETH WYMAN (Melmark New England), Diane Douglass and Michael F. Dorsey (Simmons College)

19. **An Analysis of the Effects of Behavioral Consultation with Parents of Young Children with Autism on their Teaching Behavior and their Children's Test Scores. (DDA; Data-Based Presentation).** AKIKO KATO, Maiko Miyazaki and Yoshiaki Nakano (Sophia University)

20. **An Examination into the Relationship Between Visual Identity Matching and Vocal Imitation in Students with Autism (DDA; Data-Based Presentation).** JODY M. SILVA and W. Larry Williams (University of Nevada, Reno)

21. **Applied Behavior Analysis Training to Improve Parental Implementation of Teaching Procedures (DDA; Data-Based Presentation).** WILLIAM L. HOLCOMB, Susan N. Langer, June M. Sanchez and Ellyn M. South (The New England Center for Children)

22. **Advanced Autism Practicum: Helping Undergraduate Psychology Students Advance Their Behavior Analysis Skills (TBA).** CASEY LUDWICK, Koji Takeshima and Richard W. Malott (Western Michigan University)

23. **A Survey of Professionals' and Parents' Views on Quality Indicators of IBI.** ADRIENNE PERRY, Helen Penn and E. Alice Prichard (York University), Shiri Bartman (Toronto Preschool Autism Service), Christine Flynn and Erica Laframboise (York University)

24. **An Analysis of Stereotypic Responding During Discrete-Trial Training (Data-Based Presentation).** MICHELE RENEE BISHOP, Ginger Wilson, Patrick Ghezzi and Jennifer Castellanos (University of Nevada, Reno)

25. **The Use of Therapist Modeling to Enhance the Identification of Unfamiliar Faces (DDA; Data-Based Presentation).** APHRODITE FOUNDAS, Vivian Piazza and Wayne W. Fisher (Marcus Institute), Meeta R. Patel (Clinic 4 Kidz), Catherine Trapani, Robert LaRue and Tammy Carroll-Hernandez (Marcus Institute) and Nicole Trosclair (Louisiana State University)

26. **The Effects of Enthusiasm on Skill Acquisition for Children with Autism (CSE; Data-Based Presentation).** KIMBERLY A. CLAUSEN, Kasey Stephenson, Angela Mueller and Kevin P. Klatt (University of Wisconsin, Eau Claire)

27. **An Early ABA Intervention Program for Children with an Autistic Spectrum Disorder Centered on the Family (CBM).** MYRIAM CHRÉTIEN, Suzanne Kennedy and Katherine Moxness (West Montreal Readaptation Center)

28. **An Assessment of Identity Matching of Emotional Expressions with Young Children with Autism (DDA; Data-Based Presentation).** AMANDA J. BARGAS (The New England Center for Children), William V. Dube (University of Massachusetts Medical School), Amy Geckeler and William L. Holcomb (The New England Center for Children)

29. **An Overview of the Intensive Behavioural Intervention (IBI) Service Delivery Model for Central East Preschool Autism Services (CEPAS).** KARIN EARLE-WILLIAMS and Nancy Defina (Kinark Child and Family Services, Central East Preschool Autism Services)

30. **Some Interventions Based on Discrete-Trial Teaching and Precision Teaching for a Young Girl with Autism (Data-Based Presentation).** Simon Seal, Riddhika Rathod, Eric M. Messick, Stephanie Christian, Heather Mnsell and T. MARY FOSTER (University of Waikato, New Zealand)

31. **A Comparison of Discrete Trial and Natural Environment Training Approaches for Teaching Identification of Familiar Individuals (DDA).** PETER DEKREON, Erik A. Mayville, Stacy C. Stigliano, Bridget Carl and Paulette E. Burdick (Pathways Strategic Teaching Center)

32. **An Evaluation of a Systematic Six-Week Training Program for ABA Therapists (Data-Based Presentation).** TREA DRAKE, Catriona Borg-Hansen, Geri Harris and Gerald Harris (Texas Young Autism Project)

33. **Training Staff to Implement Discrete Trial Teaching: A Comparison of Two Training Methods (EDC; Data-Based Presentation).** AMY KANE and Jane Carlson (The May Institute)

34. **Using Fluency-Based Instruction to Develop Functional Time Concepts in a Child with Autism (EDC; Data-Based Presentation).** AMY KING, Kelly J. Ferris and Michael Fabrizio (Fabrizio/Moors Consulting)

35. **A Frequency-Based Analysis of the Component Skills Needed to Teach Typing Skills to a Child with Autism (EDC; Data-Based Presentation).** AMY KING, Alison L. Moors and Michael Fabrizio (Fabrizio/Moors Consulting)

36. **The Effect of Sensory Integration Therapy on Sequence Learning (DDA; Data-Based Presentation).** LENELL E. KELLEY (National Center for Toxicological Research), John J. Chelonis (University of Arkansas, Little Rock), Lynette Murphy and Eldon Schulz (University of Arkansas for Medical Sciences - Arkansas Children's Hospital)

#189 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
BPH

37. **Acute and Chronic Effects of Nicotine on Observing Responses (EAB; Data-Based Presentation).** BETHANY R. RAIFF, Julie Ann Marusich, Matthew Locey and Jesse Dallery (University of Florida)

38. **Alternative Non-Drug Reinforcement Decreases Drug-Maintained Responding but Increases Resistance to Change (EAB).** K. ANNE BURKE, Corina Jimenez-Gomez and Timothy A. Shahan (Utah State University)

39. **The Effects of Amphetamine on Variable and Repetitive Behavior (EAB; Data-Based Presentation).** ERICKA M. BAILEY, Ryan D. Ward and Amy L. Odum (Utah State University)

40. **Effects of D-Amphetamine on Matching to Sample Duration (EAB; Data-Based Presentation).** KATHRYN A. SAULSGIVER (University of Florida), Erin A. McClure (Allegheny College) and Clive D.L. Wynne (University of Florida)

41. **Food Deprivation and Caffeine Effects on Lever Pressing in the Rat (EAB).** JOSHUA KUEHLER, Doug Boe and D.J. Spear (South Dakota State University)

42. **Effects of Ephedrine, Caffeine, and Their Combination on the Reinforcement Sensitivity of the Rats (EAB; Data-Based Presentation).** YULIYA ALEXEEVA, Sesha Chandrashekar and Valeri Farmer-Dougan (Illinois State University)

43. **Behavioral and Pharmacological Factors Modulating Caffeine Self-Administration (EAB).** SHANNA BABALONIS and Steven I. Dworkin (University of North Carolina at Wilmington)

44. **Current Alcohol Usage as Establishing Operation for Inhalant Drug Choice (TPC; Data-Based Presentation).** DIANA WALKER and James Zacny (The University of Chicago)

45. **Methadone-Maintained Patients Prefer a Methadone/Benzodiazepine Combination to Either Drug Alone (BPH).** R. STOCKTON MAXWELL and Ralph Spiga (Temple University)

46. **The Effects of Ad Lib Smoking and Nicotine Replacement on Social Behavior in a Modified Prisoner's Dilemma Game (BPH).** EVAN ROBERTS and Ralph Spiga (Temple University)

47. **The Effects of Stimulant Medication on Motivation in Children with ADHD (CBM; Data-Based Presentation).** KIMBERLY J. BERRY and John J. Chelonis (University of Arkansas, Little Rock), Mark C. Edwards, Ronald L. Baldwin and Eldon G. Schulz (University of Arkansas for Medical Sciences/ACH) and Merle G. Paule (National Center for Toxicological Research)

48. **Effects of Pentobarbital and Environmental Enrichment on the Behavior of Rats Exposed Prenatally to Methylmercury (EAB; Data-Based Presentation).** ALYSSA MILLARD, Ashley Furr, Lorie Sturtevant and Erin Rasmussen (College of Charleston)

49. **Rates of Acquisition Under a Percentile Schedule in Rats Exposed to Methylmercury on H high or Low DHA Diet (EAB).** JOHN C. HEATH, Wendy Donlin, Phyllis Reile and M. M. Christopher Newland (Auburn University)

50. **Performance Deficits in Brazilian Children Exposed to Environmental Lead (CSE; Data-Based Presentation).** LINCOLN DA SILVA GIMENES (Universidade de Brasilia, Brazil), J. G. Tuga Angerami (Universidade Estadual Paulista; Bauru, Brazil), Patricia Galvão and Juliana Lima (Universidade de Brasilia, Brazil) and Maria Silvia F. A. Barros (Universidade Estadual Paulista; Bauru, Brazil)

#190 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
CSE

51. **Effect of a Coworker Mentor on Job Performance of Young Adults (OBM; Data-Based Presentation).** ELIZABETH GRANUCCI, Debbie Westerlund and Hewitt B. Clark (University of South Florida)

52. **Establishing Quality of Life Outcomes for an Adolescent with Acquired Brain Injury (Data-Based Presentation).** Frank L. Bird, NICOLE ABENAIM and Rui Carreiro (Melmark New England)

53. **Assessing Preferences with a Foot Fetish: A Case Study with a Male with Autism (AUT; Data-Based Presentation).** JILL MULLIN (Private Practice) and Ronnie Detrich (Spectrum Center)

54. **Individualized Daily Living Skill Programs to Improve Verbal Expressions and Daily Living Skills for Students with Autism (AUT; Data-Based Presentation).** EUN JUNG SEO (Brain Korea 21 Task Force Project), Jae-Gyu Jo, Eun-Jung Yoo and Myung-Ok Kwon (Daegu University)

55. **The Intervention on Withdrawal of Down Syndrome Based on Functional Assessment in the Welfare Institution.** AKIKO KURAMITSU, Mae Kondo and Shigeki Sonoyama (University of Tsukuba)

56. **Increasing and Maintaining Apartment Cleanliness for Three Adults with Chronic Mental Illness (CBM).** Rebecca Bovino, Eric Sandquist, Hiroaki Uemura and TINA HOPSON (University of the Pacific)

57. **Use of a Multicomponent Intervention for Multiply Maintained Physical Aggression (Data-Based Presentation).** JENNIFER PRUSHAN and Stewart Shear (The Devereux Whitlock Center)

58. **Separation and/or Cultural Issues and Their Impact on the Treatment of a Chinese-American Boy with Food Refusal (CBM).** PAULA GONCE and Jennifer E. Dawson (Kennedy Krieger Institute)

59. **The Effect of a Relaxation Breathing Exercise on Male Adolescent Aggressive Behavior (EAB; Data-Based Presentation).** TRUDI GAINES and Leesha Barry (University of West Florida)

60. **A Study on Psychological Disorders in Mistreated Children (CBM).** JUAN CARLOS HÓDAR PÉREZ (Services of Children at Risk; Motril-Granada, Spain), Inmaculada Gómez Becerra (Universidad de Almería, Spain), Carlos Belda Grindley (Delegación Provincial de Asuntos Sociales. Granada, Spain)

61. **Development and Assessment of an Online Training System for Foster Parents (EDC; Data-Based Presentation).** JAY BUZHARDT and Linda Heitzman-Powell (University of Kansas, Lawrence)

62. **Hearing or Saying: The Role of Positive Verbalizations in Positive Peer Reporting (Data-Based Presentation).** Nate Wendell, Brett Thomas, Clinton E. Field and MICHAEL HANDWERK (Father Flanagan's Boys Home)

#191 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
DDA

63. **A Comparison of Descriptive Functional Assessment Data to Functional Analysis Data for Three Boys in Residence Homes (AUT; Data-Based Presentation).** DANA TRAHANT, Michael M. Mueller, James W. Moore and Dana C. Jeffery (May South)

64. **Teaching Handwriting Behavior of Chinese Characters to a Child with Mental Retardation (EDC).** MASAKO TSURUMAKI (Fukushima University)

65. **Virtual Self- Modeling to Train the Self-Care Skills of an Adolescent with a Traumatic Brain Injury (CBM; Data-Based Presentation).** SHAWN E. HAPPE and Brandon F. Greene (Project 12-Ways, Southern Illinois University)

66. **Comparing Reinforcers Identified Through Paired Choice and Concurrent Duration Preference Assessments (AUT; Data-Based Presentation).** ASHLEY C. GLOVER, Henry S. Roane, Nathan A. Call, Robert (Ryan) Pabico, Trent Valois and Heather Kadey (Marcus Institute)

67. **The Nuk Prompt: An Alternative Physical Guidance Procedure for the Acquisition of Acceptance in Children Exhibiting Food Refusal. (Data-Based Presentation).** MERRILL BERKOWITZ, Annemarie Marando and Peggy Eicher (St. Joseph's Children's Hospital)

68. **A Comparison of DRO Versus DRO Plus Response Cost (AUT; Data-Based Presentation).** STEFANIE HORVATH, Deborah A. Napolitano, April S. Worsdell and Danielle Edmonds (Bancroft NeuroHealth)

69. **Treatment of Pica: A Function-Based Critical Review of Empirical Studies (CSE).** CHRISTINE HALVEY and Anthony J. Cuvo (Southern Illinois University, Carbondale)

70. **Transfer of Sexually Arousing Stimulus Functions Validated Through Physiological Measures: Case Analysis of an Individual with Traumatic Brain Injury (CBM).** SUSAN PARKER-SINGLER and Stacey L. Small (Southern Illinois University), John M. Guercio (Center For Comprehensive Services: Mentor/ABI Network) and Mark R. Dixon (Southern Illinois University)

71. **Effects of Behavioral Momentum on Increasing Medium- and Low-Probability Response Frequency (AUT).** Amber Ayer, SHANNON WARNER, Sean Coriaty and Tina Trudel (Lakeview NeuroRehabilitation Center)

72. **Application of Web-Based Assessment Program for People with Developmental Disabilities in Korea (EDC; Data-Based Presentation).** HYANG JI KIM, Chan Woong Park, Chan Suk Byun and Young Ja Cho (Daegu University)

73. **In-Home Functional Assessment and Subsequent Intervention by Parents for Long-Standing Disruptive Behavior (DDA; Data-Based Presentation).** YUKIKO WASHIO, Yanqing Guo and W. Larry Williams (University of Nevada, Reno)

74. **The Effects of Extinction and Time-Out, with and Without Noncontingent Reinforcement, in the Treatment of Attention-Reinforced Problem Behavior (AUT; Data-Based Presentation).** TRACY L. KETTERING, Wayne W. Fisher, Michael E. Kelley, Juan K. Grimes and Keisha D. Reese (Marcus Institute)

75. **You've Got Mail: Teaching Students to Deliver Phone Messages (EDC; Data-Based Presentation).** JIM HORAN, David Bicard and Tina Covington (Hawthorne Country Day School)

76. **An Evaluation of a High-Probability Instructional Sequence to Increase Acceptance of Food and Decrease Inappropriate Behavior in Children with Pediatric Feeding Disorders (CBM; Data-Based Presentation).** KISHA HOPE, Meeta R. Patel and Gregory K. Reed (Marcus Institute), Cathleen C. Piazza (The Kennedy Institute), Robert (Ryan) Pabico and Melanie H Bachmeyer (The Marcus Institute) and Stacy A. Layer (University of Kansas)

77. **An Examination of the Effects of Task Difficulty and Level of Attention on On-Task Behavior (EAB; Data-Based Presentation).** Theresa Waco (Gonzaga University), Susan Zeimantz (Spokane School District), ROSE TREACY, Anjali Barretto and K. Mark Derby (Gonzaga University)

78. **Comparison of ABC and Partial-Interval Descriptive Analyses (AUT; Data-Based Presentation).** MARY CHIANG, Eileen M. Roscoe and D. Daniel Gould (The New England Center for Children)

79. **The Use of Positive Reinforcement to Increase Proper Eliminations in a Child with Primary Encopresis (CBM; Data-Based Presentation).** BARBARA WIMBERLY, Lindsay S. Hauer, Robert LaRue and Henry S. Roane (Marcus Institute)

80. **Examining the Communication Repairs of Two Young Children with Developmental Disabilities Who Lack Language (AUT; Data-Based Presentation).** Hedda Meadan and JAMES W. HALLE (University of Illinois) and Erik Drasgow (University of South Carolina)

81. **Effects of Combined Behavioral and Medical Treatments on the Reduction of Rumination (Data-Based Presentation).** Ellen Taylor, Jerre R. Brimer, Duke Nyabera, Sue Plutowski, Carrie Smiley, SHARON KELL and Melonie Davis (The Learning Tree, Inc.) and Robert W. Montgomery (Reinforcement Unlimited)

82. **Training Siblings to Conduct a Behavior Plan for a Child with Severe Problem Behaviors (AUT; Data-Based Presentation).** DEBORAH BORDEN-KARASACK and Julia T. O'Connor (Kennedy Krieger Institute)

83. **Using Video Modeling to Teach Social Initiations in Children with Autism and Developmental Disabilities (AUT; Data-Based Presentation).** CHRIS LABELLE, Amanda Ross, Elizabeth Abellon, Amanda Banister and Jamie Kacur (University of Florida)

84. **The Effects of Contingent Positive Attention Versus Contingent Negative Attention on Problem Behavior (EDC; Data-Based Presentation).** Cori Morneau, CHRISTINE STRICKLAND, Cheryl Ecott and Tara Lieblein (AdvoServ)

#192 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
EAB

85. **A Test of a Blocking Procedure in an Animal Model of Activity Anorexia (Data-Based Presentation).** Ann-Marie Biondo, W. DAVID PIERCE, Donald C. Heth and James C. Russell (University of Alberta)

86. **Preference and Fixed-Ratio Changeover Requirements (Data-Based Presentation).** EMILY OTERO and Carlos F. Aparicio (University of Guadalajara)

87. **Effect of Relative Reinforcer Duration on Choice Under Different Absolute Rates of Reinforcement (Data-Based Presentation).** JOÃO CLAUDIO TODOROV (Universidade Católica de Goiás), Elenice Seixas Hanna, Thais Andreozzi, Patricia Finageiv and Luciana Bayeh (Universidade de Brasília)

88. **Effects of Shared and Non-Shared Consequences on the Choice Between Individual and Social Contingencies in Partial Altruism Conditions of Exchange in Adults (CSE).** Emilio Ribes-Iñesta, NORA RANGEL, Héctor Hernández and Alejandra Zaragoza (University of Guadalajara)

89. **The Effects of Reinforcer Magnitude on Demand for Food in Australian Brushtail Possums (Trichosurus Vulpecula).** CATHERINE SUMPTER, T. Mary Foster, William Temple, Mizuho Osugi, Joanne Martin and Jennifer Chandler (The University of Waikato)

90. **Carbon Dioxide Challenge Procedures in Experimental Contexts: An Analysis of Variables Predicting Premature Subject Discontinuation and Drop Out.** DEAN ACHESON, Velma Barrios and John P. Forsyth (State University of New York at Albany)

91. **Activity Anorexia: Role of Food Novelty and Conditioned Taste Aversion in Reducing Food Intake (Data-Based Presentation).** AMY K. DRAYTON and James T. Todd (Eastern Michigan University)

92. **A Simulation Study of Aversive Stimuli in the Route-Finder Model (Data-Based Presentation).** J. R. ROBLES (Virginia Commonwealth University)

93. **Can Pigeons Count? Analysis of Numerical Control of Behavior Using a Peck Procedure (Data-Based Presentation).** ANTHONY L. DEFULIO and Timothy D. Hackenberg (University of Florida)

94. **Derived Relationships Within Samples and Targets in a Stimulus Equivalence Task (Data-Based Presentation).** STEPHEN PROVOST (Southern Cross University) and Michael B. Piotrowicz (University of Newcastle)

95. **Human Transitive Inference Using Verbal and Nonverbal Procedures (DDA; Data-Based Presentation).** ADAM H. DOUGHTY, Dean C. Williams and Kathryn J. Saunders (University of Kansas)

96. **Exclusion and Stimulus Class Formation After a Baseline of All-Visual and Many-to-One Conditional Discriminations (VRB; Data-Based Presentation).** CLAUDIA OSHIRO, Aline Costa, Tatiana Gaia and Deisy de Souza (Universidade Federal de São Carlos)

97. **Comparison of an Instructional Situation in Different Linguistic Modes with School Children and University Students (EDC).** Idania Zepeda, María Luisa Avalos Latorre, Carlos Martínez, MARÍA ANTONIA PADILLA, Julio Agustín Varela and Sucel Morán (Universidad de Guadalajara)

98. **An Updated Look at Interobserver Agreement (DEV; Data-Based Presentation).** DONALD R. KARR, W. Larry Williams, Michele Renee Bishop and Michele D. Wallace (University of Nevada, Reno)

99. **An Experimental Analysis of Tertiary Conditioned Reinforcement as Applied in Various Animal Training Practices (Data-Based Presentation).** MARY HUNTSBERRY and Sherry Serdikoff (James Madison University) and Kayce Cover (Syn Alia Animal Systems)

100. **A Delay Discounting Procedure in Gambling and Non-Gambling Contexts with Pathological Gamblers (CSE; Data-Based Presentation).** SCOTT SANDERS, Mark R. Dixon and Eric Jacobs (Southern Illinois University)

101. **Conversational Aspects of Driving: Measuring the use of Cell Phone Conversation and Upper Level Processing on Driver Performance (VRB).** HUGH KIMBEL and Christopher B. Robichaux (Virginia Tech)

102. **Functions Describing the Discounting of Delayed Contingencies in a Venezuelan Context.** JOANNA AÑEZ, Verónica Calderaro, Graciela Gasch and Cristina Vargas Irwin (Universidad Central de Venezuela)

103. **Inter-Trial Interval Food Effects on Responding in Three-Link Chain Schedules (Data-Based Presentation).** MATTHEW C. BELL (Santa Clara University) and Margaret A. McDevitt (McDaniel College)

104. **An Experimental Examination of Timing and Adjunctive Behavior on DRL-LH Schedules.** JILL SKARVAN, Lauren Waidzunas and James D. Dougan (Illinois Wesleyan University)

105. **Type S and Type R Controlling Relations in the Simple Discrimination of Capuchin Monkeys (Cebus Apella) (DDA; Data-Based Presentation).** Paulo Goulart, Mariana Mendonça, Romariz Barros and OLAVO GALVÃO (Universidade Federal do Pará) and William J. McIlvane (University of Massachusetts Medical School)

106. **Good Classwork Game: A Pilot Study (EDC; Data-Based Presentation).** DIPTI MUDGAL, Heather Sterling-Turner and Ron P. Edwards (University of Southern Mississippi)

107. **Can Key-Peck Rate in Pigeons be Viewed as Engagement Bouts?(BPH).** ADAM BENNETT, Raymond Pitts (University of North Carolina at Wilmington)

108. **Do Shared Discriminative-Stimulus Functions Lead to Stimulus Equivalence? (TPC; Data-Based Presentation).** KIRSTY MACIVER and Manish Vaidya (University of North Texas)

109. **A Yoked-Chamber Comparison of Resistance to Change in Concurrent and Multiple Schedules.** TAKEHARU IGAKI and Takayuki Sakagami (Keio University)

110. **The Effect of a Variable Sized Schedule of Reinforcement with Human Subjects (Data-Based Presentation).** RODNEY KLEIN and Karen Griffee (Concord College), Robert Astur (Yale University), Chris Kast and Jennifer Lake (Concord College)

#193 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
EDC

111. **Effects of a Personal Responsibility/Personal Accountability Multiple Treatment Approach with Underserved Urban Elementary School Children (Data-Based Presentation).** DANIEL BALDERSON and Tom Sharpe (University of Nevada, Las Vegas)

112. **Positive Peer Reporting as a School-Wide Positive Behavioral Support (Data-Based Presentation).** KEVIN JONES (University of Cincinnati) and Julie Morrison (University of Dayton)

113. **Increasing In-Seat Behavior in a Kindergarten and Second Grade Classroom (Data-Based Presentation).** ANDREA HALE, Renee Oliver and Christopher Skinner (University of Tennessee)

114. **Evaluating the Performance of Off-Task Behavior in Two Kindergarten Students Following the Implementation of Time-In and Time-In/Time-Out Procedures (Data-Based Presentation).** KATHERINE V. POWERS, Richard Anthony Doggett and Constance N. Serio (Mississippi State University)

115. **The Effects of Several Strategies on Toddler Compliance with Transitions (Data-Based Presentation).** CATHERINE COTE, Rachel Thompson, Paige McKerchar, Kelly Dancho, Trista Tate and Jessica L. Haremza (University of Kansas)

116. **Functional Analysis and Treatment of Toddler Naptime Behavior (Data-Based Presentation).** CATHERINE COTE, Kelly Dancho and Rachel Thompson (University of Kansas)

117. **A Parametric Analysis of the Ratio of Difficult and Easy Items in an Interspersal Procedure (DDA; Data-Based Presentation).** STEPHANIE MARTIN and Ronnie Detrich (Spectrum Center)

118. **Functional Assessments and Individualized Intervention Plans: Increasing the Behavior Adjustment of Urban Learners in General and Special Education Settings (Data-Based Presentation).** YA-YU LO and Gwendolyn Cartledge (The Ohio State University)

119. **"Yo! 'FNO!' It Helps You Grow!" Teaching Informal Task Analysis Increases Achievement in Disadvantaged Children. (TBA; Data-Based Presentation).** STEPHEN RAY FLORA, Molly Burdette and Renee Reagan (Youngstown State University)

120. **Increasing the Completion and Accuracy of Independent Seatwork with Structured Worksheets and Indiscriminable Contingencies (Data-Based Presentation).** SUMMER J. FERRERI, Natalie J. Allen, Michelle A. Anderson, Charles L. Wood, Shobana Musti-Rao, Theresa L. Hessler and William L. Heward (The Ohio State University)

121. **Increasing Peer and Adult Interaction of a Socially Withdrawn Preschooler.** HEIDI OKAMOTO (University of the Pacific)

122. **Effects of a Group Contingency Strategy on Student Classroom Behaviors in Korean Elementary Classes (TBA; Data-Based Presentation).** Hosung So (California State University, San Bernardino), JOO-HYUG JUNG (University of Tsukuba, Japan), Man-Hee Choi (Busan I'Cons, Korea) and Hayoung Kim (West Virginia University)

123. **Extending the Clock-Light Literature: Automated Fixed Interval Group Contingency in a Middle School (Data-Based Presentation).** THEODORE CHRIST (University of Southern Mississippi)

124. **Using Preferred Activities as an Intervention to Decrease Inappropriate Classroom Behavior (Data-Based Presentation).** CARLOS PANAHON, Matthew Link, Theresa Berndt, Ryan Cron and Sonya Xander (Centennial School)

125. **Teaching Social Skills as an Alternative to In-School Suspension for Students with Chronic Aberrant Behavior (Data-Based Presentation).** LAURA LACY RISMILLER and Lloyd Peterson (The Ohio State University)

126. **A Treatment Package for Improving Playground Behavior Among Elementary Students (Data-Based Presentation).** MICHELLE M. MARCHANT, Jana Lindberg, Richard Young, Adam K. Fisher and Brock Solano (Brigham Young University)

127. **Enhancing Socially Withdrawn Children's Playground Behavior via Peer Monitoring and Social Skills Instruction (Data-Based Presentation).** BROCK R. SOLANO, Michelle M. Marchant, Adam K. Fisher and K. Richard Young (Brigham Young University)

128. **The Effects of Increasing Teacher Praise on Student Behavior Maintained by Attention (Data-Based Presentation).** DARLENE ANDERSON, Jana Lindberg, K. Richard Young and Michelle M. Marchant (Brigham Young University)

129. **Evaluating Positive Behavior Support Implementation: Using Office Referrals to Decrease Problem Behaviors in Urban Schools (TBA).** CHERYL UTLEY, Stephanie Thorne and Kazunari Hashimoto (Juniper Gardens Children's Project, University of Kansas)

130. **The Effect of Behavioral Momentum and Functional Communication Fading on Non-Compliance and Disruption in the Classroom (AUT; Data-Based Presentation).** CRAIG N. NUSSBAUM, Dawn M. Smith, Patricia Tilton, Elizabeth Kaighn, Kelli Quaile and Ruth Torres (Bancroft NeuroHealth)

131. **The Effects of Peer-Mediated Positive Behavior Supports on an Elementary School Student Exhibiting Internalizing Behavior (Data-Based Presentation).** LYNNETTE CHRISTENSEN, K. Richard Young and Michelle M. Marchant (Brigham Young University)

132. **Rewards and Intrinsic Motivation: A Test of Cognitive Mediators (EAB; Data-Based Presentation).** JUDY CAMERON and W. David Pierce (University of Alberta)

133. **A Behavior Analytic Evaluation of the Overjustification Effect: Stated and Unstated Contingencies (Data-Based Presentation).** CHARNA MINTZ-RESUDEK, Michele D. Wallace, Erin Faye and Danny Aldis (University of Nevada, Reno)

#194 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
TBA

134. **Validation of Teaching Method, Instructional Design, and Student Learning Outcomes for an Undergraduate Psychology Course in Learning. (EDC; Data-Based Presentation).** DUANE A. LUNDERVOLD (Central Missouri State University)

135. **Basic Behavioral Processes for Undergraduates with Invertebrates (EAB; Data-Based Presentation).** Douglas Boe, Jessica Lambert and BRADY PHELPS (South Dakota State University)

136. **The Luchins Jar Problem: An Alternative to the Operant Animal Laboratory.** SERGIO CIRINO (Faculdade de Educação, UFMG)

137. **A Single-Subject Examination of Self-Management.** HOLLY C. HARRISON (Western Michigan University)

138. **Chlamydia is NOT a Flower: Increasing Testing for STDs (EDC; Data-Based Presentation).** JENNIFER MCDONALD, Thomas A. Brigham, Ryan Sain and Raymond Sacchi (Washington State University)

139. **Quantitative Appraisal of Research Using Comparative Single-Subject Experimental Designs (DDA).** RALF SCHLOSSER (Northeastern University), Jeffrey S. Sigafoos (University of Texas at Austin) and Phillip J. Belfiore (Mercyhurst College)

140. **Student Research at Gonzaga University (EDC; Data-Based Presentation).** T. F. MCLAUGHLIN, Kimberly P. Weber, K. Mark Derby, Randy Lee Williams and Anjali Barretto (Gonzaga University)

141. **Advanced Behavior Analysis: A Supplement to an Undergraduate Course in the Principles of Behavior (OBM; Data-Based Presentation).** EMILY HELT, Amie Heagle, Stephanie Soloko and Richard W. Malott (Western Michigan University)

142. **Measurement and Training of a Professional Speaking Repertoire.** MICHELLE VANWAGNER (Western Michigan University), Tami L. McDowell and Maria E. Malott (Association for Behavior Analysis)

#195 Invited Event

1:30 PM - 2:20 PM
Beacon H
CSE

"The Inertia of Affluence"
Chair: Christine Lowery (University of Wisconsin, Milwaukee)
JOHN A. (TONY) NEVIN, PhD (University of New Hampshire, Emeritus)

Dr. John A. (Tony) Nevin's biographical statement and photo are located in Event #9 (p81).

Abstract: In the 1980s, Skinner spoke several times on "Why we are not acting to save the world." He suggested that the lack of action resulted from the fact that behavior cannot be controlled by future events, and that advice or warnings about the future may not be heeded unless the source is highly reliable and the predicted events are imminent. The problem is related to self-control. For example, the immediate and certain economic advantages of resource exploitation for a few outweigh its apparently remote, uncertain and distributed ecological consequences. Another reason for inaction is "the inertia of affluence" (McKibben, *The End of Nature*). Research has shown repeatedly that behavior is more resistant to change in situations with high overall reinforcer rates, regardless of whether all reinforcers are contingent on the target behavior. Thus, in the affluent society of the US, behavioral patterns will be highly persistent even when they are counterproductive in the long run. Potent disrupters are needed to alter behavior in a reinforcer-rich environment. I will consider the disruptive effects of 9/11 on some behavioral patterns that, if unchanged, may bring humankind to a premature end.

#196 Special Event

1:30 PM - 2:20 PM
Grand Ballroom
BPH

2004 Tutorial: History of Behavioral Pharmacology (Data-Based Presentation)
Chair: Amy L. Odum (Utah State University)
JOSEPH V. BRADY, PhD (Johns Hopkins University School of Medicine)

Dr. Joseph V. Brady completed his PhD at the University of Chicago in 1951, launching a highly influential career spanning five decades and several research areas. Dr. Brady is regarded as one of the founders of modern behavioral pharmacology, and his 1956 paper on drug effects on emotional behavior as a pioneering paper in the field. In 1951, he went to Walter Reed Army Institute of Research to join one of the first interdisciplinary neuroscience research teams and serve important directorial roles. In the late 1950s, Dr. Brady received an early grant from the National Institute for Mental Health to establish the first Behavioral Pharmacology Center at the University of Maryland in College Park, where his first postdoctoral fellow, Travis Thompson, and his first PhD student, Charles R. Schuster, discovered that monkeys would self-administer drugs. In 1967, Dr. Brady became a professor at Johns Hopkins University School of Medicine where he founded the Division of Behavioral Biology in Psychiatry and Behavioral Sciences. Among numerous other awards, he is the 2004 winner of the P. B. Dews award recognizing outstanding lifetime achievements in research, teaching, and professional service in the field of behavioral pharmacology from the American Scientific Society for Pharmacologists.

Abstract: Although interest and concern with the behavioral effects of drugs can be traced back some 25 centuries to Homer's 500 BC reference in *The Odyssey* to the effects of alcohol and opium, the emergence of behavioral pharmacology as a scientific discipline has very much paralleled the basic and applied development of behavior analysis over the past half century. The best way to track the development of a scientific field is through the academic research centers that are the source of its trained professionals and it is in this important regard that both the methodological and substantive contributions of B. F. Skinner are most noteworthy. There were of course a number of seminal events as well as somewhat fortuitous circumstances that 'shaped' the discipline in strange and wonderful ways, but the influence of substance abuse with its myriad basic and applied permutations cannot be underestimated. The generous support provided of late for both drug abuse research and treatment has greatly enhanced the opportunities for advancing both experimental and applied behavior analysis. As in all of our behavior analytic endeavors however, the field of behavioral pharmacology faces its greatest challenges in the transition from the controlled confines of the experimental laboratory to an endemic substance abuse natural ecology.

#197 International Paper Session
1:30 PM - 2:20 PM
Beacon G
INT/TPC

Achieving the Positive Life Through Negative Reinforcement (Translated into Japanese)
Chair and Translator: Masayuki Shiraishi (Western Michigan University)
RICHARD W. MALOTT (Western Michigan University)

#198 Paper Session
1:30 PM - 2:20 PM
Beacon F
INT

Antecedents and Consequences of Words (Los Antecedentes y Consecuencias de las Palabras)
Chair and Translator: Robin Nuzzolo-Gomez (Columbia University Teachers College)
A. CHARLES CATANIA (University of Maryland, Baltimore County)

#199 Invited Event
1:30 PM - 2:20 PM
Commonwealth
EAB

Behavioral Analysis and Medical Strategy: A Case Study in "Terminal" Cancer
Chair: Kennon A. Lattal (West Virginia University)
BEN WILLIAMS, PhD (University of California, San Diego)

Dr. Ben Williams received his PhD from Harvard University in 1970. For three years he taught at Colorado College before moving to the University of California, San Diego, where he has been on the faculty of the Psychology Department for 30 years. The research areas in which he has published include conditioned reinforcement, choice, behavioral contrast, delay of reinforcement, stimulus control, and Pavlovian conditioning. His current research also includes the investigation of the relation between intelligence scores and learning rate. Dr. Williams has been on the editorial boards of the *Journal of the Experimental Analysis of Behavior, Journal of Experimental Psychology: Animal Behavior Processes, Animal Learning and Behavior, Learning and Motivation, Psychonomic Bulletin and Review*, and *Behavior and Philosophy*. He was recently elected to the Society of Experimental Psychologists (SEP). In 1995,Dr. Williams was diagnosed with brain cancer, an experience about which he wrote a book (2002): *Surviving "Terminal" Cancer: Clinical Trials, Drug Cocktails, and Other Treatments Your Oncologist Won't Tell You About'*.

Abstract: Existing medical treatments for many diseases are ineffective. Yet physicians persist in using the "best available" treatments even when they are known to be essentially worthless and cause considerable harm. Behavior analysis and clinical medicine have many similarities in terms of features of their data but differ markedly in their concepts of evidence. Adoption of behavior analytic concepts facilitate the problem solving needed to maximize clinical outcomes.

#200 Paper Session
1:30 PM - 2:20 PM
Independence West
VRB

Conceptual and Research Issues in the Analysis of Verbal Behavior
Chair: Mark L. Sundberg (Behavior Analysts, Inc.)

What the Autoclitic Is and What the Autoclitic Is Not. MARK L. SUNDBERG (Behavior Analysts, Inc.)

New Research Paradigms for Verbal Behavior Research: Are They Necessary or Possible? GENAE A. HALL (Behavior Analysis & Intervention Services)

#201 Panel Discussion
1:30 PM - 2:20 PM
Dalton
OTH

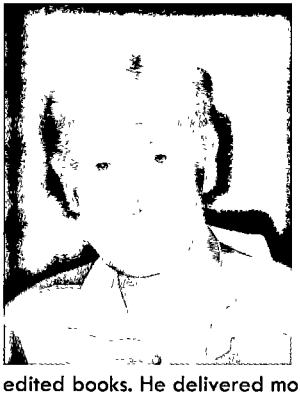
Professional Development Series: Advice from the Recently Hired
Chair: Matthew Tincani (University of Nevada, Las Vegas)

SARA C. ERNSBARGER (Mercy College)
JULIE A. SCHEPIS (Fairfield Suisun Unified School District)

#202 Invited Event
1:30 PM - 2:20 PM
Liberty B
OBM

The 2004 OBM Network Lifetime Achievement Award Presentation: The Chamber of Commerce Made Me Do It: Pearley School – How/Why I Got Involved in OBM (Data-Based Presentation)
Chair: Jared Chase (University of Nevada, Reno)

D. CHRIS ANDERSON (1934-2003). Speaking and accepting the award on his behalf will be Dr. Charles R. Crowell (University of Notre Dame), a long-time colleague and friend.



Dr. Anderson received his PhD 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 and Washburn University (1963-1965); Brigham Young University (1965-1967); and finally, at the University of Notre Dame (1967-1996), where he was Professor Emeritus until has death on December 19, 2003. Dr. Anderson authored approximately 90 publications, two textbooks on the methods of experimental psychology, a monograph in the *Journal of Organizational Behavior Management*, and several chapters in edited books. He delivered more than 100 presentations at scientific conventions, and was awarded nearly $1.2 M in research grants or contracts. Funding for these grants and contracts came from sources such as the National Science Foundation (NSF) and National Institutes of Mental Health (NIMH) for his basic research, and from Whirlpool, KitchenAid, Hillshire Farms, Donnelly Press, and many other companies for his organizational research.

Abstract: "Chiding" from the local Chamber about doing 'relevant' research shamed Chris into taking on an all Afro-American 6th grade class (Pearley School) described as "out of control" as a first venture into applied behavior analysis. The presentation describes his unexpected success and how it led to escalating involvement in over 400 business/organizational OBM projects (some more complete than others), a graduate program, some really intricate OBM doctoral applications, and collaboration with truly talented student-researchers. Now, some 35 y later, OBM may be faced with a so-called paradigm shift. Some of Chris's final reflections on this shift will be presented

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#203 Paper Session
1:30 PM - 2:20 PM
Beacon B
CSE

The Functional Impact of Erroneous Verbal Behavior
Chair: W. Scott Wood (Drake University)

Misbeliefs of Problem Gamblers. W. SCOTT WOOD and Maria Clapham (Drake University)

A Functional Contextual Analysis of Symptom Reporting in Mold Litigation. FRANCISCO I. PEREZ (Baylor College of Medicine)

#204 Invited Event
1:30 PM - 2:20 PM
Hampton
DEV

The Unique Role of Development for Learning
Chair: Jacob L. Gewirtz (Florida International University)
GERALD TURKEWITZ, PhD (Hunter College of the City University of New York)

Dr. Gerald Turkewitz received his BA from City College of New York and his PhD in Comparative Psychology from New York University. He began his research career in the Department of Animal Behavior of the American Museum of Natural History where, in conjunction with T. C. Schneirla, J. S. Rosenblatt and Ethel Tobach, he studied the development of social behavior in kittens and stress adjustment in rats. His dissertation, carried out under Schneirla, dealt with the development of cage orientation in rats. He joined Herbert G. Birch at the Einstein College of Medicine and began studying sensory and intersensory functioning in human infants. He has continued and expanded these research directions with his appointment to Hunter College. Throughout his career, development with a particular concern for the role of sensory function in shaping behavior has been focal. This has led to investigations of a variety of organisms, including rabbits and chinchillas. His belief in the complex interactions between different levels of and facets of an organism's biology and environment have resulted in a consideration of the relationship between the senses, aspects of motor function, learning, the social milieu, and the development of the nervous system, among others, in the organization of cognitive functions. Most recently he has been concerned with the developing exemplars of ways in which disparate elements in the life histories of organisms shape developmental trajectories.

Abstract: Features of development create special circumstances in which aspects of learning are both constrained and given systematic attributes which in turn influence subsequent development. It will be argued that the paucity of sensory input, i.e., the sequential onset of the senses and their relatively limited sensitivity, prevents young organisms from experiencing James' "buzzing booming confusion" and simplifies the task of selective learning. It is proposed that early features of learning provide a scaffolding for subsequent learning. The purpose will be instantiated by examining the manner in which fetal exposure to maternal speech influences hemispheric specialization and subsequent processing of facial information, contributing to the separation of analytic and holistic modes of information processing in the two hemispheres. Suggestive data on the way in which fetal

learning of taste preferences by rats come to influence preferences for novel and familiar experiences will also be presented. In addition preliminary data from rabbits that suggests that priming by learning in an early developing system facilitates, or indeed enables, learning in a later developing system will be presented. The foregoing represents an extension of T. C. Schneirla's genuinely interactive position which avoids the largely sterile issue of nature vs. nurture by placing learning and the role of experience in a biological and ecological framework.

#205 Invited Event

1:30 PM - 2:20 PM
Republic B
TPC

Toward a Comprehensive and Coherent Science of Behavior
Chair: John Donahoe (University of Massachusetts)
PAUL THOMAS ANDRONIS, PhD (Northern Michigan University)

Dr. Paul Thomas Andronis is a Professor in the Department of Psychology at Northern Michigan University, and serves as Director of the undergraduate option in behavior analysis. After completing the MS in zoology at Western Illinois University, he worked for two years at the Northwestern University Institute of Psychiatry, and then entered graduate study in biopsychology at the University of Chicago, working with Prof. Israel Goldiamond. He served as a research assistant both in the Parent Health/Infant Development Project in the Department of Psychiatry, conducting electromyographic research on reflexive behaviors of heroin- and methadone-addicted neonates, and in the Behavior Analysis Research Laboratory, training Illinois state psychiatric staff in applied behavior analysis, and conducting basic research in signal detection studies on temporal discrimination and the analysis of complex social behavior by pigeons, and on schedule-induced defecation in rats. Upon completing the MS and PhD, he remained at Chicago for three years as a U.S.P.H.S. Postdoctoral Research Fellow in Psychiatry. He was then appointed Assistant Professor of Clinical Psychiatry at the Chicago College of Osteopathic Medicine, where he established the Section on Behavioral Medicine and eating disorders units at both the Chicago and Olympia Fields Osteopathic Medical Centers. The University of Chicago then recruited him to the faculties in Behavioral Medicine for both the Departments of Psychiatry and Gastroenterology, conducting applied research on the treatment of obesity, and as an instructor in the Committee on Biopsychology, in the area of ethology. In 1990, he left Chicago for Northern Michigan University, where he was hired to direct the undergraduate behavior analysis option. In addition to regular teaching duties in the Department of Psychology and the NMU Honors Program, he supervises the practicum in applied behavior analysis, and maintains active laboratories for basic research on contingency adduction with pigeons, and stimulus equivalence with people. He also serves as President of the Board of Directors of a group home for adults with mental retardation.

Abstract: While behavior analysis often lays claim to being the science of behavior, and rationalizes this claim by pointing to its singular accomplishments in applied enterprises, behavior analysis occupies an unheralded position among other fields that not only make the same claim, but glean substantially more of society's material and intellectual resources for research, and wield more powerful influence over its cultural landscape. Little scientific progress resulted from the so-called "cognitive revolution," and following the "Decade of the Brain," organic approaches (with "cognitive science" tagging along beside) have ascended to favored positions among the behavioral sciences The present paper argues that, in this, the fourth year of the "Decade of Behavior" and the hundredth anniversary of Skinner's birth, behavior analysis can provide a unifying and coherent paradigm for a comprehensive theory of behavior that includes exciting new findings from a range of other disciplines. It calls for more thorough education of behavior analysts in areas like

evolutionary neurobiology and ethology, concerted efforts to forge collaborative alliances with researchers and intellectuals in these other fields, and an attempt to frame our knowledge of behavioral relations in a vocabulary that acknowledges and embraces important contributions made by other areas.

#206 Symposium
1:30 PM - 2:50 PM
Conference Room 3
CBM/CSE

Behavioral Tobacco Cessation Program Development: What Was New During The Past Year?
Chair: Sherman Yen (Asian American Anti-Smoking Foundation)
Discussant: David Wesch (San Juan College)

Using Nicotine Free Cigarettes to Aid Smokers In Reducing Their Smoking Behavior: An Alternative to Traditional Cessation. SHERMAN YEN (Asian American Anti-Smoking Foundation)

Behavioral Tobacco Cessation for the Untouched Population. ALLISON LORD (Tobacco Outreach Technology)

Using CO Feedback to Induce Smoker Cessation Treatment. ANDY CHEN (Asian American Anti-Smoking Foundation)

#207 International Paper Session
1:30 PM - 2:50 PM
Republic A
VRB

Current Topics in Verbal Behavior
Chair: Maria Amelia Matos (Universidade De Sao Paulo)

Effects of Verbalization of Contingencies on the Emergency of New Conditional Relations and Rules. Alvaro Torres (Universidad Nacional Autónoma de México)

Emergent Verbal Behavior and Analogy: Skinnerian and Linguistics' Approaches. Maria Amelia Matos (Universidade de São Paulo) and MARIA DE LOURDES RODRIGUES DE FONSECA PASSOS (Universidade Federal do Rio de Janeiro)

Tokieda's Language Process Theory and Skinner's Theory of Verbal Behavior. MASAYA SATO (Teikyo University)

#208 International Paper Session
1:30 PM - 2:50 PM
Back Bay D
AUT

Early Intensive Behavioral Intervention: Parent Roles and Program Costs
Chair: Jack Scott (Florida Atlantic University)

Home Behavioral Programs for Children with Autism: Survey Results for USA, United Kingdom, and Canada. JACK SCOTT and Patricia Oliver (Florida Atlantic University)

The Hands On Parent Education (HOPE) Center for Families of Children with Autism. JAMIE E. MCGILLIVARY and Ruth M. Anan (William Beaumont Hospital)

Cost-Benefit Estimates for Early Intensive Behavioural Intervention for Young Children with Autism in Iceland. HAUKUR FREYR GYLFASON, Zuilma Gabriela Sigurdardóttir, Marius Peersen and Iris Arnadottir (University of Iceland)

#209 Symposium
1:30 PM - 2:50 PM
Back Bay B
AUT/CSE
CE

Effects of Commercially Sold Sensory Devices on the Attention Span of Children Diagnosed with Autism (Data-Based Presentation)
Chair: Suzanne Tuberdyke (Summit Educational Resources)
Discussant: Helen Bloomer (Crossroads Center for Children)

The Correlation Between Proprioception Input and Attention Using a Weighted Vest During Circle Time. DANIELLE FARINA, Billie Jo McCann and Jennifer Kendall (Crossroads Center for Children)

The Effects of Sensory Stimulation on Attention in Children with Autism. GARI-SUE NAVARRO, Suzanne Tuberdyke and Stephen Anderson (Summit Educational Resources), Jennifer Kendall, Billie Jo McCann, Danielle Farina and Helen Bloomer (Crossroads Center for Children)

The Correlation Between Vestibular Input and Attention Using the Disc'O'Sit During Circle Time. BILLIE JO MCCANN, Jennifer Kendall and Danielle Farina (Crossroads Center for Children)

#210 Symposium
1:30 PM - 2:50 PM
Constitution B
DDA/AUT
CE

Enhancing Positive Behavior Support for People with Severe Disabilities Through Behavior Analysis Technology (Data-Based Presentation)
Chair: Dennis H. Reid (Behavior Analysis and Support Center)
Discussant: Marsha B. Parsons (Western Carolina Center)

Teaching Work Skills to Adults with Autism: Job Support Versus Support Plus Simulation Training. L. PERRY LATTIMORE and Marsha B. Parsons (Western Carolina Center) and Dennis H. Reid (Carolina Behavior Analysis and Support Center)

Reducing Resistance and Unhappiness Among People with Profound Multiple Disabilities During Teaching Sessions. Carolyn W. Green, Jeannia Rollyson and SUSAN P. PASSANTE (Western Carolina Center) and Dennis H. Reid (Carolina Behavior Analysis and Support Center)

Overcoming Leisure Inactivity Among People with Severe Disabilities in Supported Independent Living. PHILIP G. WILSON and William C. Graham (Louisiana State University Health Sciences Center), Dennis H. Reid (Carolina Behavior Analysis and Support Center) and Carolyn W. Green (Western Carolina Center)

#211 Symposium
1:30 PM - 2:50 PM
Berkeley
EDC/TBA

Evidence-Based Educational Methods I: Computer Applications (Data-Based Presentation)
Chair: Mohammad I. Al-Attrash (Howe Developmental Center)
Discussant: Carl. V. Binder (Binder Riha Associates)

Behaviorally-Based Adaptive Computerized Educational Systems: A Status Report. ROGER D. RAY (Rollins College)

Making the Most of PSI with Computer Technology. JOSEPH J. PEAR and Toby L. Martin (University of Manitoba)

Redefining PSI for the 21st Century. ERIC FOX (Arizona State University)

#212 Symposium
1:30 PM - 2:50 PM
Back Bay A
DDA
CE

Functional Assessment of Problem Behavior: Refining Analyses Through the Manipulation of Response and Reinforcement Variables (Data-Based Presentation)
Chair: Louis P. Hagopian (Kennedy Krieger Institute)

The Effects of Reinforcement Magnitude on Functional Analysis Outcomes. VALERIE M. VOLKERT and Dorothea C. Lerman (Louisiana State University)

The Identification of Response-Class Hierarchies During Functional Analysis. DAVID E. KUHN, Louis P. Hagopian, Stephanie A. C. Kuhn and Heather Jennett (Kennedy Krieger Institute)

Indirect Treatment of Socially Mediated Self-Injury via Interruption of Automatically Reinforced Self-Restraint. HENRY S. ROANE, Wayne W. Fisher, Nathan A. Call and Alyson N. Hovanetz (Marcus Institute) and Katharine Gutshall (Kennedy Krieger Institute)

An Evaluation of Latency as the Index of Problem Behavior During Functional Analysis. JESSICA L. THOMASON, Brian A. Iwata and Pamela L. Neidert (University of Florida)

#213 Symposium
1:30 PM - 2:50 PM
Fairfax B
DDA/EAB

Functional Communication Training: Evaluation of the Impact of Discriminative Stimuli and Response Class Hierarchies (Data-Based Presentation)
Chair: Jennifer M. Asmus (University of Florida)
Discussant: Robert H. Horner (University of Oregon)

An Analysis of Mand Selection Across Different Stimulus Conditions. LISA C. WINBORN, David P. Wacker, Jay W. Harding, Eric W. Boelter, Wendy K. Berg and John F. Lee (University of Iowa)

Teaching Replacement Mands as a Communicative Repair Strategy. JEFFREY S. SIGAFOOS (University of Texas at Austin), Erik Drasgow (University of South Carolina), James W. Halle (University of Illinois at Urbana, Champaign), Mark O'Reilly, Sue E. Seely-York and Chaturi Edrisinha (University of Texas at Austin) and Alonzo Andrews (Autism Treatment Center, San Antonio)

Evaluating the Relationship Between Severe Problem Behavior and Functional Communication. TERRY FALCOMATA and Joel E. Ringdahl (University of Iowa)

#214 Symposium
1:30 PM - 2:50 PM
Gardner
EDC

Further Extensions of Functional Assessment
Chair: Lee Kern (Lehigh University)
Discussant: John Northup (University of Iowa)

Identifying Behavioral Function Using Choice in the Classroom Setting. ALEXANDRA HILT and Brian Martens (Syracuse University)

Expanding the Utility of Functional Assessment: An Illustrative Case Example of a Behavior Support Plan for a Two-Year-Old Child Across Three Home Routines. SHELLEY CLARKE, Stephanie Johnston, Lise Fox, Glen Dunlap, Terri C. Garves and Kathi Armstrong (University of South Florida)

Investigating the Additive Effects of Attention on Behaviors Maintained by Escape from Classroom Task Demands. HEATHER STERLING-TURNER (University of Southern Mississippi), Michael M. Mueller (The May Institute), Melissa Scoggins, Thomas Schanding, Dana Swartzwelder and Erin Perry (University of Southern Mississippi)

#215 Symposium
1:30 PM - 2:50 PM
Constitution A
DDA
CE

Innovations in Staff Training (Data-Based Presentation; Research to Practice)
Chair: Michael J. Cameron (Simmons College)

Correspondence Training: Using Verbal Rehearsal to Enhance Staff Performance of Physical Crisis Intervention Techniques. ROBERT SHAPIRO (Simmons College)

Relevance of "Memory for Action" in the Instruction of Entry Level Manual Sign. SUSAN O'SHEA (Simmons College)

Effects of Fixed Time Release Versus Criterion-Based Release of Emergency Physical Restraint. JOHN V. STOKES (Vinfen Corporation) and Michael F. Dorsey (Simmons College)

The Anatomy of the Optimal Behavior Plan. BILL GEARY (Simmons College)

#216 Symposium
1:30 PM - 2:50 PM
Conference Room 2
CBM/TPC

Novel Applications of Clinical Behavior Analysis: Fluency, Exposure and Adherence (Data-Based Presentation)
Chair: Blake Lancaster (Western Michigan University)
Discussant: Scott T. Gaynor (Western Michigan University)

Improving Blood Glucose Monitoring in Adolescents with Insulin-Dependent Diabetes Mellitus (IDDM). STEPHEN J. ALBRECHT and Amy E. Naugle (Western Michigan University)

Conceptualization and Evaluation of Clinical Behavior Analysis Strategies Within the Medical Model: Case Study of an Exposure Treatment for Panic Attacks. BLAKE LANCASTER (Western Michigan University)

Fluency: A Potentially Important Concept for Clinical Behavior Analysis. JAY CLORE, Scott T. Gaynor and Amanda Harris (Western Michigan University)

#217 Symposium
1:30 PM - 2:50 PM
Clarendon
EDC/TPC

Reading Comprehension: Building an Effective Instructional Array (Data-Based Presentation)
Chair: Kent Johnson (Morningside Academy)
Discussant: Tim Slocum (Utah State University)

Lexicon, Context, and Text Recall. KRIS F. MELROE and Kent Johnson (Morningside Academy), Libby M. Street (Central Washington University) and Sue Casson (Precision Tutoring, Winnebago)

Improving Students' Abilities to Draw Inferences. KENT JOHNSON (Morningside Academy), Libby M. Street (Central Washington University), Kris F. Melroe (Morningside Academy) and Sue Casson (Precision Tutoring, Winnebago)

Choosing Appropriate Comprehension Skills and Applying Them Moment-to-Moment in Time. LIBBY M. STREET (Central Washington University), Kent Johnson and Kris F. Melroe (Morningside Academy) and Sue Casson (Precision Tutoring)

#218 Symposium
1:30 PM - 2:50 PM
Beacon A
TBA/EDC

Risky Business: Applying Skills Training to Education (Data-Based Presentation)
Chair and Discussant: Thomas A. Brigham (Washington State University)

The Basics of Psychology 106. RAYMOND SACCHI, Thomas A. Brigham, Ryan Sain and Jennifer McDonald (Washington State University)

Increasing STD Testing in Psychology 106. JENNIFER MCDONALD, Thomas A. Brigham, Ryan Sain and Raymond Sacchi (Washington State University)

Alcohol Use and Sex: Data from Psychology 106. RYAN SAIN, Thomas A. Brigham, Jennifer McDonald and Raymond Sacchi (Washington State University)

#219 Paper Session
1:30 PM - 2:50 PM
Back Bay C
AUT

Science and Theory in Autism
Chair: Betty Fry Williams (Whitworth College)

Biomedical Research on Autism: Separating Science from Science Fiction. BETTY FRY WILLIAMS and Don Calbreath (Whitworth College)

Psychological Theories of Autistic Behavior in Young Children. JANICE K. DONEY and Patrick Ghezzi (University of Nevada, Reno)

Preventing Autism Now: A Possible Next Step for Behavior Analysis. PHILIP DRASH (Autism Early Intervention Center)

#220 B. F. Skinner Tribute Event
1:30 PM - 2:50 PM
Independence East
TPC

Skinner: The Man and the Myth
Chair: James T. Todd (Eastern Michigan University)

A Tribute to B. F. Skinner at 100: Chronology of His Awards and Honors. NATHANIEL G. SMITH and Edward K. Morris (University of Kansas)

The Public Image of Behavior Analysis: 60 Years of B. F. Skinner in the Popular Press. ALEXANDRA RUTHERFORD (York University)

Did B. F. Skinner Invent the Cumulative Recorder? Pre-Skinnerian Cumulative Recording. JAMES T. TODD (Eastern Michigan University)

#221 International Paper Session
2:30 PM - 3:20 PM
Beacon G
INT/TPC

A Veteran's Look at a Philosophical History of Radical Behaviorism (Translated into Japanese)
Chair and Translator: Hirofumi Shimizu (Hawthorne Country Day School)
JOSEPH E. MORROW (Applied Behavior Consultants)

#222 International Paper Session
2:30 PM - 3:20 PM
Independence West
VRB

ACT Interventions for Mental Health and Behavioral Issues
Chair: Tobias Lundgren (University of Uppsala)

ACT Treatment in Intense Camp Settings for Female Adolescents with Self Destructive Behavior. TOBIAS LUNDGREN and Josefin Månsson (University of Uppsala, Sweden) and Joanne Dahl Olerud (University of Gävle, Sweden)

Acceptance and Commitment Therapy in Group Format for Individuals Who Are Unemployed and on Sick Leave Suffering from Depression: A Randomized Controlled Trial. TOMAS PARLING and Fredrik Folke (Uppsala University, Sweden), Birgitta Ederyd (Jävsö, Private Practitioner, Sweden) and Joanne Dahl Olerud (University of Gävle, Sweden)

#223 Paper Session
2:30 PM - 3:20 PM
Beacon B
CSE

Examining Negative Reinforcement and Its Alternatives in Social Contexts
Chair: Charles Butler (Behavior Analysis, Inc.)

Effects of Negative and Positive Reward on Volunteer Research Participant Performance. Abigail E. Dalenberg and GARY CATES (Eastern Illinois University)

Correct Prompt Use and Abuse: When Do Prompts Become Coercion? CHARLES BUTLER (Behavior Analysis, Inc.)

#224 Paper Session
2:30 PM - 3:20 PM
Commonwealth
EAB

Reinforcement Magnitude 1
Chair: Christian Lopez (National Autonomous University of Mexico)

Temporal Control and Response Strength in a Free-Operant Psychophysical Procedure. LORI M. LIEVING (University of Texas Health Sciences Center) and Kennon A. Lattal (West Virginia University)

Effects of Different Deprivation Levels on the Establishment: Maintenance and Extinction of Leverpressing by Rats. CHRISTIAN LOPEZ and Carlos A. Bruner (National Autonomous University of Mexico)

#224a Panel Discussion
2:30 PM - 3:20 PM
Hampton
DEV
CE

The Role of Development in Learning and of Learning in Development: Discussion of Dr. Turkewitz' Invited Address.
Chair: Jacob L. Gewirtz (Florida International University)

GERALD TURKEWITZ (Hunter College)
HAYNE REESE (West Virginia University)
SUSAN M. SCHNEIDER (Florida International University)

#225 International Invited Event

2:30 PM - 3:20 PM
Republic B
TPC

Varieties of Scientific Research
Chair: David Palmer (Smith College)
ARMANDO MACHADO, PhD (University of Minho, Portugal)

Dr. Armando Machado was an undergraduate student in Portugal, studied for two years in Belgium, and then in 1993 obtained his PhD with John Staddon at Duke University. His doctoral research on the conditions in which pigeons generate highly variable behavior received the Annual Dissertation Award from Division 25 of APA. From 1994 until 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., time and 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, Journal of *the Experimental Analysis of Behavior, Psychological Science, Behavior and Philosophy, etc.*) and funded by NIH and the Portuguese Science Foundation. He was the Program Chair and then the President of the Society for the Quantitative Analyses of Behavior. He served as Associate Editor of Psychonomic Bulletin & Review and is currently a member of the editorial board of several journals. In collaboration with Francisco Silva from the University of Redlands, Armando Machado has just published a hands-on, graphics-based workbook to be used in the teaching of learning.

Abstract: Since its inception in the sixteenth and seventeenth centuries, modern science has been characterized by a rich variety of activities. Researchers experiment in the laboratory, quantify functional relations, build theories and models, test hypotheses, estimate parameters, refine old techniques and devise new ones, review manuscripts, etc. By means of these activities, the scientist moves constantly from Observation to Theory and from Theory to Observation. The bridge connecting the two domains is, broadly speaking, the scientific method. I will elaborate on the scientific method with the aim of singling out for analysis the subset of scientific activities related to conceptual investigations. Through examples from the study of Learning and Behavior (e.g., models and theories of time and number discrimination, choice, and schedule performance), I will attempt to characterize conceptual investigations, describe some of their types and purposes, and identify their limitations. If scientific progress requires not only the colligation of facts but also the clarification of concepts, then standard methodology courses and textbooks must replace a narrow, algorithmic view of method, with a wider view, a view in which the varieties of scientific research in general and conceptual investigations in particular receive their proper weight.

#226 Paper Session
2:30 PM - 3:20 PM
Beacon F
INT

Verbal Behavior as the Basis of Teacher Supervision in CABAS Programs (Translated into Spanish)
Chair and Translator: Janet Solorzano (Columbia University Teachers College)
DOLLEEN-DAY KEOHANE (Columbia University Teachers College)

#227 International Paper Session
2:30 PM - 3:50 PM
Dalton
DEV

Child Social Behavior
Chair and Discussant: Kerrie Lum Lock (Florida International University)

Development of Self-Control in Humans and Animals: Differences and Generalities. VINCA RIVIERE and Jean Claude Darcheville (Université Lille III)

Ideal Free Distribution in Children. MICHEL B. C. SOKOLOWSKI and Gérald Disma (Université de Picardie)

#228 Symposium
2:30 PM - 3:50 PM
Beacon E
BPH/EAB

Contributions of Behavioral Pharmacology to the Experimental Analysis of Behavior
Chair: Steven I. Dworkin (University of North Carolina at Wilmington)

Historical and Contextual Determinants of Behavior. JAMES E. BARRETT (Memory Pharmaceuticals)

Three Ways That Experiments with Drugs Can Illuminate Behavioral Processes. MARC N. BRANCH (University of Florida)

Behavioral Economics, Discounting, and Drug Dependence. WARREN K. BICKEL (University of Vermont)

Contributions of Behavioral Pharmacology to the Experimental Analysis of Behavior: Contingencies and Stimulus Functions. M. JACKSON MARR (Georgia Tech)

#229 International Symposium
2:30 PM - 3:50 PM
Fairfax A
EAB

Event Related Potentials (ERPs) Measures of Derived Relational Responding (Data-Based Presentation)
Chair: Louise A. McHugh (National University of Ireland, Maynooth)

Response Latency as a Measure of Derived Relational Responding: A Review. Robert Whelan and Dermot Barnes-Holmes (National University of Ireland, Maynooth), Simon Dymond and Bettina Mohr- Pulvermüller (Anglia Polytechnic University, Cambridge UK) and LOUISE A. McHUGH (National University of Ireland, Maynooth)

A Behavioural Model of Perspective-Taking Incorporating Event Related Potentials. LOUISE A. McHUGH, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth), Ian T. Stewart (National University of Ireland, Galway) and Robert Whelan (National University of Ireland, Maynooth)

Relating Derived Relations as a Model of Analogical Reasoning: Reaction Times and Event Related Potentials. DONAL REGAN and Dermot Barnes-Holmes (National University of Ireland, Maynooth), Ian T. Stewart (National University of Ireland, Galway), Robert Whelan and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), Simon Dymond and Bettina Mohr-Pulvermüller (Anglia Polytechnic University, Cambridge UK)

Semantic Priming as a Measure of Derived Relational Responding: Reaction Times, Errors and Event Related Potentials. EOGHAN RYAN, Dermot Barnes-Holmes and Robert Whelan (National University of Ireland, Maynooth), Ian T. Stewart (National University of Ireland, Galway), Yvonne Barnes-Holmes (National University of Ireland, Maynooth), Simon Dymond and Bettina Mohr- Pulvermüller (Anglia Polytechnic University, Cambridge UK)

#230 Symposium
2:30 PM - 3:50 PM
Beacon D
EAB/BPH

Relative Potency of Appetitive and Aversive Events: Is Bad Stronger than Good? (Data-Based Presentation)
Chair: Thomas S. Critchfield (Illinois State University)

How Bad May Be Stronger than Good: Evidence from Outside Behavior Analysis. THOMAS S. CRITCHFIELD and Derek Reed (Illinois State University)

Does Losing Hurt Worse than Winning Feels Good? Better Losing Through Pharmacology. SCOTT D. LANE and Don R. Cherek (University of Texas Health Science Center, Houston), Cynthia J. Pietras (Western Michigan University) and Oleg Tcheremissine (University of Texas Health Science Center, Houston)

Concurrent Schedules of Positive and Negative Reinforcement: Differential-Impact and Differential-Outcomes Effects. MICHAEL A. MAGOON (Auburn University), Thomas S. Critchfield and Dustin Merrill (Illinois State University)

Response-Cost Punishment in Pigeons. TIMOTHY D. HACKENBERG, Cynthia J. Pietras, Christopher Bullock and Bethany Raiff (University of Florida)

#231 Symposium
2:30 PM - 3:50 PM
Liberty B
OBM

The Challenges and Rewards of OBM Research: A Symposium in Honor of Dr. Chris Anderson (Data-Based Presentation)
Chair: Charles R. Crowell (University of Notre Dame)

Behavioral Coaching as an Intervention to Reduce Production Costs Through a Decrease in Scrap. JOSEPH P. SERGIO (The Sergio Corporation), D. Chris Anderson and Charles R. Crowell (University of Notre Dame)

Quality Improvement as a Means of Increasing Productivity: Behavior Management, Task Complexity, and Shared Vision. LISA M. SIROKY (The Plano Molding Co.), D. Chris Anderson and Charles R. Crowell (University of Notre Dame)

An Analysis of Service: Implications for the Behavior Management of Factory Service Technicians of a Large Appliance Manufacturer. KARI L. MCARTHUR (Hillsdale College), D. Chris Anderson and Charles R. Crowell (University of Notre Dame)

OBM and Geriatric Health-Care Delivery: A Preliminary Investigation. PAULA J. BIEDENHARN (Texas A&M University, Corpus Christi), D. Chris Anderson and Charles R. Crowell (University of Notre Dame), Colleen Prentice, Susan Utecht and Larry Weiss

#232 Special Event

3:00 PM - 3:50 PM
Grand Ballroom
OTH
CE

2004 Tutorial: Individual Behavior, Culture, and Social Change
Chair: Richard F. Rakos (Cleveland State University)
SIGRID GLENN, PhD (University of North Texas)

Dr. Sigrid Glenn is Regents Professor of Behavior Analysis at the University of North Texas (UNT), where she was the founding chair of UNT's Department of Behavior Analysis. Her publications include four books, three book chapters, and over 30 refereed empirical and conceptual articles, the most recent being "Operant Contingencies and the Origin of Cultures" in Behavior Theory and Philosophy (K. A. Lattal and P. N. Chase, Eds.). Glenn is past editor of *The Behavior Analyst* and has served on the editorial board of several other scientific journals. She is a past president of the Association for Behavior Analysis and a Fellow of the American Psychological Association (Division 25). She is a pioneer in distance education, contracting in 1997 to offer UNT's master's degree program in Connecticut and initiating at UNT an internet-based graduate certificate program in applied behavior analysis. She was a founding board member of the Association for Science in Autism Treatment (ASAT). Prominent in her future plans is collaborating with faculty in developing the Beatrice H. Barrett Research Program in Neuro-Operant Relations at the University of North Texas.

Abstract: Social change agents must deal with behavior as it occurs in everyday environments. The principles that account for human behavior may be "simple", but the particular behavior-environment relations that characterize human repertoires are very complex. Of particular importance for humans is the role of the social environment, i.e., the behavior of other people. Because operant behavior is behavior that operates on the environment, it may alter the environment of others as well as produce consequences for the behave herself. When many people behave similarly due to similarity in the reinforcement contingencies, the similar behaviors are designated a "cultural practice". The aggregate effect of those similar behaviors may be a changed environment for many other people. The relation between the behavior constituting a cultural practice and the aggregate change in the environment of others has been called a macrocontingency. Cultural change can be accomplished by system-wide altering of the environment that supports the practice, for example by changes in law or dissemination of medical or environmental information. Individual behavior plays a different role when it participates in a metacontingecy: repetitions of interlocking operant contingencies that produce outcomes that can be repeated only if the contingencies remain interlocked. Cultural intervention in metacontingencies requires identifying and altering those elements of the interlocking contingencies that are affecting the cumulative outcomes while maintaining the integrity and continuation of the interlocking operant contingencies.

#233 Panel Discussion
3:00 PM - 3:50 PM
Back Bay B
AUT/CSE
CE

Addressing Ethical Concerns: Focus on Young Children with Autism
Chair: Suzanne Letso (Connecticut Center for Child Development)

ERICA ROEST (Connecticut Center for Child Development)
SHAHLA S. ALA'I ROSALES (University of North Texas)
KATHLEEN MANNION (Nassau Suffolk Services for Autism)

#234 Symposium
3:00 PM - 3:50 PM
Back Bay D
AUT/DDA
CE

Advances in Behavioral Intervention for Stereotypy: The Effect of Alternative Response Training (Data-Based Presentation)
Chair: Gary M. Pace (The May Institute)
Discussant: James E. Carr (Western Michigan University)

Contingent Practice of an Alternative Behavior in the Treatment of Motor Stereotypy in a Child with Autism. JOSEPH N RICCIARDI (Hampstead Hospital), James K. Luiselli and Jennifer Gower (The May Institute)

Practice of an Alternative Behavior for Object Stereotypy: Comparison of Contingent and Noncontingent Implementation Across Two Eliciting Stimuli. JAMES K. LUISELLI (The May Institute), Joseph N Ricciardi (Hampstead Hospital), Marjorie Zubow and Kimberly Laster (The May Institute)

#235 Paper Session
3:00 PM - 3:50 PM
Conference Room 2
CBM

Behavior Analytic Intervention with a Sexually Dysfunctional Couple: A Clinical Case Conference
Chair: David R. Perkins (University of Louisiana at Lafayette)

Behavior Analytic Intervention with a Sexually Dysfunctional Couple. BRANDI C. FINK (University of New Mexico)

A Clinical Behavior Analysis Case Discussion. DAVID R. PERKINS (University of Louisiana, Lafayette)

#236 Paper Session
3:00 PM - 3:50 PM
Conference Room 3
CBM

Clinical Behavior Analysis: Measures and Procedures
Chair: Victoria Kubal (California State University, Fresno)

Quantifying Client Self-Report: The Subjective Unit of Desire Scale. VICTORIA KUBAL (California State University, Fresno)

Rapid Reduction in Heart Rate Using Hard Exhalation Diaphragmatic Breathing: Implications for Performance Management. ROBERT M. STEIN (Lancaster, PA) and Tomeka Farrar (Mechanicsburg, PA)

#237 Paper Session
3:00 PM - 3:50 PM
Constitution B
DDA

Developmental Disabilities
Chair: Veronica Armellino (St. Joseph's Children's Hospital)

Assessing Children's Food Preferences Across Graduated Levels of Exposure. VERONICA ARMELLINO, Merrill Berkowitz and Peggy Eicher (St. Joseph's Children's Hospital)

Severe Aggression to Others, Self, and Property: When is That Operant Behavior? Ruth Ryan (The Community Circle) and STEPHEN PAUL MYERS (Alabama Dept of Mental Health/Mental Retardation)

#238 Symposium
3:00 PM - 4:20 PM
Gardner
EDC

Experimental Analyses of Contextual Events in Applied Settings (Data-Based Presentation)
Chair: Robin Nuzzolo-Gomez (Columbia University Teachers College)

Auditory Match-to-Sample as a Prerequisite for Echoic Responding. R. Douglas Greer and MAPY CHAVEZ BROWN (Columbia University Teachers College)

Sampling or Priming as an Establishing Operation Tactic. SUDHA RAMASWAMY and R. Douglas Greer (Columbia University Teachers College)

The Effect of Multiple Exemplar Training on Novel Grammatical Endings. SUSAN LAPIDUS, Dolleen-Day Keohane and R. Douglas Greer (Columbia University Teachers College)

The Effects of Writer Immersion on Middle School Students' Functional Writing. R. Douglas Greer, JOANN PEREIRA, Dolleen-Day Keohane, Jessica Singer-Dudek and Dana Visalli (Columbia University Teachers College)

#239 Symposium
3:00 PM - 4:20 PM
Fairfax B
EAB/TBA

Exploring New Frontiers in the Application of Functional Analysis Methodology (Data-Based Presentation)
Chair: Michael I. Axelrod (Girls and Boys Town)
Discussant: T. Steuart Watson (Private Practice)

A Brief Multi-Step Procedure for Teaching Functional Analysis Skills to Paraprofessionals. TONYA S. BUTLER, Nancy Foster, Clinton E. Field and Donna L. Stewart (Girls and Boys Town)

Examining the Effects of Reactivity During Functional Analysis Conducted by Known and Unknown Experimenters. DONNA L. STEWART, Clinton E. Field, Nancy Foster, Tonya S. Butler and Michael I. Axelrod (Girls and Boys Town)

"Next-Step" Applications of Functional Analysis. CLINTON E. FIELD, Tonya S. Butler, Nancy Foster and Donna L. Stewart (Girls and Boys Town)

#240 Symposium
3:00 PM - 4:20 PM
Constitution A
DDA/AUT Autism

Fostering Social and Related Behaviors in Children with Autism and Developmental Disabilities (Data-Based Presentation)
Chair: Diane M. Sainato (The Ohio State University)
Discussant: Ilene Schwartz (University of Washington)

A Critical Review of the Literature: Identifying the Active Ingredients for Teaching Children with Autism to Use Visual Supports. ANN N. GARFINKLE (University of Montana) and Joan C. Grim (Vanderbilt University)

Using a High-Probability Request Sequence to Increase Social Interactions of Young Children with Autism. SUNHWA JUNG (Oakstone Academy) and Diane M. Sainato (The Ohio State University)

The Effects of High-Probability Requests Embedded into Small Group Instruction to Increase the Responding to Task and Task Engagement. CAROL DAVIS (University of Washington)

#241 Symposium
3:00 PM - 4:20 PM
Beacon A
TBA/TPC
CE

Graduate Training in Applied Behavior Analysis: Traditional and Non-Traditional Certification Programs
Chair: Michael Weinberg (Devereux Florida University)

The Applied Behavior Analysis Program in the Criminal Justice Department at St. Joseph's University. JOSEPH CAUTILLI (Children's Crisis Treatment Center), Lawrence Walsh (St. Joseph's University) and Richard Weissman (Bucks County Intermediate Unit)

The Masters Program in Applied Behavior Analysis Temple University. SAUL AXELROD (Temple University)

Graduate Training in Applied Behavior Analysis at James Madison University. SHERRY SERDIKOFF (James Madison University)

An Independent, Non-University Training Program for Certification in Applied Behavior Analysis. MICHAEL WEINBERG (Devereux Florida University)

#242 Symposium
3:00 PM - 4:20 PM
Back Bay A
DDA/OBM
CE

Living the Good Life: Supporting Adults with Disabilities in the Community (Data-Based Presentation)
Chair: Alan E. Harchik (The May Institute)

Success in the Community for Adults with Dual Diagnoses. GORDON SMITH, Thomas J. Harvey, Amy E. Clark, Tammy Musto and Alan E. Harchik (The May Institute)

Living the Good Life: Comparing Residential Outcomes Across Four Different Models. DIANE BANNERMAN JURACEK, Jamie Price, Holly Sweeney and Michael Strouse (Community Living Opportunities, Inc.), James Sherman and Jan Sheldon (University of Kansas) and Cheryl Dyer (Community Living Opportunities, Inc.)

Living the Good Life: A Retrospective Analysis of Quality of Life for People with Developmental Disabilities Across Residential Models. JAMIE PRICE, Holly Sweeney, Diane Bannerman Juracek and Michael Strouse (Community Living Opportunities, Inc.), James Sherman and Jan Sheldon (University of Kansas)

Good Night Irene: Using Security and Behavioral Technology to Provide Low-Cost Night Support for Persons with Severe Disabilities Living in the Community. MICHAEL STROUSE, Jennifer Richer, Lewis Walton and Boone Bradley (Community Living Opportunities, Inc.), Jan Sheldon and James Sherman (University of Kansas)

#243 International Symposium
3:00 PM - 4:20 PM
Republic A
VRB/EAB

Logical Reasoning and Derived Relational Responding (Data-Based Presentation)
Chair: Scott T. Gaynor (Western Michigan University)

Understanding Conditional Reasoning Using Relational Frame Theory: Conceptual Issues. FRANCISCO CABELLO LUQUE (Universidad de la Rioja), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Sonsoles Valdivia Salas (Universidad de Almería, Spain)

Understanding Conditional Reasoning Using Relational Frame Theory: A Preliminary Empirical Analysis. FRANCISCO CABELLO LUQUE (Universidad de la Rioja), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Sonsoles Valdivia Salas (Universidad de Almería, Spain)

Training Strategies for Improving Performances on Comparative Relations Using Automated Procedures. AGATA VITALE Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Does Responding Analogous to the Conjunction Error Emerge Following Match-to-Sample Training? SCOTT T. GAYNOR, Yukiko Washio and Frederick Anderson (Western Michigan University)

#244 Symposium
3:00 PM - 4:20 PM
Independence East
TPC/CSE
CE

Science and Human Values
Chair: Maria R. Ruiz (Rollins College)

Values and their Implications for Practice. Linda J. Hayes and JONATHAN TARBOX (University of Nevada, Reno)

Do Personal Values Have a Role in Behavior Analytic Practices? Bryan T. Roche (National University of Ireland, Maynooth) and MARIA R. RUIZ (Rollins College)

On Meta-Ethics, Normative Ethics, and Behaviorism. MECCA CHIESA (University of Kent)

The Variables of Which Values are a Function. SAM LEIGLAND (Gonzaga University)

#245 B. F. Skinner Tribute Event
3:00 PM - 4:20 PM
Berkeley
EDC/VRB

Skinner Was Right: Why We Still Need Teaching Machines on His 100th Birthday
Chair: Paul Thomas Andronis (Northern Michigan University)

T. V. JOE LAYNG (Headsprout)
JANET TWYMAN (Headsprout)
GREG STIKELEATHER (Headsprout)
PAUL THOMAS ANDRONIS (Northern Michigan University)

#246 Symposium
3:00 PM - 4:20 PM
Clarendon
EDC/DDA
CE

Strategies for Promoting Acquisition and Discrimination in Early Language Development (Data-Based Presentation)
Chair: Rachel H. Thompson (University of Kansas)

The Direct and Indirect Effects of Infant Sign Language Training. RACHEL THOMPSON, Paige McKerchar and Kelly Dancho (University of Kansas)

Towards an Analysis of Mand Generalization. EMMA HERNANDEZ, Gregory P. Hanley, Einar T. Ingvarsson and Jeffrey H. Tiger (University of Kansas)

A Comparison of Procedures to Facilitate Discrimination During PECS Training. DAVID M. WILSON and Brian A. Iwata (University of Florida)

Aggregate Data on the School-Wide Implementation of a Discrimination Curriculum. Alison Moses (Marlborough Public Schools), CAMMARIE JOHNSON (The New England Center for Children), Dwayne White (Mascoma Valley Regional School District), Gina Green (Private Practice; San Diego, CA), Susan N. Langer and Rebecca P. F. MacDonald (The New England Center for Children)

#247 Paper Session
3:00 PM - 4:20 PM
Back Bay C
AUT

Verbal Behavior and PECs with Children with Autism
Chair: Deborah Carr (University of Wales College of Medicine)

An Evaluation of Mastery of PECS to Phase II by Children with Autism. DEBORAH CARR and Janet Felce (University of Wales College of Medicine)

Project Review: Pennsylvania Initiative to Implement Verbal Behavior Classroom Services for Children with Autism. BILL GALBRAITH (Pattan) and Mike Miklos (Lancaster Lebanon Intermediate Unit 13)

#248 Invited Event
3:30 PM - 4:20 PM
Independence West
VRB
CE

A Joint Control Analysis of Generalized Abstract Responding
Chair: Robert Vreeland (Behavior Analysis & Intervention Services)
BARRY LOWENKRON, PhD (California State University, Los Angeles)

Dr. Barry Lowenkron is Professor of Psychology and director of the ABA-accredited MS program in applied behavior analysis at California State University Los Angeles. Although his doctoral training was in cognitive psychology with a focus on the role of language in mediating complex performances, he rather quickly became dissatisfied with the ambiguous theories that characterize cognitive psychology. He was equally dissatisfied with psychology's dogmatic insistence on group research designs and the statistical analysis they required in order to see if an experimental effect had occurred. It seemed that this analysis moved the experimenter away from, rather than closer to, the critical characteristics of the performance under study. After several stimulating discussions with Derek Hendry and a close reading of Sidman's Tactics of Scientific Research, along with attendance to several early meetings of ABA, Dr. Lowenkron saw the light and switched to a radical behaviorist orientation. Since that time, he has pursued his original research topic; no longer by studying the role of language in mediating complex performances, but rather, for the last 20 years, by studying the role of Skinner's verbal operants, especially the role of joint control, in complex generalized performances. This research program has resulted in the publication of a steady stream of research and theory articles in the behavior-analytic journals.

Abstract: Certainly the biggest impediment to the development of a complete behavior analysis of human behavior lies in the problem of accounting for generalized responding: that is, accounting for responding appropriately to hitherto untrained stimuli. While behavior analysis can account for primary or concrete generalization, that is, generalization along a physical dimension, it has not yet developed a parsimonious and complete account of generalized responding based on abstractions; that is generalization responding based on relations between stimuli. These relations consists of two sorts. The first sort involves relations between words and objects, while the second consists of

relationships between objects themselves. Thus the first sort involves questions such as how words only trained to be emitted as names (object–word responding) can, without further training, serve to select objects (word-object responding). The second sort of relation involves performances as abstract as seeking an object in response to a given description, and then, upon failing to find the specified object, modifying the description in a systematic fashion so as to select some other object bearing the same relation as the original (e.g., find the next largest object). In this paper we shall see how the simple notion of joint control serves to provide a parsimonious behavioral account of these and other seemingly conceptual performances.

#249 Symposium
3:30 PM - 4:20 PM
Beacon B
CSE
CE

ABA Applications in Sports and Health: Imagery, Positive Practice, and Increasing Physical Activity
Chair: Michael A. Kirkpatrick (Wesley College)

Indirect, Overt Measurement of Covert Behavior Following Instructions to Performance Visual Imagery. MICHAEL A. KIRKPATRICK, Joseph Dumas and Ryan Sutedja (Wesley College)

Reducing Performance of Unsafe Weight Lifting Techniques Using Positive Practice. LESLIE SHIER and John Austin (Western Michigan University)

How to Develop Safe and Effective Physical Activity Programs for DD Clientele. AMANDA NICOLSON ADAMS (Fitness Evolution) and Rachel S. F. Tarbox (University of Nevada, Reno)

#250 International Paper Session
3:30 PM - 4:20 PM
Beacon G
INT/CBM

Parent Licensing and Child Abuse: Thirty Years of Research and Debate (Translated into Japanese)
Chair and Translator: Sayaka Endo (Hawthorne Country Day School)
ROGER McINTIRE (University of Maryland, College Park)

#251 International Paper Session
3:30 PM - 4:20 PM
Commonwealth
EAB

Reinforcement Magnitude 2
Chair: Eric M. Messick (University of Waikato, New Zealand)

Detection, Choice, and Reinforcer Magnitude. Brent Alsop and Melissa Porritt (University of Otago)

Behavioral Economics: The Effect of Post-Feeding on the Inferior-Good Effect. ERIC M. MESSICK, T. Mary Foster and William Temple (University of Waikato, New Zealand)

#252 International Paper Session
3:30 PM - 4:20 PM
Republic B
TPC

Research Trends in Behavior Analysis
Chair: Jennifer Simon (University of Kansas)

Some Presentation Trends at the Annual Conventions of the Association for Behavior Analysis (1975-2003). JENNIFER L. SIMON, Edward K. Morris and Nathaniel G. Smith (University of Kansas)

The Study of Aggression in Behavior Analytic Literature: A Quantitative Analysis. CRISTINA VARGAS-IRWIN (Universidad Catolica Andres Bello)

#253 International Paper Session
3:30 PM - 4:20 PM
Beacon F
INT/AUT

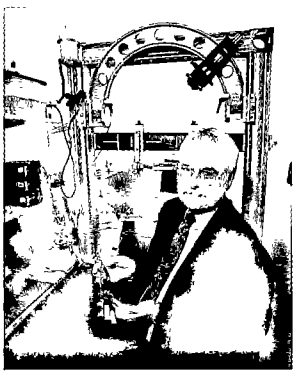
Towards a Behavioral View of Counterfactual Expressions (Hacia un Punto de Vista Conductual Sobre las Expresiones Contrafácticas)
Chair and Translator: Xiomara Valdes (Columbia University Teachers College)
JOSÉ E. BURGOS (University of Guadalajara)

#254 Paper Session
4:00 PM - 4:20 PM
Dalton
DEV

A Comparison of Vygotsky's Social-Historical Theory of Cognitive Development and Behavior Analysis
Chair and Discussant: Tara Sheehan (Florida International University)
BRIAN J. COWLEY (Park University)

#255 Special Event
4:30 PM - 5:30 PM
Grand Ballroom

Presidential Scholar's Address: From Mind to Movement: Developing Neurotechnologies to Restore Lost Function
Chair: Jay Moore (University of Wisconsin, Milwaukee)
JOHN DONOGHUE, PHD (Brown University)



Dr. John Donoghue is professor and chair of the Department of Neuroscience at Brown University. John has helped develop the undergraduate Neuroscience concentration, a leading program for undergraduates in the United States. He also helped establish the new Brain Science Program, which brings together ten departments and more than 100 faculty into a unique interdisciplinary research and education program at Brown. His personal research program is aimed at understanding how the brain turns thought into movement. In addition, he is President and Co-Founder of Cyberkinetics, Inc., a biotech startup that is developing brain implants to restore movements to paralyzed individuals.

Abstract: Neurotechnology is an exciting new field that has the potential to provide a variety of devices that can restore or possibly augment human brain function. The field has roots that go back at least to the middle of the last century when neuroscientists and surgeons demonstrated that the brain's activity could be readout and influenced through physical devices coupled directly to the nervous system. After a period of relative quiescence, there has been a marked increase in the pace

of new developments. Neurotechnologies are now available for humans to treat deafness and relieve the symptoms of Parkinson's disease. More recent experiments in monkeys have shown that activity reflecting intended movement can be read out directly from populations of neurons in the motor cortex and this signal can be used as a substitute for hand motion to move a computer cursor. These advances stem from our increased knowledge of movement coding in the brain, from more powerful technology, and from mathematical tools that can decode the activity of populations at the 'speed of thought'. This proof of concept work has stimulated the development of a neuromotor prosthetic systems that may provide a new, fast and natural output signal for paralyzed humans. This system could be used to interact with the world through computers, robots, or to move their limbs through physical connections to their paralyzed muscles. These assistive technologies can improve functional independence and provide significant health benefits. Advances in neuromotor prosthetics could also enhance the development of other prosthetic devices for artificial vision and for products that could diagnose and treat disorders such as epilepsy or depression. The emergence of the ability to readout brain activity, or alter it, poses interesting new ethical questions that require careful consideration.

#256 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
AUT

1. **Effects of Embedded Instruction Versus Discrete-Trial Training on Self-Injury, Correct Responding, and Mood in a Child with Autism (DDA; Data-Based Presentation).** CHIA-HUI MA, Mark F. O'Reilly, Jeffrey S. Sigafoos, Helen Cannella, Chaturi Edrisinha, Catrina Margues, Seung-Hyun Son and Shipra Gupta (University of Texas at Austin)
2. **Facilitating Appropriate Peer Interaction Through Mand Training and Response Discrimination Training in Children with Autism (VRB; Data-Based Presentation).** NICOLE ADAMS, Traci Cihon and Guy Bedient (Special School District of St. Louis County)
3. **Teaching Improvisation with Selection-Based Communication Systems (VRB).** JULIE M. MARCKEL, Nancy A. Neef and Summer J. Ferreri (The Ohio State University) and Jacqueline Wynn (Columbus Children's Hospital)
4. **Visual Aids Elicit Vocal Language In an Autistic Child with Oral Motor Apraxia: A Case Study (VRB).** TARA MILLS, Stacy Waite-Ocampo and Audrey Gifford (Bridges Behavioral Language Systems, Inc.)
5. **Teaching the Identification of Features, Functions, and Categories to Non-Vocal Children with Autism (VRB; Data-Based Presentation).** KELLY J. FERRIS, Wendy Knowles Drake and Stacey Shook (Northwest Behavioral Associates)
6. **The Systematic Use of "Thought Bubbles" and Role Playing to Teach Complex Perspective Taking in a Child with Autism (DDA).** AMY BARNHILL, Stacey Shook, Audra Jensen and Stacy Barton (Northwest Behavioral Associates)
7. **Teaching Young Children with Autism to Read (EDC).** RINAMARIE LEON-GUERRERO (University of Washington)
8. **Teaching Children with Autism Three Different Questions (EDC; Data-Based Presentation).** HEATHER CRAMER (University of North Texas)
9. **Teaching Children with Autism to Respond to Unfamiliar Stimuli and Mand for Additional Information (VRB; Data-Based Presentation).** HOLLY C. ALMON-MORRIS, Michael Fabrizio, Kelly J. Ferris, Sara Pahl and Krista Zambolin (Fabrizio/Moors Consulting)
10. **Teaching Children with Autism Prepositions Using Fluency-Based Instruction Across Multiple Learning Channels (EDC; Data-Based Presentation).** Michael Fabrizio and KRISTIN N. SCHIRMER (Fabrizio/Moors Consulting)
11. **An Analysis of the Effects of Response Repetition on Teaching Language to Children with Autism (VRB).** KATIE ENDICOTT, Kara Reagon and Thomas S. Higbee (Utah State University)

12. **Evaluating the Picture Exchange Communication System at Croyden Avenue School (EDC; Data-Based Presentation).** MITCH FRYLING (Western Michigan University) and Carmen Jonaitis (Croyden Avenue School)

13. **Developing Generative Auditory Discriminations by Shaping a Recall Interval After Visual Prompting. (Data-Based Presentation).** Julie Waldoch, BRITT WINTER and Jodi Dooling-Litfin (Minnesota Autism Center)

14. **Transformation of Stimulus Function to Novel Stimuli for Mands and Tacts (Data-Based Presentation).** R. Douglas Greer and DANA VISALLI (Columbia University Teachers College)

15. **Acquisition of Intraverbal Behavior by a Four-Year-Old boy with Autism: A Systematic Replication (VRB).** LAURA MEUNIER, Kristen Cabral and Robert K. Ross (BEACON Services)

16. **Reducing Echolalia by Teaching Appropriate Vocal Responses to Social Questions (DDA).** VIVIAN PIAZZA, Wayne W. Fisher, Catherine Trapani, Robert LaRue and Tammy Carroll-Hernandez (Marcus Institute)

17. **The Effect of Self-Management on Noncontextual Speech and Academic Performance for a Child with Autism (DDA).** PAULETTE E. BURDICK, Erik Mayville and Allyson Gauthier (Pathways Strategic Teaching Center)

18. **Effects of Video Modeling on Verbal Behavior During Interactive Play (Data-Based Presentation).** ERICA SMITH and Zbigniew Golonka (The Institute of Professional Practice, Inc.)

19. **Increasing the Number and Variety of Verbal Responses to Peer Initiations Using a Written-Prompt Procedure (Data-Based Presentation).** Susan M. Vener (New York Child Learning Institute), NIDAL K. NAJJAR (The Graduate Center, CUNY), Heather T. Byne and Jill M. Young (New York Child Learning Institute)

20. **Increasing Verbal Responses by Children with Autism to Adult Initiations Using Scripts and Script Fading (Data-Based Presentation).** Susan M. Vener (New York Child Learning Institute), NIDAL K. NAJJAR (The Graduate Center, CUNY), Donna M. Cornelius, Marta Perez and Jill M. Young (New York Child Learning Institute)

21. **Impact of Augmentative and Alternative Communication on Natural Speech Production in Autism: Critically Appraised Topic (VRB).** RALF SCHLOSSER (Northeastern University) and Doreen Blischak (University of Florida)

22. **Treatment of Perseverative Speech and Collateral Problem Behaviors in a Child with Asperger's Syndrome (DDA; Data-Based Presentation).** JOHN DAVIS, Amy Christensen and Iser G. DeLeon (Kennedy Krieger Institute)

23. **Video Instruction with and Without Embedded Text to Teach Tacts to Children with Autism (DDA).** KARA REAGON, Katie Endicott and Thomas S. Higbee (Utah State University)

24. **Teaching Decoding and Comprehension Skills to a Teenager with Autism (EDC; Data-Based Presentation).** STEPHANIE WATERS, Rasheeda Oliver and Catherine Trapani (Marcus Institute)

25. **A Comparison of Teaching Procedures That May Evoke Vocal Responding in Children with Autism (VRB).** SUSAN QUINN, Linda J. Hayes and Rachel S. F. Tarbox (University of Nevada, Reno)

26. **Non-directive Mands Remove Disruptive Verbal Behavior While Maintaining Compliance in a Child with Autism (CBM; Data-Based Presentation).** ROBERT T. PEYTON, Steven Lindauer and David M. Richman (University of Kansas)

27. **Assessing Vocational Preferences: The Use of a Percentage Agreement Measure to Compare Parent and Child Preference (DDA; Data-Based Presentation).** ERIN SPARACIO (Eden II Programs/The Genesis School), Nicole Weidenbaum (NSSA) and Mary Ellen McDonald (The Eden II Programs/The Genesis School)

28. **Examination of an Alternative Method for Teaching Receptive Language.** MAUREEN CHILDS, John Salinas and Gerald Harris (Texas Young Autism Project)

29. **A Comparison of Two Match-to-Sample Procedures in the Development of Tacting and Receptive Discrimination Skills (VRB; Data-Based Presentation).** JAMES W. PARTINGTON (Behavior Analysts, Inc)

30. **Enhancing the Autoclitic Repertoire of a Child with Autism Through Fluency-Based Instruction (VRB; Data-Based Presentation).** SHANE ISLEY and Holly C. Almon-Morris (University of North Texas), Sara Pahl and Michael Fabrizio (Fabrizio/Moors Consulting)

31. **Teaching Functional Communication to a Child with Autism Using PECS (VRB; Data-Based Presentation).** ANGELIKA ANDERSON, Dennis Moore and Therese Bourne (The University of Auckland)

32. **Joint Attention as a Precursor to Early Language Development and Social Skills: Implications for Research (DDA).** MELANIE PEREZ, Megan DePalma-Riley and Lillian V. Pelios (Elwyn Inc.)

33. **Using Visual Prompts to Increase Generalized Mand by Elementary Students with Autism (VRB; Data-Based Presentation).** NICHOLE BLUVER and Sayaka Endo (Hawthorne Country Day School)

34. **Generalization of Imitation and Social Skills Among Children with Autism: A Follow-Up Study (EDC).** AMBER WALKER, Tracey Uzanas, Jennifer Napp, Maria Lamoutte, Marcia Gregory Jessica Forge and Christine Accardo (The Institute of Professional Practice)

35. **A Comparison Study on the Treatment Effects of EIBI Maintenance Sessions in a Natural Environment (EDC).** JESSICA FORGE, Marcia Gregory, Maria Lamoutte, Jennifer Napp, Tracey Uzanas, Amber Walker and Christine Accardo (The Institute of Professional Practice)

#257 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
CBM

36. **The Use of Behavioral Techniques to Re-establish Walking of an Adult with Moderate Mental Retardation (DDA; Data-Based Presentation).** ELIZABETH DELPIZZO-CHENG and Tracy Holden (Devereux: Whitlock Center)

37. **Nutrition Education for Persons with Disabilities (EDC).** JADA MILLER and R. Wayne Fuqua (Western Michigan University)

38. **Errorless Procedure for Teaching T-Ball Batting (Data-Based Presentation).** CHRISTINE PELIKOSKI and Eric Rudrud (St. Cloud State University)

39. **Outcome Measures of Children Diagnosed with Autism Receiving Intensive Behavioral Treatment for Feeding Disorders (Data-Based Presentation).** JAMES H. BOSCOE, Peter A. Girolami, Charles S. Gulotta, Jennifer E. Dawson and Ping Wang (Kennedy Krieger Institute)

40. **Differential Reinforcement of Incompatible Behavior as Treatment for Trichotillomania (AUT; Data-Based Presentation).** PHILIP CONCORS and Karen Ciasca (Devereux Consultants)

41. **Behavior Analysis Intervention During the Rehabilitation of an Adolescent with Prader-Willi Syndrome and Life-Threatening Obesity.** NATALIE VONA MESSERSMITH and Keith Slifer (Kennedy Krieger Institute), JoAnne Gorski (Blythedale Children's Hospital), Rebecca Currier (Alfred I. DuPont Hospital for Children) and Valerie Pulbrook (Kennedy Krieger Institute)

42. **The Development of a Pediatric Behavioral Adjustment Scale for General Use in Pediatric Rehabilitation.** ADRIANA AMARI, Keith Slifer, Melissa Beck, Ethan Benore and Gina Wertalik (Kennedy Krieger Institute)

43. **Treating Children with Thumb and Finger-Sucking Using Habit Reversal and Parent Education Procedures. (Data-Based Presentation).** Greg Nunn (National University & San Diego City Schools) and BLAKE NUNN (San Jose State University)

44. **Reducing of Latency or Increasing Obedience Behavior: What Do the Parents Prefer? (EDC).** MYRNA DÍAZ GONZÁLEZ ROJAS, Zuleidy Mungía Noriega, Lizbeth López Ávila and Diana Moreno Rodríguez (Estudios Superiores Iztacala, UNAM)

45. **Effects of Modeling of Dental Washing on Reduction of Levels of Endobacterian Plaque in Preschoolers (EDC).** LESLIE ALEXANDRA LOJERO ESPINOSA, Cristina Jezabel Portillo Estrada, Brenda Karina Cordero Solís, Brenda Martínez Martínez and Diana Moreno Rodríguez (Estudios Superiores Iztacala - UNAM)

46. **Repeated Acquisition of Behavioral Chains: An Operant Method for Assessing Learning in Adults with Attention-Deficit Hyperactivity Disorder (BPH; Data-Based Presentation).** EMILY BRANDA and Marshall Dermer (University of Wisconsin, Milwaukee)

47. **Sleep Hygiene: An Overlooked but Powerful Establishing Operation Intervention (TPC).** JASON CAVIN, Jamie Logan and Jerre R. Brimer (The Learning Tree) and Robert Montgomery (Reinforcement Unlimited)

48. **Treating Speech Disorders in Individuals with Traumatic Brain Injury (CSE).** Arnie Zencius (Devereux Cleo Wallace) and MICHAEL WESOLOWSKI (Department of Children and Family Services)

49. **Relations Between Analogue Parent Observations and Parent Ratings of Child Behavior (CSE; Data-Based Presentation).** David Reitman, Briana Lubin, Manuela Villa and Beth Zeldis (Nova Southeastern University) and STEPHEN D. A. HUPP (Southern Illinois University, Edwardsville)

#258 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
DDA

50. **Increasing Appropriate Behaviors in an Eight-Year-Old Female Diagnosed with Angelman's Syndrome (TBA).** STEPHANIE L. MILES and Torri Smith (University of Nebraska Medical Center)

51. **Teaching Postpositional Particle in Written Japanese to a Child with Down Syndrome. (EDC).** NAOHIRO KANEKO (Shiraume Gakuen College)

52. **Unit Price Analysis of Responding During a Self-Control Paradigm (AUT; Data-Based Presentation).** TRACY KETTERING, Henry S. Roane, Terry Falcomata and Nathan A. Call (Marcus Institute)

53. **Automatic Reinforcement as a Maintaining Variable for Aggression (CBM; Data-Based Presentation).** JAYME MEWS, Joel E. Ringdahl and Eric W. Boelter (University of Iowa), Nathan A. Call (Marcus Institute) and Tory Christensen (University of Iowa)

54. **An Evaluation of Two Methods for Presenting New Foods to Children Exhibiting Food Selectivity (Data-Based Presentation).** ANNEMARIE MARANDO, Merrill Berkowitz, Paula Tokar, Ines Huggle and Manuel Aguda (St. Joseph's Children's Hospital)

55. **A Functional Analysis of Disrobing (AUT; Data-Based Presentation).** AIMEE HOLSTE and April S. Worsdell (Bancroft NeuroHealth)

56. **An Assessment of Treatment Components Across Home, Clinic, and Community Settings Using Brief Functional Analysis Methodology (CSE; Data-Based Presentation).** ANDREW W. GARDNER, Julia T. O'Connor and Rebeca Grinstead (Kennedy Krieger Institute)

57. **A Parent Implemented Behavior Program to Decrease Disruptive Behaviors (AUT; Data-Based Presentation).** DANIEL SMITH (Capitol Region Education Council)

58. **Increasing the Effectiveness of Goal Setting Using Performance Management (OBM).** ASHTON J. ROBINSON, Kenneth W. Wilson, Susan Parker-Singler, James L. Soldner and Stacey L. Small (Southern Illinois University), John M. Guercio (Center for Comprehensive Services) and Mark R. Dixon (Southern Illinois University)

59. **Impact of Environmental Factors on Children with Developmental Disability-Testing Transaction Model (CBM; Data-Based Presentation).** YOUNG SOOK CHUNG and In Soo Cho (Daegu University), Chi Youn Yoon (Choon Hae University) and Heung Shin Jin (Daegu University)

60. **Comparison of Three Methods of Preference Testing in People with Profound Multiple Impairments (EAB; Data-Based Presentation).** MURIEL SAUNDERS and Richard Saunders (University of Kansas)

61. **Assessment to Reduce Tics by Delivering High Rates of Conversation During High Preference and Low Preference Tasks (CBM; Data-Based Presentation).** CHRISTOPHER MASTERSON, Christine Horvath, Michael Jordan and Deborah A. Napolitano (Bancroft NeuroHealth)

62. **Functional Analysis of Problem Behavior in Children with Traumatic Brain Injury (CBM; Data-Based Presentation).** KYLIE M. LARSEN (Kennedy Krieger Institute), Sung Woo Kahng (Johns Hopkins University School of Medicine), Susan Miller and Christie Fyffe (Kennedy Krieger Institute)

63. **Comparing Moderate-to-Lean and Dense-to-Lean Schedules of Reinforcement (Data-Based Presentation).** Lynn G. Bowman, TRACI M. BROWN, Louis P. Hagopian, Jennifer L. Bruzek and Meghan E. Moore (Kennedy Krieger Institute)

64. **Evaluating the Reductive Effects of a Discriminative Stimulus, FCT, Competing Items, and Extinction on Aggressive and Ritualistic Behavior (AUT; Data-Based Presentation).** Lynn G. Bowman and JENNIFER L. BRUZEK (Kennedy Krieger Institute) and Kimberly Seckinger (Western Michigan University)

65. **Evaluation of Sleep Patterns Among Community-Living Adults with Mental Retardation (Data-Based Presentation).** CHRISTINE MAGEE, Jim Sperry, Shawn Parker and James K. Luiselli (The May Institute)

66. **Using a Fruit Chaser to Reduce Packing (CBM; Data-Based Presentation).** ROBERT (RYAN) PABICO, Cathleen C. Piazza, Meeta R. Patel, Gregory Reed, James W. Moore, Melanie H. Bachmeyer, Stephanie D. Bethke and Stacy A. Layer (Marcus Institute)

67. **Contingent and Background Attention for Compliance of Preterm Children with Low Birth Weight: A Descriptive Analysis (Data-Based Presentation).** JENNIFER THORSTEINSSON, Sabrina Berry, C.T. Yu, Kirsten Wirth, Kerri Walters, Garry Martin and Andrea Marchylo (University of Manitoba,)

68. **An Evaluation of State-funded ABA Services Provided to Children Under Age Three.** Enedelia Sanner and JESSICA ROYER (Partners In Behavioral Milestones, Inc.)

69. **Assessment and Treatment in a School Setting (AUT; Data-Based Presentation).** DEBORAH BORDEN-KARASACK, Julia T. O'Connor and Gregory Breznican (Kennedy Krieger Institute)

70. **Concurrent Variable Interval Schedules and the Functional Analysis of Problem Behavior.** ELIZABETH M. GIBBONS, Sheri A. Felice and James J. Dunleavy III (Bancroft NeuroHealth), Patrick R. Progar (Bancroft Neurosciences Institute), Frances A. Perrin (Bancroft NeuroHealth) and Michael Davison (University of Auckland)

71. **Treatment of Problem Behavior Using Functional Communication Training: Generalization Across Functions and Caregivers (Data-Based Presentation).** SCOTT A. BRAUD (Louisiana Center for Excellence in Autism), Patricia F. Kurtz and Iser G. DeLeon (Kennedy Krieger Institute)

72. **Improving Staff Interactions with Adults with Dual Diagnoses (OBM; Data-Based Presentation).** LORI FINN and Alan Fried (The League Treatment Center) and Claire Poulson (Queens College, and the Graduate Center of CUNY)

#259 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
DEV

73. **Computer Assessment of Overselective Visual Attention in Six- and Nine-Year-Old Boys (DDA).** NANCY H. HUGUENIN (Behavior Analysis & Technology, Inc.)

74. **Maternally-Provided Consequences May Determine the "Fear-of-Strangers" Phenomenon (EAB; Data-Based Presentation).** KERRIE L. LUM LOCK, Jacob L. Gewirtz and Martha Pelaez (Florida International University)

75. **Children's Preference for Delayed Rewards Increases with Age (Data-Based Presentation).** MARGUERITE L. HOERGER (University of Wales, Bangor)

76. **Analysis of Mother-Child Socio-linguistic Interaction Patterns Using a Multidimensional Observational System.** CARMEN QUINTANA, Emilio Ribes-Iñesta, Jazmín Carvajal, Laura Correa, Edgar Montes and Nora Rangel (University of Guadalajara)

77. **Delayed Matching-to-Sample Performance Across the Lifespan: Effects on Accuracy and Latency (EAB; Data-Based Presentation).** EUNICE GARDNER and John J. Chelonis (University of Arkansas, Little Rock), John Dornhoffer, Victor Henderson, John Hart, Jr. and Donna J. Blake (University of Arkansas for Medical Sciences) and Merle G. Paule (National Center for Toxicological Research)

78. **Maternal and Infantile Skills Involved in the Acquisition and Development of Language (EAB).** CECILIA C. MOLINA LÓPEZ and Coral Melgarejo Nassar (University of Veracruz) and Florente López Rodríguez (National Autonomous University of Mexico)

79. **Programmed Teaching in Mathematics for Elementary School Students (EAB).** MARTIN ORITZ BUENO, Marco Wilfredo Salas-Martínez and Esperanza Ferrant Jimenez (University of Veracruz)

80. **Language Modes: Acquisition, Translativity, and Intre-Modal Transfer (EAB).** A. DANIEL GÓMEZ FUENTES (University of Veracruz) and Emilio Ribes-Iñesta (University of Guadalajara)

81. **Organization of Social Preferences of Infants and Preschool Age Children: A Behavioral and Crossectional Study (Data-Based Presentation).** MARÍA-CELIA ESPINOSA and Carlos Santoyo (Universidad Nacional Autónoma de México)

82. **Functional Analysis and Intervention of Illogical Vocalizations by Geriatric Patients with Dementia (DDA; Data-Based Presentation).** Scott Sanders, Christine Halvey, JENNIFER DELANEY and Mark R. Dixon (Southern Illinois University)

#260 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
EAB

83. **Taste Avoidance Induced Wheel Running: Effects of Backward Pairings and Robustness of CTA.** SARAH SALVY (University of Toronto), W. DAVID Pierce, Donald C. Heth and James C. Russell (University of Alberta)

84. **Effects of Instructional Specificity and Feedback Density on the Rule Transmission in a Conditional Discrimination Task (VRB).** GERARDO ORTIZ (Universidad de Guadalajara)

85. **Concurrent Wheel-Running and Sucrose Reinforcement: Effect of Sucrose Concentration Manipulation.** TERRY BELKE and Ian Duncan (Mount Allison University)

86. **Concurrent Operants: Choice Behavior of Pigeons in Two Different Experimental Procedures (Data-Based Presentation).** Lauro Eugênio Guimarães Nalini and JOÃO CLAUDIO TODOROV (Universidade Católica de Goiás), Lincoln da Silva Gimenes and Domingos Sávio Coelho (Universidade de Brasília)

87. **Verbal Control, Variation, and Sensitivity to Contingency Changes (VRB; Data-Based Presentation).** Ana Amélia Baumann and JOSELE ABREU-RODRIGUES (Universidade de Brasília)

88. **A Test of Matching Theory's Interpretation of r-sub-e (TPC; Data-Based Presentation).** PAUL SOTO (Emory University)

89. **An Experimental Analysis of Antecedents to Habit Behaviors (CSE; Data-Based Presentation).** SHAI BROSH and R. Wayne Fuqua (Western Michigan University)

90. **Numeric Relations Emergency Under Conditional Control in Deaf Children (VRB; Data-Based Presentation).** GRAUBEN ASSIS, Ruth Daisy Carmo and Mariana Miccione (Universidade Federal do Pará)

91. **Anticipatory Eating Behavior and the Development of Eating Disorders (Data-Based Presentation).** ANTONIO LOPEZ-ESPINOZA, Hector Martinez and Alma Gabriela Martinez (Universidad de Guadalajara)

92. **Sucrose Fading Decreases Responding for Ethanol at Large Ratios in Male and Female Rats (BPH; Data-Based Presentation).** DIANA POSADAS-SANCHEZ (Arizona State University) and Mark P. Reilly (Central Michigan University)

93. **Treatment Interventions for Activity-Based Anorexia Using an Animal Model (CBM; Data-Based Presentation).** NICOLE WILLIAMS and Paul Neuman (Bryn Mawr College)

94. **Behavioral Correspondence in Pigeons (VRB).** SUSUMU MATSUI and Tetsumi Moriyama (Tokiwa University)

95. **Have Pigeons Engaged in Symbolically Malevolent Behavior? (CSE; Data-Based Presentation).** CHRISTOPHER M. SCHAUB, Claudia D. Cardinal and Philip N. Hineline (Temple University)

96. **The Effects of Same Versus Qualitatively Different Reinforcers on Rats' Response Rates (Data-Based Presentation).** JESSIE-SUE MILO and Kennon A. Lattal (West Virginia University)

97. **Variable Level Reinforcement Schedules on Gambling Behaviors: A Look at the Preference Paradigm (Data-Based Presentation).** MICHAEL PISNEY, Dustin Daugherty, Patience Niemoth and Otto H. MacLin (University of Northern Iowa)

98. **Effects of Internet Gambling on Teenagers and Young Adults (CSE).** SCOTT SHAW, Dustin Daugherty, Daniel Garcia and Otto H. MacLin (University of Northern Iowa)

99. **Fine Analysis of Performance Under Variable-Interval and Variable-Ratio Schedules of Reinforcement in Rats (Data-Based Presentation).** TAKAYUKI TANNO and Takayuki Sakagami (Keio University)

100. **Effects of Previous Reinforcement of Variability or Repetition on Learned Helplessness (EAB; Data-Based Presentation).** MARIA HUNZIKER, Fernando Manfré and Marcos Yamada (University of São Paulo)

101. **Approach and Retreat: Shaping the Behavior of Llamas with Negative Reinforcement.** JENNA POLLARD, Sarah McDaniel, Nicole Dorey and Jesus Rosales-Ruiz (University of North Texas)

102. **EAHB-SIG Student Paper Award Winner: Human Group Choice: The Relation Between Travel Cost and the Ideal Free Distribution (TPC; Data-Based Presentation).** GEORGE ANTHONY BENNERS (Armstrong Atlantic State University)

103. **Second-Order Presentation of Brief, Paired Stimuli Affects Response Patterning but Not Breakpoint Under Progressive Ratio Schedules of Reinforcement (Data-Based Presentation).** JOSE L. MARTINEZ (Southern Illinois University, Carbondale), Brian D. Kangas (University of North Texas), Katarzyna B. Grabowska and Eric A. Jacobs (Southern Illinois University, Carbondale)

104. **MTS_DSS 1.0: Software Designed to Study Conditional and Simple Discrimination.** MÁRCIO BORGES MOREIRA and Cristiano Coelho (Universidade Católica de Goiás)

105. **The Effects of Disruptive Events on Time-Place Learning in Rats.** JACOB NORRIS and James D. Dougan (Illinois Wesleyan University)

106. **Isolating the Role of Symmetry and Transitivity in the Extension of Stimulus Functions (Data-Based Presentation).** MEDEA RAWLS, Carrie Hartman and Manish Vaidya (University of North Texas)

107. **A Functional Analysis of Self-Injurious Behavior in an Olive Baboon (Papio hamadryas anubis).** NICOLE DOREY, Jesus Rosales-Ruiz, Richard G. Smith and Brian Lovelace (University of North Texas)

108. **Do Retirees (Retired Breeding Male Pigeons) at a "Slot Machine" Conform to the Predictions of Unit Price?** JULIE M. SLOWIAK, Michael K. Paul, Carla H. Lagorio and Gregory J. Madden (University of Wisconsin, Eau Claire)

109. **Matching and Maximizing in the Context of a Rock/Paper/Scissors Game (Data-Based Presentation).** BRIAN KANGAS and Manish Vaidya (University of North Texas)

#261 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
EDC

110. **Treating Problem Behavior According to Functions Identified During a Functional Analysis of Precursor Behavior (DDA; Data-Based Presentation).** ADEL CHRISTINA NAJDOWSKI, Michele D. Wallace, Carrie Ellsworth, Alicia Grauvogel and Jackie Cleveland (University of Nevada, Reno)

111. **A Two-Year Follow-Up of a Successful Treatment of a Child with Asperger's Syndrome's Aggression in a Regular Education Setting (DDA; Data-Based Presentation).** EDWIN DYE, Michele D. Wallace, Heidi Landaburu and Jonathan Tarbox (University of Nevada, Reno)

112. **Comparing Results of Functional Assessment and Analysis Strategies for a Group of Children with Emotional/Behavioral Disorders (CBM; Data-Based Presentation).** Echo Cunningham and ROBERT E. O'NEILL (University of Utah)

113. **Examining the Consistency of Functional Behavioral Assessment Procedures with Preschool Children at Risk for ADHD (Data-Based Presentation).** NATALIE G. SOKOL and Lee Kern (Lehigh University)

114. **Methods of Evaluating Treatment Fidelity of Function-Based Interventions in Classrooms for Children with Disabilities: Preliminary Analysis of An Intervention Checklist (DDA; Data-Based Presentation).** JAMES FOX, Leia Blevins, Scott Lamie, Sarah Camp and Neeti Mishra (East Tennessee State University)

115. **Preliminary Evidence for Convergent, Social, and Treatment Validity of the FAIR-T (Data-Based Presentation).** BRAD DUFRENE and Adam Weaver (Munroe-Meyer Institute) and Sandy Devlin (Mississippi State University)

116. **Evaluation of Undergraduate Advising Services in a Large University Psychology Department.** Kent D. Smallwood, KIMBERLY E. SECKINGER, Dawn Dore, Linda A. LeBlanc and R. Wayne Fuqua (Western Michigan University)

117. **Aversive Interventions: Trends over the Past Twenty Years (CSE).** BENJAMIN LOVETT and Florence D. DiGennaro (Syracuse University)

118. **School-Based Interventions for Depression: A Review of the Literature (Data-Based Presentation).** AMY CLANCY, Lee Kern and Alexandra Hilt (Lehigh University)

119. **Choice and Preferred Activities as Interventions for Students with Emotional and Behavioral Disorders: A Review of the Literature (Data-Based Presentation).** CHRISTOPHER SPOSATO, Lee Kern and Alexandra Hilt (Lehigh University)

120. **Acceptance of Generalized Personality Interpretations by Licensed Practicing Psychologists in Mexico (Data-Based Presentation).** TANIA AGUIRRE, Marco A. Pulido, Gabriela Fernandez, Rebeca Linares, Julieta Mendoza, Emma Baqueiro, Damariz Lopez and Lizheidi Luna (Universidad Intercontinental, Mexico)

121. **Analysis of Violin Practice Techniques (TBA; Data-Based Presentation).** ROGER BASS (Carthage College)

122. **An Examination of the Generalization of Novel Block Building (DDA; Data-Based Presentation).** JILL WHITE and Gregory P. Hanley (University of Kansas)

123. **Looking Twice at Data.** RANDY SEEVERS (University of Houston, Clear Lake) and Sylvia Martin (Monmouth University)

124. **Chartshare Comes Home from School: Implementing a Computer-Based Charting System in an After-School Program (TBA; Data-Based Presentation).** THOMAS WOELZ, Richard Anderson, Ruth Bekker, Yuka Koremura, Tammy Cline and Jesus Rosales-Ruiz (University of North Texas)

126. **Effects of Behavior-Based Exercise Adherence and Nutritional Improvement Interventions for Adult Fitness and Wellness Programs (Data-Based Presentation).** MATTHEW MARTIN, Daniel Balderson and Tom Sharpe (University of Nevada, Las Vegas)

127. **Effects of Three Interventions Designed to Generalize a Tactic from Practices to Scrimmages in Basketball (Data-Based Presentation).** PHILLIP WARD, Myung-Ah Lee, Dena Deglau, Carla Vidoni and Josh Holt (The Ohio State University)

128. **The Generalization of Tactics from Drills to Game Play in Young Adult Soccer Players (Data-Based Presentation).** Josh Holt, PHILLIP WARD, Tristan Wallhead, Carla Vidoni and A-ran Chong (The Ohio State University)

129. **Generalization of Tactics from Practice to Game in Secondary Physical Education (EDC; Data-Based Presentation).** MYUNG-AH LEE (The Ohio State University)

130. **Reducing Risky Playground Behavior Using a Group Reinforcement Contingency (CBM; Data-Based Presentation).** JAY SUMMERS and Michele D. Wallace (University of Nevada, Reno)

131. **Is There a Relationship Between Reading Comprehension and Reading Fluency? (Data-Based Presentation).** MICHELLE HARRINGTON, Edward Langford, Matthew L. Israel and Erin Holland (The Judge Rotenberg Educational Center)

#262 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
OBM

132. **The Behavioral Research Supervisory System: Helping Graduate and Undergraduate Students Prevent Procrastination.** CHRISTEN RAE, Kendra Priest and Kirrily Kennedy (Western Michigan University)

133. **Creation and Organization of Graduate Student Materials into a CD Manual.** BETH WOLF and Alicia Wargowsky (Western Michigan University)

134. **Revision of Undergraduate Psychology Honors Instructional Design Materials (TBA).** AMY ROSENBERG and Alicia Wargowsky (Western Michigan University)

135. **Behavior Analysis Training System Website (AUT).** MARIA BAERKIRCHER, Masayuki Shiraishi and Richard W. Malott (Western Michigan University)

136. **Creating Financial Fluency: Shaping Accurate Financial Projections in a University Setting.** CRISTIN D. HARRISON and Linda J. Hayes (University of Nevada, Reno)

137. **Implementing a Graphic Feedback System to Promote Staff Performance (OBM).** JEFFREY SMITH (Timber Ridge Ranch Neurorestorative)

138. **Using Instructional Posting to Improve Compliance with the Utilization of an Automated Point-of-Use Inventory System (Data-Based Presentation).** ANDREA MORGAN, Linda J. Hayes and Rachel S. F. Tarbox (University of Nevada, Reno)

139. **The Effects of Immediate Feedback and a Monthly Lottery on Acquisition and Maintenance of Ttutoring Skills in an Intensive Behavioral Treatment Facility. (AUT).** KENNETH MACALEESE, Ginger Wilson, Patrick Ghezzi and Janice K. Doney (University of Nevada, Reno)

140. **Performance Management in a Long-Term Care Facility for the Elderly (Data-Based Presentation).** KARA HARTMAN and Mark R. Dixon (Southern Illinois University)

141. **Driving Under the Influence of Safety Belts: Data From Primary and Secondary Enforcement Conditions (CSE; Data-Based Presentation).** ASHWINI BAPAT and Carl Johnson (Central Michigan University)

142. **A Descriptive Analysis of Bias in Observational Data Recording of Driver Safety (CSE; Data-Based Presentation).** ANGELA LEBBON and John Austin (Western Michigan University), Ron Van Houten (Mount Saint Vincent University)

#263 Business Meeting
7:00 PM - 7:50 PM
Clarendon

Animal Trainers Forum Special Interest Group
Chair: Barbara Kaminski (Johns Hopkins University School of Medicine)

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!

#264 Business Meeting
7:00 PM - 7:50 PM
Berkeley

Clinical SIG Business Meeting
Chair: Ennio Cipani (Alliant International University)

To discuss progress on the two previous objectives set at ABA 2003 and to serve as a social gathering of persons interested in clinical behavior analysis.

#265 Business Meeting
7:00 PM - 7:50 PM
Liberty C

Developmental SIG Business Meeting
Chair: Jacob L. Gewirtz (Florida International University)

Join us for the Developmental Special Interest Group's annual business meeting.

#266 Business Meeting
7:00 PM - 7:50 PM
Fairfax B

***Journal of Behavioral Education* Editorial Board and Information Meeting**
Chair: Phillip J. Belfiore (Mercyhurst College)

The Journal of Behavioral Education will hold its annual Editorial Board meeting and general information session. The purpose of this meeting is to update the Board on the current status and directions of the Journal, and to inform the general public regarding the availability of the Journal as an outlet for applied scholarly works.

#267 Business Meeting
7:00 PM - 7:50 PM
Dalton

Journal of Precision Teaching and Celeration
Chair: Richard M. Kubina, Jr. (The Pennsylvania State University)

The purpose of this meeting is to discuss the current state and future direction of JPTC.

#268 Business Meeting
7:00 PM - 7:50 PM
Liberty B

Parents and Professionals Sharing the Conference Experience
Chair: Pamela Gorski (Reaching Potentials, Inc.)

This meeting provides an opportunity for parents of children receiving behavior analytic services and professionals to gather in an informal setting to discuss the conference and common issues. Autism treatment is expected to be a major topic. Pam Gorski, director of Reaching Potentials, a ABA parent support agency, will co-host this meeting. Refreshments will be provided.

#269 Business Meeting
7:00 PM - 7:50 PM
Hampton

Spanish-Speaking Special Interest Group – First Annual Meeting
Chair: Robin Nuzzolo-Gomez (Columbia University Teachers College)

The Spanish SIG is devoted to the dissemination of behavior analysis to ABA members whom English is not a primary language. It also invites those whom English is a primary language and wish to help with the task of disseminating behavior analysis to the Spanish speaking community. The purpose of this meeting is to share general feedback regarding the Spanish International track of presentations at this year's conference, and discuss means of increasing attendance and participation by Spanish speaking behavior analysts as well as future endeavors of the group. All ABA members are invited to attend. If you wish to obtain an agenda prior to the meeting please send an email to robinonpoint@cs.com.

#270 Special Event
7:00 PM - 7:50 PM
Fairfax A

Tai Chi Chuan for Beginners
Chair: Jill Basso (Certified Tai Chi Instructor)

The purpose of this class is to introduce people to the art of Tai Chi Chuan. Tai chi is a slow-moving, meditative exercise for relaxation, development of internal energy fields (chi), and help with balance, strength and coordination. The tai chi form is a series of postures that make up a form. The purpose of this class is to teach the basic principles of tai chi, discuss its' health benefits, and participate in solo chi exercises, chi kung exercises, and two-person application exercises to develop sensitivity. The teacher will give a brief history of tai chi, demonstration and how tai chi has shown to help different disabling conditions. Tai Chi began in China during the Sung Dynasty in 960-1126 AD. It is practiced all over the world and is revered for its health benefits and martial art application. Tai Chi Chuan is translated "Supreme Ultimate" kung fu or boxing, which translated into English would be, the individual practice of your internal skill and energy to develop supreme ultimate abilities in relaxation and fighting.

#271 Business Meeting
7:00 PM - 7:50 PM
Gardner

Verbal Behavior Special Interest Group
Chair: William F. Potter (CSU Stanislaus)

The Verbal Behavior 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@athena.csustan.edu for an agenda prior to the meeting.

Workshop #73

7:00 PM - 9:00 PM
Back Bay A

Early and Intensive Behavioral Intervention for Autism
O. IVAR LOVAAS, PhD (University of California, Los Angeles)

Autism represents the most severe impairment of all psychiatric diagnostic categories. It is almost always chronic: 95% of children diagnosed with autism remain autistic as adults and in need of institutional and/or protective care. To optimize treatment outcome behavioral intervention should start before the age of 5 years, address all the child's behavioral excesses and delays, be administered 40 hours or more per week, and be conducted in the child's home and community with the parents' participation. Follow-up data assessment of the UCLA 1987 study conducted by independent blind examiners at the children's mean age of 12 years shows that 47% of the children passed regular, age-appropriate classes in the public school system, scored within the normal range on IQ tests and standardized tests of adaptive behavior and personality, as well as ratings by clinical psychologists. Replication of the 1987 study across sites is being conducted by persons who have completed coursework in Learning & Behavior and Applied Behavior Analysis as well as passed a full-time 9-month internship at UCLA. Replication data will be published in 2004.

Level: Introductory
Member: $70 **Non-member:** $85
After 3/15 Member: $95 **Non-member:** $110

#272 Reunion
8:00 PM - 10:00 PM
Beacon B

2004 St. Cloud State University Alumni and Friends Behavioral Analysis Reunion
Chair: Gerald Mertens (Psychology Department)

#273 B. F. Skinner Tribute Event

8:00 PM - 10:00 PM
Independence East

B. F. Skinner Foundation Celebrates the Centennial of Skinner's Birth
Chair: Julie S. Vargas (B. F. Skinner Foundation)

A gathering to celebrate the centennial of Skinner's birth. This year marks the 17th year of the Foundation, and its move from West Virginia to Cambridge, Massachusetts.

#274 Reunion
8:00 PM - 10:00 PM
Republic A

Cambridge Center for Behavioral Studies Reception
Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

#275 Reunion
8:00 PM - 10:00 PM
Commonwealth

Columbia University and CABAS: Schools in the USA, Ireland, and England
Chair: R. Douglas Greer (Columbia University Teachers College)

#276 Reunion
8:00 PM - 10:00 PM
Beacon A

The May Institute Hospitality Suite
Chair: Alan E. Harchik (The May Institute)

#277 Reunion
8:00 PM - 10:00 PM
Beacon D

Queens College Learning Processes Faculty and Alumni
Chair: Bobby Newman (Association for Metroarea Autistic Children, Inc.)

#278 Special Event

10:00 PM - 12:00 AM
Grand Ballroom

Behavioral Follies
Senior Chair: Kelly G. Wilson (University of Mississippi)
Co-Chairs: Kate Kellum (University of Mississippi) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Steve and Linda Hayes will be stepping down from administration of the Behavioral Follies for 2004, amidst rumors of humor mismanagement and accounting irregularities. Highly credible Behavioral News Tonight sources suggest that Drs. Hayes, in concert with shadowy behavioral figure Dr. Earth, have looted the Follies treasury for as much as $25,000,000. Questionable expenses charged to Behavioral Follies accounts include Dr. Linda Hayes' whopping $10,000 masseuse charge as well as an $86,000 bar tab at the San Francisco ABA and Dr. Steven Hayes' charges, totaling over $175,000, for a long series of failed hair transplant surgeries. Drs. Hayes have denied all charges, saying that these were all "normal operating costs." They will be given the opportunity to respond to charges in a special segment of the Behavioral News Tonight at the upcoming Boston Behavioral Follies.

Kelly Wilson, Dermot Barnes-Holmes, and Kate Kellum have agreed to take over interim administration of the Follies. Although all three maintain busy schedules, they stated that patriotism and loyalty to the brave followers of behavior analysis caused them to take temporary leave from departmental duties in order to, in the words of Dermot Barnes-Holmes, "get to the bottom of this bloody mess." Wilson, Barnes-Holmes, and Kellum have promised a reinvigorated follies schedule for the upcoming conference. After a careful functional analysis, they have determined the sources of recent follies nonhumor behavior and have pledged that they will not rest until these nonfunny sources of stimulus control are eradicated. Please contact Dr. Kelly Wilson at kwilson@olemiss.edu with any potential follies contributions.

START

Service to Apply, Recruit & Train

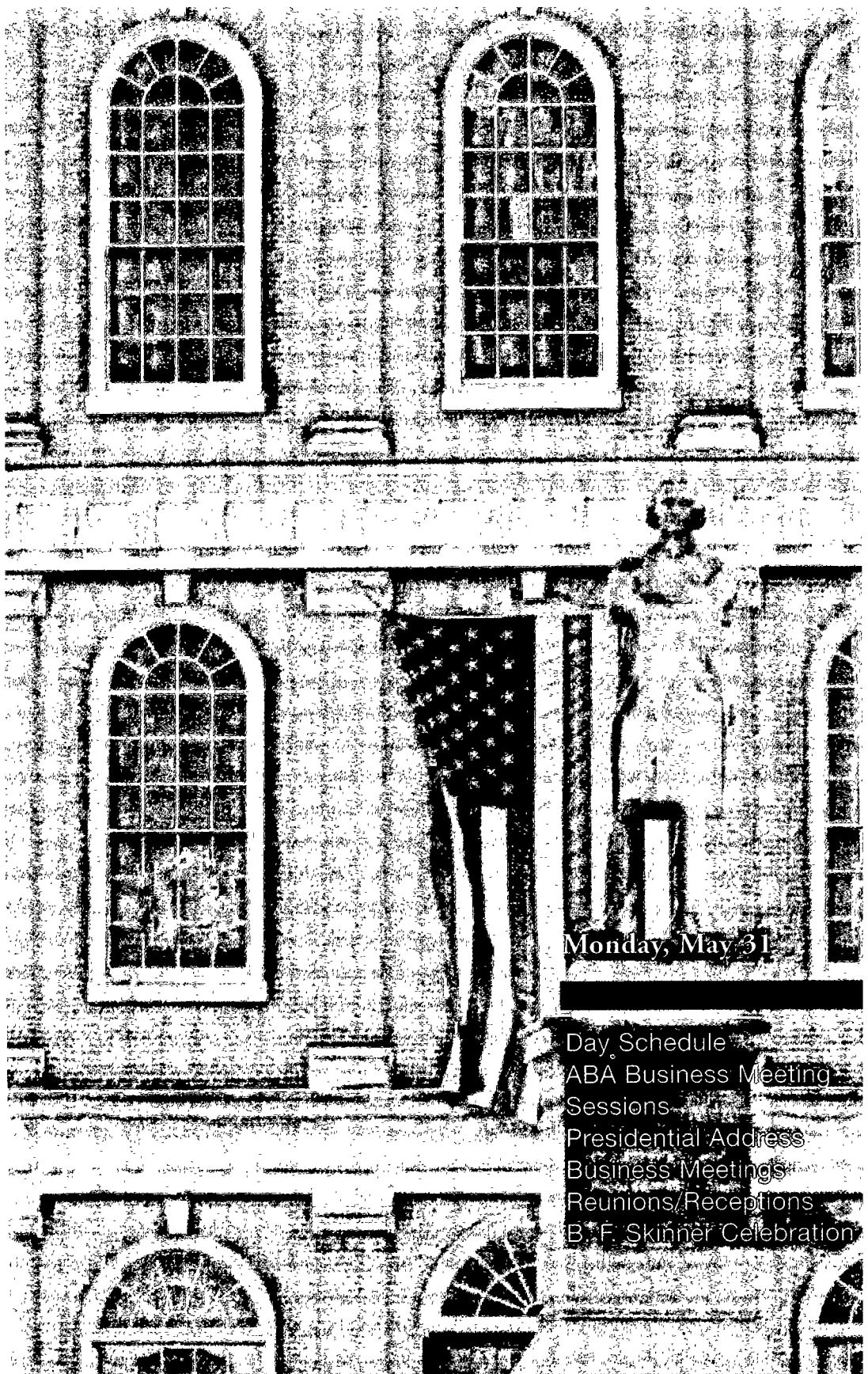
On-site in the Registration Lobby, 2nd Floor (Plaza Level)

Providing on-site interviews, on-line jobs, resumes, information on internships and graduate training programs in behavior analysis, an all-new Career Advances Resource Center, and Career Advancement Seminars sponsored by the May Institute.

Post your resume or job description at

www.abainternational.org/start

Inquiries may be made to mail@abainternational.org



Monday, May 31

Day Schedule
ABA Business Meeting
Sessions
Presidential Address
Business Meetings
Reunions/Receptions
B. F. Skinner Celebration

Monday, May 31

	ROOM	7 AM :00	7 AM :30	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12:00 PM - 1:30 PM	1:30 PM - 2:30 PM
Second Floor - Plaza Level	Republic A					#285 VRB Ch: Olerud		#332 VRB Ch: Drake					#368 VRB Ch: Ziomke
	Republic B					#304 TPC Ch: Palmer		#329 TPC CE Ch: Sundberg					#358 TPC Ch: Morris/Rutherford
	Grand Ballroom					#280 TBA CE NOVAK				#336 EAB CE MCSWEENEY			#347 AUT FABRIZIO
	Liberty A												
	Liberty B					#295 OBM Ch: Dores		#328 OBM Ch: Boyce					#353 OBM TOSTI
	Liberty C					#297 OBM Ch: Ludwig		#326 OBM Ch: Houmanfar					
	Independence East					#283 TPC Ch: Cohen		#310 TPC Ch: Wilkes		#339 TPC Ch: Burgos			#366 TPC Ch: Charlton
	Independence West					#301 VRB Ch: Saunders		#319 VRB Ch: Egan					#359 VRB Ch: Shimamune
	Constitution A					#287 DDA Ch: Oliver		#335 DDA CE Ch: Anderson					#354 DDA Ch: Johnson
	Constitution B					#296 DDA Ch: Ringdahl		#316 DDA Ch: Rose					#362 DDA CE Ch: Ziomek
	Back Bay A					#306 DDA CE Ch: Robb		#317 DDA Ch: O'Reilly					
	Back Bay B					#281 AUT RISLEY		#311 AUT CE Ch: Moors					
	Back Bay C						#312 AUT Ch: Boettcher						#361 AUT Ch: Carr
	Back Bay D						#313 AUT CE Ch: Honan						#365 AUT Ch: Pelios
Third Floor	Hall D (Hynes)					ABA Cooperative Bookstore							
	Hall D (Hynes)							2004 ABA Exhibit					
	Hall D (Hynes)											POSTER SESSIONS	
	Commonwealth					#298 EAB Ch: Mitchell		#314 EAB Ch: Berg					#350 EAB HIGA
	Beacon A					#288 TBA CE Ch: Mueller		#324 TBA Ch: Moran					#360 TBA Ch: Randell
	Beacon B					#293 EDC Ch: Boyce		#334 EDC Ch: Kern					#367 EDC Ch: Heron
	Beacon D					#302 EAB Ch: Greer		#325 EAB Ch: Sidener					#349 EAB Ch:Ninness
	Beacon E					#307 BPH Ch: LaRue							
	Beacon F					#284 INT BECERRA		#309 INT MARTINEZ		#338 INT CAMERERO			#348a INT BARNES-HOLMES
	Beacon G					#282 INT SPATES		#308 INT HAYES		#337 INT TWYMAN			#342 INT GREER
	Beacon H					#300 CSE CE Ch: Miltenberger		#330 CSE Ch: Dula					#356 CSE Ch: Blumenthal
	Berkeley					#291 EDC Ch: Tincani		#322 EDC Ch: Putnam					#364 EDC Ch: Burke
	Clarendon					#303 EDC Ch: Kamps		#333 EDC Ch: Ernsbarger					#369 EDC CE Ch: S. Peterson
	Dalton					#299 OTH Ch: Williams		#331 OTH Ch: Morris					#351 OTH Ch: Harrison
	Fairfax A					#290 EAB Ch: Rehfeldt		#322 EAB Ch: Whelan					
	Fairfax B					#286 EAB Ch: Forsyth		#327 EAB Ch: Field					#370 EAB Ch: L. Peterson
	Gardner A			#279 ABA Business Meeting		#289 EDC Ch: Ramasamy		#315 EDC SUGAI					#363 EDC CE Ch: Mueller
	Gardner B												
	Hampton					#305 DEV Ch: Schneider		#321 DEV Ch: McHugh					#355 DEV CE Ch: Commons
	Exeter A	Speaker-Ready Room											
	Exeter B	Speaker-Ready Room											
Fifth Floor	Conference 2					#292 CBM Ch: Cunningham		#318 CBM Ch: Cardinal					#348 CBM BARLOW
	Conference 3					#294 CBM CE Ch: Stoutimore		#320 CBM Ch: Vreeland					#357 CBM Ch: Vargas-Irwin
	Conference 4												

■ = Special and Invited Events

CE = Session available for CE for certified behavior analysts

Ch: = Chair

LEGEND

Monday, May 31

ROOM	2:30 - 3:00	3 PM :00	3 PM :30	4 PM :00	4 PM :30	5:00 - 5:30	5:30 PM - 7:00 PM	7 PM :00	7 PM :30	8 PM :00	8 PM :30	9 PM :00	9 PM :30	
Republic A	#368 Cont'd	#384 VRB Ch: Tarbox												Second Floor - Plaza Level
Republic B	#358 Cont'd	#396 TPC CE Ch Zane												
Grand Ballroom		#378 VRB CE CARBONE			#403 President HAYES CE							#415 Skinner Celebration 9-12		
Liberty A														
Liberty B	#376 OBM Ch: Smith													
Liberty C	#375 OBM Ch: Malott													
Independence East	#366 Cont'd	#390 TPC Ch: Klein												
Independence West	#359 Cont'd	#381 VRB Ch: O' Connor												
Constitution A	#354 Cont'd	#389 DDA CE Ch: Higbee												
Constitution B	#362 Cont'd	#398 DDA Ch: Weber												
Back Bay A		#394 AUT Ch: MacIver												
Back Bay B		#385 AUT Ch: Newman												
Back Bay C	#361 Cont'd	#399 AUT CE Ch: Sawyer												
Back Bay D	#365 Cont'd	#391 AUT CE Ch: Harris												
Hall D (Hynes)	ABA Cooperative Bookstore													Third Floor
Hall D (Hynes)			2004 ABA Exhibit											
Hall D (Hynes)							POSTER SESSIONS							
Commonwealth	#372 EAB Ch: Sokolowski		#402 EAB Ch: Kopp											
Beacon A	#360 Cont'd	#395 TBA Ch: Miller												
Beacon B	#367 Cont'd	#379 CSE Ch: Bossart												
Beacon D	#371 EAB Ch: Lehman		#401 EAB Ch: Wheat											
Beacon E	#373 BPH Ch: Newland		#400 BPH Ch: Wynne											
Beacon F	#374 OTH CE Ch: Shook													
Beacon G														
Beacon H	#356 Cont'd	#388 CSE Ch: Roche												
Berkeley	#364 Cont'd	#383 EDC Ch: Cates						#413 TBA SIG						
Clarendon	#369 Cont'd	#392 EDC Ch: Lee						#411 Student Committee						
Dalton	#377 OTH Ch: Johnson													
Fairfax A		#397 EAB Ch: Stewart												
Fairfax B	#370 Cont'd	#386 EAB Ch: DiClemente												
Gardner A	#363 Cont'd	#387 EDC Ch: Procaccino						#414 YogaFit Class						
Gardner B														
Hampton	#355 Cont'd	#380 DEV Ch: Miller						#412 Parent/ Prof. Meeting						
Exeter A	Speaker-Ready Room													
Exeter B	Speaker-Ready Room													
Conference 2		#393 CBM CE Ch: Anderson												Fifth Floor
Conference 3	#357 Cont'd	#382 CBM Ch: Slifer												
Conference 4														

#279 Special Event

8:00 AM - 8:50 AM
Gardner

ABA Business Meeting
Chair: Jay Moore (ABA President)

- Maria E. Malott (Executive Director)
- Gerald R. Bernicky (Affiliated Chapters Board Coordinator)
- Pamela G. Osnes (Education Board Coordinator)
- Amy Elliott (Membership Board Coordinator)
- Keith Allen (Professional Affairs Board Coordinator)
- Linda J. Hayes (Program Board Coordinator) and Ramona Houmanfar (Senior Program Co-chair)
- Nancy A. Neef (Publications Board Coordinator)
- Michael Perone (Science Policy and Research Board Coordinator)

#280 Special Event

9:00 AM - 9:50 AM
Grand Ballroom
TBA
CE

2004 Tutorial: Teaching Child Development in a Non-Behavioral World
Chair: Mike Johnston (University of Nevada, Reno)
GARY D. NOVAK, PhD (California State University, Stanislaus) and Martha Peláez, PhD (Florida International University)

Gary D. Novak received his PhD in Developmental Psychology from the State University of New York at Stony Brook where he TA'd his first PSI course, a behaviorally-based developmental psychology course taught by Grover Whitehurst. He has spent the past 30 years as a Professor of Psychology and Child Development at California State University, Stanislaus where he helped found the Behavior Analysis and Child Development programs. Some of his activities at Stanislaus included directing the Child Development Center, starting the special education programs, serving as the university's first assessment coordinator, being selected Outstanding Professor, and serving two terms as Department Chair. He is the author of *Developmental Psychology: Dynamical Systems and Behavior Analysis* (Context Press, 1996) and, with Martha Pelaez, *Child and Adolescent Development* (Sage, 2004).

Dr. Martha Peláez is an Associate Professor at the Departments of Educational and Psychological Studies at Florida International University. She received her PhD in developmental psychology in 1992 from Florida International University winning the International Dissertation Award from the International Society for Infant Studies (ISIS) for her research on infant social referencing. In 1994, she completed a Post-doctoral Fellowship at the University of Miami Medical School studying the behavior of depressed mothers and their effects on their infants' social and cognitive development. She has conducted numerous investigations on infant learning phenomena, including attachment, social referencing, fear of strangers, fear of dark, moral development, rule-governed behavior, and stimulus equivalence. Dr. Peláez has continued to expand her research program in mother-infant interactions and has applied interventions with infants at-risk. She is Fellow of American Psychological Association and past Program Chair of APA-Division 25; she was also Program Co-Chair for the Association for Behavior Analysis (ABA). Currently, she is member of various editorial boards of scientific journals.

Abstract: The teaching of behavior analysis in developmental psychology is critical because it is a core discipline in the preparation of teachers, psychologists, social workers, journalists, and other professionals, as well as a major influence on parents. Unfortunately, very few behavior analysts are themselves prepared to teach this important topic. This problem has been compounded by the scarcity of available materials from a behavior-analytic perspective. The result is that much of what is taught about development is, at best non-behavioral, and at worse, anti-behavioral. The authors will present a model of teaching child development based on Behavioral Systems Theory. They will provide examples of materials available, and methods that have been used successfully for over 40 years of combined experience teaching behaviorally-based classes in development and learning.

#281 Invited Event

9:00 AM - 9:50 AM
Back Bay B
AUT

An Emerging Behavioral-Developmental Consensus on Autism Treatment
Chair: Jack Scott (Florida Atlantic University)
TODD R. RISLEY, PhD (University of Alaska, Anchorage)

Dr. Todd R. Risley received his PhD in Psychology from the University of Washington in 1966. He is a Professor Emeritus of Psychology at the University of Alaska and a former Professor of Human Development and Senior Scientist of the Bureau of Child Research at the University of Kansas. He was a founding editor of the *Journal of Applied Behavior Analysis*, a founding associate editor of *Journal of Positive Behavior Interventions*, and has served on the editorial boards of 15 other scientific journals. He is a Past President of both the Association for Advancement of Behavior Therapy and the Behavior Analysis Division of the American Psychological Association. His widely cited and reprinted "action research" has introduced many new procedures and concepts including: time out (with Wolf and Mees in 1964); discrete trials language training (with Wolf in 1964); incidental teaching of language (with Hart in 1968); single-subject research designs and applied behavior analysis (with Baer and Wolf in 1968); engagement measures (in 1972); life arrangements and life coaching interventions (in 1996); and meaningful differences in amount of parent talk and child vocabulary size, and the details of children learning to talk (with Hart in 1995 & 1999). His work has received many awards including the Edgar A. Doll Award from the American Psychological Association, and the Outstanding Research Award from the American Association on Mental Retardation. He has served on many boards and commissions in Alaska, and as Director of Alaska's Division of Mental Health and Developmental Disabilities. He is known for promoting flexible funding and individualized arrangements–anathema for bureaucrats–as being the most humane, the most effective, and the least expensive way to provide services. Since 1982, Todd Risley has lived at "Risley Mountain", the Alaska homestead where he was born in 1937.

Abstract: Todd Risley is now known for his research on language development of typical children but was one of the founders of applied behavior analysis and of behavioral interventions with autistic children. His presentation will integrate behavioral and developmental information to emphasize consensus rather than controversy in early intervention for autistic children.

#282 International Paper Session
9:00 AM - 9:50 AM
Beacon G
INT/CBM

Parallels Between Contemporary Behavior Therapy and Morita Therapy (Translated into Japanese)
Chair and Translator: Koji Takeshima (Western Michigan University)
C. RICHARD SPATES (Western Michigan University)

#283 International Paper Session
9:00 AM - 9:50 AM
Independence East
TPC

Social and Cultural Contingencies
Chair: Michael Cohen (University of South Florida)

Applied Behavior Analysis in the 21st Century. MICHAEL COHEN, Gudmundur Heimisson and Darrel E. Bostow (University of South Florida)

The Analysis of Social Phenomena: Identifying Interlocking Contingencies and Metacontingencies. M. AMALIA ANDERY, Nilza Micheletto and Tereza Sério (Pontifícia Universidade Católica de São Paulo)

#284 International Paper Session
9:00 AM - 9:50 AM
Beacon F
INT

The Ability of Autistic Children to Interpret Their Own as Well as Other People's Mental States (Translated into Spanish)
Chair and Translator: Inmaculada Gómez Becerra (Universidad de Almería, Spain)
INMACULADA GÓMEZ BECERRA and María Jesús Martín (Universidad de Almería), R. Douglas Greer and Mapy Chavez Brown (Columbia University Teachers College)

#285 International Paper Session
9:00 AM - 10:20 AM
Republic A
VRB

ACT Interventions for Health-Related Issues
Chair: Joanne Dahl Olerud (University of Gävle, Sweden)

Evaluation of a Brief RCT ACT Intervention for Public Workers on Sick Leave Due to Pain or Stress Symptoms. JOANNE DAHL OLERUD (University of Gävle, Sweden), JOSEFIN AHLQVIST and Andreas Claesson (University of Uppsala, Sweden) and Kelly G. Wilson (University of Mississippi)

Evaluation of a Brief ACT Intervention for Type II Diabetes. JOSEFIN MÅNSSON and Tobias Lundgren (Uppsala University, Sweden) and Joanne Dahl Olerud (University of Gävle, Sweden)

An Evaluation of a Multi-Sited Brief ACT Intervention with People Suffering from Refractory Epilepsy in India and South Africa. TOBIAS LUNDGREN (University of Uppsala, Sweden), Joanne Dahl Olerud (University of Gävle, Sweden), Nandan Yardi (Epilepsy Clinic, Pune, India) and Kathy Pahl (University of Cape Town, South Africa)

#286 Symposium
9:00 AM - 10:20 AM
Fairfax B
EAB/CBM

Behavior Analytic Approaches to Experimental Psychopathology Research: Experimental Models and Analogs of Human Suffering (Data-Based Presentation)
Chair: John P. Forsyth (University at Albany, SUNY)

Interoceptive Fear Conditioning and the Etiology of Panic Disorder: Overview, Methodology, and Experimental Evaluation. JASON PRENOVEAU and John P. Forsyth (University at Albany, SUNY)

Risk Factors for Anxiety Disorders: Overview of the Moderating Role of Acceptance and Experiential Avoidance. JOHN P. FORSYTH, Velma Barrios and Dean Acheson (University at Albany, SUNY)

Pavlovian Fear Conditioning and the Anxiety Disorders: A Normal Learning Process Gone Awry in the Context of Experiential Avoidance? VELMA BARRIOS, John P. Forsyth and Dean Acheson (University at Albany, SUNY)

Acceptance and Pain: A Systematic Analysis of the Role of Demand Characteristics in an Acceptance-Based Approach to Pain Tolerance. BRYAN T. ROCHE (National University of Ireland, Maynooth), John P. Forsyth (University at Albany, SUNY) and Lisa Van der werff (National University of Ireland, Maynooth)

#287 International Symposium
9:00 AM - 10:20 AM
Constitution A
DDA/TPC

Behavioral Phentoypes and Applied Behaviour Analysis (or ABA Meets ATAGACGATACGAT) Data-Based Presentation)
Chair: Christopher Oliver (University of Birmingham)
Discussant: Bob Remington (University of Southampton)

Functional Analyses of Stereotypic Hand Movements Among Individuals with Rett Syndrome. CLAIRE LACEY (National University of Ireland, Maynooth) and Nicole Murray (National University of Ireland, Dublin)

The Influence of Environmental Events on Laughing and Smiling in Angelman Syndrome. CHRISTOPHER OLIVER, Kate Horsler, Katie Dick, Gail Bellamy and Emily Griffiths (University of Birmingham, UK)

Effects of Social Antecedents on Behavior Problems in Children with Fragile X Syndrome. SCOTT HALL (Stanford University)

#288 Symposium
9:00 AM - 10:20 AM
Beacon A
TBA/EDC
CE

Behavioral School Psychology: Training Programs and Current Research (Data-Based Presentation)
Chair: Michael M. Mueller (May South)

University of Cincinnati – Response to Intervention: A Comprehensive Service Delivery Model for Schools. KEVIN M. JONES (University of Cincinnati)

University of Southern Mississippi – Teachers' Generalization of Functional Analysis Skills. HEATHER STERLING-TURNER, Kimberly Bellipanni, Aimee McGeorge, Dana Swartzwelder, Melissa Scoggins, Dannell Roberts and Kelly Turner (University of Southern Mississippi)

Syracuse University – The Read-a-Buck After-School Program: A Community Research Initiative. BRIAN K. MARTENS, Tanya L. Eckert, Lawrence J. Lewandowski, Barbara H. Fiese and John C. Begeny (Syracuse University), Florence D. DiGennaro (The Genesis School), Staci Montarello and Lauren A. Arbolino (Syracuse University)

Mississippi State University – School Psychology Program Overview. RICHARD ANTHONY DOGGETT (Mississippi State University)

#289 Symposium
9:00 AM - 10:20 AM
Gardner
EDC/TBA

Behaviorally-Based Curricula to Improve Reading Skills of Public School Students with and Without Disabilities (Research to Practice)
Chair: Rangasamy Ramasamy (Florida Atlantic University)

Designing Professional Development to Increase Effective Implementation of Behavioral Reading Curricula by Public School Teachers. JANET GOODMAN (Florida Atlantic University), Denise Ross (Columbia University Teachers College) and Cynthia Wilson (Florida Atlantic University)

Pre and Post-test Results of a Model to Improve Reading Skills of Diverse Learners Using Behavioral Reading Curricula. Cynthia Wilson and PAMELA DUKES (Florida Atlantic University), Denise Ross and Erica Walker (Columbia University Teachers College)

Learn-Unit Analysis of M Model to Improve Reading Skills of Diverse Learners Using Behavioral Reading Curricula. DENISE ROSS (Columbia University Teachers College), Cynthia L. Wilson and Janet Goodman (Florida Atlantic University)

Barriers and Teacher Responses to Implementing Behavioral Reading Curricula in Public School Classrooms. CYNTHIA WILSON, Janet Goodman and Denise Ross (Florida Atlantic University)

#290 International Symposium
9:00 AM - 10:20 AM
Fairfax A
EAB/VRB

Derived Relational Responding: From Lab to Life (Data-Based Presentation)
Chair: Ruth Anne Rehfeldt (Southern Illinois University)

The Transformation of Respondent Extinctions Functions in Accordance with Arbitrary Stimulus Relations. SIMON DYMOND (Anglia Polytechnic University, Cambridge) and Bryan Roche (National University of Ireland, Maynooth)

The Transfer of Emotional Functions Through Equivalences Classes. MICHAEL C. CLAYTON and Jeremy M. Hof (Jacksonville State University)

Establishing a Derived Mand Repertoire in Adults with Severe Developmental Disabilities. RUTH ANNE REHFELDT (Southern Illinois University), Shannon Root (The Florida Institute for Neurologic Rehabilitation) and Christine Halvey (Southern Illinois University)

Using Relational Frame Theory to Explore the Generative Nature of Language. VERONICA CULLINAN and Kara Harrington (National University of Ireland, Cork)

#291 Paper Session
9:00 AM - 10:20 AM
Berkeley
EDC

Developing Appropriate Social Behaviors
Chair: Matthew Tincani (University of Nevada, Las Vegas)

Implementing Behaviorally-Based Personal Responsibility and Personal Accountability Treatments in Underserved Educational Settings: Description and Outcomes. DANIEL BALDERSON and Tom Sharpe (University of Nevada, Las Vegas)

Implementing School-Wide Positive Behavior Supports in an Urban Elementary School: Successes and Challenges. MATTHEW TINCANI and Shannon Crozier (University of Nevada, Las Vegas)

Merging Developmental Appropriate Practice with Positive Behavioral Supports. KIMBERLY MOFFETT (Hamilton County Department of Education) and Melinda Swafford Tennessee Technological University)

#292 International Symposium
9:00 AM - 10:20 AM
Conference Room 2
CBM

Experimental Analyses of Core Principles in Acceptance and Commitment Therapy (Data-Based Presentation)
Chair: Lorretto Cunningham (National University of Ireland, Maynooth)

Self as Context and Cognitive Defusion: Beginning an Experimental Analysis. HILARY-ANNE HEALY, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth), M. Carmen Luciano Soriano (Universidad de Almería, Spain) and Kelly G. Wilson (University of Mississippi)

Deficits in Autobiographical Memory: A Relational Frame Analysis. LORRETTO CUNNINGHAM, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), M. Carmen Luciano Soriano Universidad de Almería, Spain) and Kelly G. Wilson (University of Mississippi)

A Transformation of Functions Based on Simple ACT Metaphors. Ian T. Stewart (National University of Ireland, Galway), Louise A. McHugh, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), M. Carmen Luciano Soriano (Universidad de Almería, Spain), Kelly G. Wilson (University of Mississippi) and LORRETTO CUNNINGHAM (National University of Ireland, Maynooth)

Analyzing Acceptance and Avoidance Using Negative and Neutral Visual Stimuli: Reaction Times, Accuracy, and Event Related Potentials. ANDY COCHRAN, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), Frank Bond (University of London), M. Carmen Luciano Soriano (Universidad de Almería, Spain) and Kelly G. Wilson (University of Mississippi)

#293 Symposium
9:00 AM - 10:20 AM
Beacon B
EDC

Finding Common Ground Through Standard Measurement: Broad Scale Applications of Precision Teaching (Data-Based Presentation; Research to Practice)
Chair: Thomas E. (Ted) Boyce (University Nevada, Reno)

Evaluating Two Methods of Building Response Frequencies in Academic Skills Among Elementary School Students. KENDRA BROOKS-RICKARD, Heather Grada, Kerri Kaelin, Megan Nollet and Thomas E. (Ted) Boyce (University of Nevada, Reno)

A Comparison of Discrete Trial Instruction and Fluency Instruction on Retention of Academic Tasks with Young Children with Autism. AMY L. KENZER and Patrick M. Ghezzi (University of Nevada, Reno)

Using Frequency-Based Instruction and Precision Measurement to Train Data Entry Skills to Employees in a Behavior-Based Safety Process. CYNTHIA CARDENAS, Kerri Kaelin and Thomas E. (Ted) Boyce (University of Nevada, Reno)

One Minute a Day Keeps Negativity Away: Using Precision Teaching to Increase the Frequency of Positive Private Events. KERRI KAELIN, Kimberly Nix Berens, Cynthia Cardenas, Kendra Brooks-Rickard and Thomas E. (Ted) Boyce (University of Nevada, Reno)

#294 Symposium
9:00 AM - 10:20 AM
Conference Room 3
CBM
CE

Florida Behavior Analysis Services Program: Applications and Outcomes (Research to Practice)
Chair: Michael Stoutimore (Behavior Analysis Services Program)

One Approach to Promoting Behavior Analysis: So Far, So Good. JAN L. MONTGOMERY and Warren Slater Barnes (University of Florida)

Dependent Children and Public Schools: Florida's Behavior Analysis Services Project Continues.... Warren Slater Barnes (University of Florida)

The Impact of Behavior Analysis Services on Runaways in Florida. David E. Lee, JENNIFER A. JOHNSTON and Warren Slater Barnes (University of Florida) and Laraine Winston (University of South Florida)

Improving Competency Achievement by Parents Who Use SAFMEDS During Parenting Tools for Positive Interactions Training. KARIN SWARTZ and Angelique Walsh (University of South Florida)

#295 Symposium
9:00 AM - 10:20 AM
Liberty B
OBM/TBA

Improving Staff Performance: Performance Feedback Systems for Staff and Supervisors (Data-Based Presentation)
Chair: Paul Dores (Private Practice)
Discussant: Dennis Reid (Carolina Behavior Analysis and Support Center, Ltd.)

The Effects of Instruction, Feedback, Rehearsal, and Modeling on Staff Implementation of Discrete Trial Teaching. RANDI SAROKOFF and Peter Sturmey (Queens College)

Using Videotape Feedback to Increase Staff Performance. HELENA MAGUIRE, Sarah Murphy and Nicole Abenaim (Melmark New England)

Increasing Staff Satisfaction of Supervisors. NICOLE ABENAIM and Helena Maguire (Melmark New England)

#296 Symposium
9:00 AM - 10:20 AM
Constitution B
DDA/AUT

Influence of Basic Research on Human Operant Behavior (Data-Based Presentation)
Chair: Joel E. Ringdahl (University of Iowa)
Discussant: Richard G. Smith (University of North Texas)

A Laboratory Model to Study DRO and NCR. CLAIRE ST. PETER and Timothy Vollmer (University of Florida)

Reinforcement Delay Fading During Differential Reinforcement of Mands: The Effects of Signals on Response Maintenance. MICHAEL E. KELLEY (Marcus Institute), Dorothea C. Lerman (Louisiana State University), Wayne W. Fisher, Henry S. Roane and Alyson Hovanetz (Marcus Institute)

Evaluation of Negative Reinforcer Magnitude in the Treatment of Escape Maintained Aberrant Behaviors. JASON M. STRICKER and Joel E. Ringdahl (University of Iowa), Nathan A. Call (Marcus Institute), and Niamh P. Kane (Arlington Developmental Center)

#297 Symposium
9:00 AM - 10:20 AM
Liberty C
OBM/TPC

Positive and Negative Reinforcement in OBM: The Jewish Mother Meets Positive Psychology
Chair and Discussant: Timothy D. Ludwig (Appalachian State University)

The Positive Psychology of Success Seeking: Promoting Positive Reinforcement in Organizations and Education. DOUGLAS WIEGAND and E. Scott Geller (Virginia Tech)

Achieving the Positive Life Through Negative Reinforcement. RICHARD W. MALOTT (Western Michigan University)

Let the Goals Decide: Revisiting the Subject Matter and Practices of OBM. SCOTT HERBST (University of Nevada, Reno)

#298 Symposium
9:00 AM - 10:20 AM
Commonwealth
EAB/TPC

Probability and Affort Discounting: It's Not Just Temporal Costs That Cause Reinforcer Devaluation (Data-Based Presentation)
Chair: Suzanne H. Mitchell (Oregon Health & Science University)

Discounting of Probabilistic Food Rewards in Pigeons and Rats. LEONARD GREEN and Joel Myerson (Washington University)

Choice and Events During the Delay Interval: Possible Species Differences. JAMES E. MAZUR (Southern Connecticut State University)

Comparison of Delay and Effort Discounting. Andrew M. Farrar and JERRY B. RICHARDS (University of Buffalo)

Reinforcer Magnitude and Effort Discounting Measured Using an Adjusting Amount Procedure. SUZANNE H. MITCHELL (Oregon Health & Science University)

#299 Panel Discussion
9:00 AM - 10:20 AM
Dalton
OTH

Professional Development Series: Graduate Training in Behavior Analysis Part III
Chair: W. Larry Williams (University of Nevada, Reno)

KAREN G. ANDERSON (West Virginia University)
MICHELLE D. ENNIS (Temple University)
MARK R. DIXON (Southern Illinois University)
DAVID M. RICHMAN (University of Maryland, Baltimore County)

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#300 Symposium
9:00 AM - 10:20 AM
Beacon H
CSE/CBM
CE

Recent Research in Safety Skills Training for Children (Data-Based Presentation)
Chair: Raymond G. Miltenberger (North Dakota State University)
Discussant: Keith Allen (University of Nebraska Medical Center)

Teaching Safety Skills to Children to Prevent Gun Play: An Evaluation of In Situ Training. RAYMOND G. MILTENBERGER (North Dakota State University), Brian J. Gatheridge (Washington State University), Melisa Satterlund, Kristin R. Egemo, Brigitte Johnson, Candace Jostad and Pamela Kelso (North Dakota State University) and Christopher Flessner (University of Wisconsin, Milwaukee)

A Comparison of Two Procedures to Teach Firearm Injury Prevention Skills to Children. BRIAN J. GATHERIDGE (Washington State University), Raymond G. Miltenberger, Daniel Huneke, Amanda Mattern, Melisa Satterlund and Brigitte Johnson (North Dakota State University) and Christopher Flessner (University of Wisconsin, Milwaukee)

An Evaluation of In Situ Training to Teach Abduction Prevention Skills to Children. BRIGITTE JOHNSON, Raymond G. Miltenberger, Kristin R. Egemo and Candace Jostad (North Dakota State University), Christopher Flessner (University of Wisconsin, Milwaukee) and Brian J. Gatheridge (Washington State University)

#301 International Symposium
9:00 AM - 10:20 AM
Independence West
VRB/EDC

Recombinative Generalization in Spelling and Reading (Data-Based Presentation)
Chair: Kathryn Saunders (University of Kansas)
Discussant: William V. Dube (Eunice Kennedy Shriver Center)

Recombinative Generalization in Constructed Spelling by Preschool Children. MONIKA M. SUCHOWIERSKA, Katherine L. Stewart and Kathryn Saunders (University of Kansas)

Adults with Mental Retardation Demonstrate Recombinative Generalization in a Constructed Spelling Task. KATHERINE L. STEWART, Monika M. Suchowierska, Lisa Chaney and Kathryn Saunders (University of Kansas)

Recombinative Generalization in Reading and Spelling: Effects of Matching Dictated Syllables to Printed Syllables. DEISY DE SOUZA, Julio C. de Rose, Thais Cazati, Edson Huziawara and Daniela Toledo (Universidade Federal de São Carlos)

#302 Symposium
9:00 AM - 10:20 AM
Beacon D
EAB

Research on the Acquisition of Observational Learning (Data-Based Presentation)
Chair: R. Douglas Greer (Columbia University Teachers College)

The Effect of a Students' Use of a Teacher Observation Procedure on Students' Acquisition of an Observational Learning Repertoire. KATHERINE MEINCKE and R. Douglas Greer (Columbia University Teachers College)

Yoked Contingencies and the Acquisition of Observational Learning. AMY DAVIS-LACKEY (Hawthorne Country Day School), R. Douglas Greer, Lauren Stolfi and Jessica Singer-Dudek (Columbia University Teachers College)

Teaching Children with Autism to Monitor Responses of Peers and the Acquisition of Observational Learning. R. Douglas Greer, LYNN YUAN and JoAnn Pereira (Columbia University Teachers College)

A New Type of Observational Learning. R. Douglas Greer, JESSICA SINGER-DUDEK and Anjalee Nirgudkar (Columbia University Teachers College)

#303 Symposium
9:00 AM - 10:20 AM
Clarendon
EDC

School-Wide Early Intervention for Reading and Behavior Problems (Data-Based Presentation; Research to Practice)
Chair: Debra M. Kamps (University of Kansas)

Classroom Observations and Effects of Small Group Reading. MARY VEERKAMP, Debra Kamps, Harriett Bannister, Howard Wills and Carmen Arreaga-Mayer (University of Kansas)

Effects of a Ten-Minute Supplemental Program on the Reading Achievement of First Grade Students Identified as At-Risk. NANCY COOKE and Susan Gibbs (University of North Carolina at Charlotte)

Implementing a Three-Tiered Model of Intervention for Elementary Students with Challenging Behaviors. HOWARD WILLS, Mary Veerkamp, Debra Kamps and Carmen Arreaga-Mayer (University of Kansas)

Recess Setting Intervention in an Urban Elementary School Using School-Wide Positive Behavior Support. KATE FRANZEN (University of Kansas), Debra Kamps (University of Kansas)

#304 B. F. Skinner Tribute Event
9:00 AM - 10:20 AM
Republic B
TPC

Skinner's EnDuring Legacy: Conceptual Contributions
Chair: David Palmer (Smith College)

Skinner (1938) and Keller and Schoenfeld (1950): A Symbiotic Relationship. JAMES DINSMOOR (Indiana University)

Teaching Machines: The Real "Matrix Reloaded". JANET TWYMAN (Headsprout, Inc.)

Skinner's Molecular Interpretation of Behavior. JACK MICHAEL (Western Michigan University)

Experimental Analysis Versus Interpretation: An Under-appreciated Distinction. JOHN DOHAHOE (University of Massachusetts)

#305 Symposium
9:00 AM - 10:20 AM
Hampton
DEV

The Next Life-Sciences Frontier: The Developmental Systems Perspective and Behavior
Chair: Susan M. Schneider (Florida International University)
Discussant: Lewis Lipsitt (Brown University)

Transactionalism: A Developmental Systems View. DAVID B. MILLER (University of Connecticut)

The Experimental Analysis of Developmental Nonlinearities. DAVID B. MILLER (University of Connecticut)

Behavior Principles and the Developmental Systems View: Context and More. SUSAN M. SCHNEIDER (Florida International University)

#306 Symposium
9:00 AM - 10:20 AM
Back Bay A
DDA/OBM
CE

The Science and Politics of Achieving a Cultural Shift Toward Science-Based, Effective Treatment (Research to Practice)
Chair: Wayne S. Robb (Guardian Healthcare at Hazelwood Center)
Discussant: Teresa A. Rodgers (Developmental Disabilities Program Office)

Entering the Shift Zone. ERIC M. SHULTS (Guardian Healthcare at Hazelwood Center)

Data-Based Steps Toward Cultural Shift. THOMAS G. HARVEY (Guardian Healthcare At Hazelwood Center)

Lessons Learned Along the Way. CHRISTIE FYFFE (Guardian Healthcare at Hazelwood Center)

#307 Symposium
9:00 AM - 10:20 AM
Beacon E
BPH/DDA

Using Descriptive and Functional Analysis Procedures to Evaluate the Effects of Stimulant Medication on Response Allocation
Chair: Robert LaRue (Marcus Institute)
Discussant: John Northup (University of Iowa)

An Evaluation of the Effects of Stimulant Medication During Times of Play in Children with ADHD. ANDREA RIDGWAY (Marcus Institute), John Northup (University of Iowa), Robert LaRue (Marcus University), Laura Fountain and Angie Pellegrin (Louisiana State University)

Psychotropic Medication as an Establishing Operation: The Effects of Stimulants on Value of Social Reinforcers. ROBERT LARUE (Marcus Institute), John Northup (University of Iowa), Tara Williams and Lauren Seale (Louisiana State University) and Andrea Ridgway (Marcus Institute)

The Effects of Stimulant Medication on Response Allocation: A Double-Blind Analysis. JOANNA E. LOMAS, Wayne W. Fisher, Michael E. Kelley, Percy Milligan and Thomasina Bridgeford (Marcus Institute)

#308 International Paper Session
10:00 AM - 10:50 AM
Beacon G
INT/CBM

Acceptance and Commitment Therapy: State of the Evidence (Translated into Japanese)
Chair and Translator: Yukiko Washio (University of Nevada, Reno)
STEVEN C. HAYES (University of Nevada, Reno)

#309 International Paper Session
10:00 AM - 10:50 AM
Beacon F
INT/EAB

Feeding Patterns in Rats: The Effects of Food or Water Deprivation on Body Weight and Food and Water Intake (Patrones Alimentarios en Ratas: Efectos de la Privacion de Alimento o Agua Sobre el Peso Corporal y la Ingesta de Alimento y Agua)
Chair and Translator: Robin Nuzzolo-Gomez (Columbia University Teachers College)
HECTOR MARTINEZ (University of Guadalajara, Mexico)

#310 Paper Session
10:00 AM - 10:50 AM
Independence East
TPC

Refining Concepts and Tools in the Analysis of Behavior
Chair: Gary Wilkes (Click & Treat Training)

From Coyotes in the Mist to Coyotes in our Midst: The Use of Operant Variability as the Establishing Operation to Rehabilitate Geriatric Captive Zoo Animals. GARY WILKES (Click & Treat Training) and Hilda Tresz (The Phoenix Zoo)

Access to Tangibles as an Abolishing Operation for Escape Maintained Challenging Behavior. NORM DAHL and Jennifer J. McComas (University of Minnesota)

#311 Symposium
10:00 AM - 11:20 AM
Back Bay B
AUT/EDC
CE

Current Topics in Precision Teaching with Children with Autism (Data-Based Presentation)
Chair: Alison L. Moors (Fabrizio/Moors Consulting)

Teaching Children with Autism to Gain Skills from Large-Group Instruction: Using Precision Teaching to Measure Instruction of Skills Related to the Development of an Attending Repertoire. Michael Fabrizio and SARA PAHL (Fabrizio/Moors Consulting)

Using Precision Teaching to Measure Language Skills in Instruction Involving an Augmentative Communication Device. KELLY J. FERRIS and Michael Fabrizio (Fabrizio/Moors Consulting)

Shaping Speaker, Listener, and Speaker-Own-Listener Skills Through Fluency-Based Instruction. Michael Fabrizio, Sara Pahl and KRISTIN N. SCHIRMER (Fabrizio/Moors Consulting)

Using the Standard Celeration Chart to Monitor Social Skills Programming for Learners with Autism. ALISON L. MOORS (Fabrizio/Moors Consulting), Krista Zambolin (University of British Columbia), Holly C. Almon-Morris and Amy King (Fabrizio/Moors Consulting)

#312 Symposium
10:00 AM - 11:20 AM
Back Bay C
AUT/DDA

Facilitating Social Interactions Between Children with Autism and Typically Developing Peers Using Pivotal Response Training (Data-Based Presentation)
Chair and Discussant: Mendy Ann Boettcher (University of California, Santa Barbara)

Facilitating Initiations Between Preschool-Age Children with Autism, their Siblings, and Typically Developing Peers Using Pivotal Response Training. ROSY FREDEEN, Robert L. Koegel and Lynn Kern Koegel (University of California, Santa Barbara)

Training Paraprofessionals to Facilitate Social Interactions Between Children with Autism and Their Peers in an Inclusive Summer Camp Setting. EILEEN KLEIN, Robert L. Koegel, Lynn Kern Koegel, Mendy Ann Boettcher, Lauren I. Brookman and Daniel Adam Openden (University of California, Santa Barbara)

Teaching Social Conversation Skills to Children with Autism Through Self-Management: An Analysis of Treatment Gains and Meaningful Outcomes. MENDY ANN BOETTCHER (University of California, Santa Barbara)

Developmental Trajectories and Longitudinal Intervention Outcomes for Young Nonverbal Children with Autism. YVONNE E. M. BRUINSMA, Robert L. Koegel and Lynn Kern Koegel (University of California, Santa Barbara)

#313 International Symposium
10:00 AM - 11:20 AM
Back Bay D
AUT/DDA
CE

Practical Applications of ABA in the Republic of Ireland
Chair: Rita Honan (Trinity College Dublin)
Discussant: Haydee Toro (State of Florida Developmental Services)

An Evaluation of Positive Behavioural Support for People with Very Severe Challenging Behaviours in Community-Based Settings. Brian McClean (Brothers of Charity Services, Co.; Roscommon, Ireland) and IAN GREY (Trinity College Dublin)

Adapted Pivotol Response Training with Mainstream Children to Facilitate Social Interaction with Peers with an Autistic Spectrum Disorder. RITA HONAN and Ian Grey (Trinity College Dublin)

Functional Assessment and Challenging Behaviour: A Critical Review of the Validity and Clinical Utillity of Analogue Assessment. BRIAN MCCLEAN (Brothers of Charity Services, Co. Roscommon, Ireland) and Ian Grey (Trinity College Dublin)

#314 International Paper Session
10:30 AM - 11:20 AM
Commonwealth
EAB

Discounting
Chair: Mark E. Berg (University of Canterbury)

Risk Sensitivity and Dynamic Intertemporal Choice in an Electronic Foraging Task. CARTER SMITH and Donald A. Hantula (Temple University)

Effects of Initial-Link Duration on Acquisition of Preference in Concurrent Chains. MARK E. BERG and Randolph C. Grace (University of Canterbury)

#315 Invited Event
10:30 AM - 11:20 AM
Gardner
EDC

Schools as the Unit of Analysis: School-Wide Behavior Support (Research to Practice)
Chair: Anne R. Cummings (Western Michigan University)
GEORGE SUGAI, PhD and Robert H. Horner, PhD (University of Oregon)

Dr. George Sugai is a Professor in Special Education in the College of Education at the University of Oregon with expertise in behavior analysis, classroom and behavior management, school-wide discipline, function-based behavior support, positive behavior supports, and educating students with emotional and behavioral disorders. He has been a teacher in the public schools, treatment director in a residential program, and program administrator. Dr. Sugai conducts applied school and classroom research and works with schools to translate research into practice. He is currently co-director of the Center on Positive Behavioral Interventions and Supports at the University of Oregon.

Robert H. Horner is professor of special education at the University of Oregon. Dr. Horner brings a 25-year history of research, grants management and systems change efforts related to school reform and positive behavior support. Dr. Horner has published over 150 professional papers and six texts. He has directed over $20 million dollars in federal grants, and currently co-directs the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports and the OSEP Research and Demonstration Center on School-wide Behavior Support. Dr. Horner also co-directs the

Positive Behavior Research and Support research unit at the University of Oregon. During the past ten years, Dr. Horner has directed projects working directly with schools and school administrators in the development of systems for embedding school-wide systems of positive behavior support.

Abstract: The purpose of this presentation is to describe how the principles and practices of behavior analysis have been applied to the improvement of school-wide behavior support systems. In particular, the school will be considered as the unit of analysis. The development and durable implementation of school-wide systems of behavior support will be emphasized through a discussion of need, features, guiding principles, and examples and outcomes.

#316 International Paper Session
10:30 AM - 11:20 AM
Constitution B
DDA

Teaching Methods for Developmental Disabilities
Chair: Dennis Rose (Nanyang Technological University)

Introducing the Picture Exchange Communication System (PECS) into a Residential Facility for Adults with Severe Retardation. DENNIS ROSE (Nanyang Technological University, Singapore), Lee Lay Choo and Lo Huimin (Movement for the Intellectually Disabled, Singapore)

Improving Staff Performance in the Classroom Through Self-Recording of Performance on Video Tape. RONNIE DETRICH, Amy Albe, Paula Ribeiro Braga-Kenyon, Shawn E. Kenyon, Cynthia R. Blackledge, Erin C. McDermott and Katja Petrowski (Spectrum Center)

#317 Symposium
10:30 AM - 11:50 AM
Back Bay A
DDA/CBM

Advances in the Assessment and Treatment of Feeding Problems in Persons with Developmental Disabilities (Data-Based Presentation)
Chair: Mark O'Reilly (University of Texas at Austin)
Discussant: Linda J. Cooper-Brown (University of Iowa)

An Analysis of the Effects of Positive and Negative Reinforcement on Food Selectivity. ANJALI BARRETTO and Jennifer Neyman (Gonzaga University)

An Analysis of the Role of Effort in the Treatment of Food Refusal Behavior. DANIELLE N. DOLEZAL, David P. Wacker, Linda J. Cooper-Brown and Brenda Engebretson (University of Iowa)

Manipulating Food Dimensions During the Treatment of Food Refusal. GREGORY K. REED (Marcus Institute), David P. Wacker, Linda J. Cooper-Brown and Danielle N. Dolezal (University of Iowa)

#318 Symposium
10:30 AM - 11:50 AM
Conference Room 2
CBM/TPC

Clinical and Verbal Issues in Self-Control
Chair: Claudia D. Cardinal (University of Nevada, Reno)
Discussant: Philip N. Hineline (Temple University)

Distress Tolerance and Sensitivity to Emotional Distress: Relationship to Smoking Cessation. RICHARD A. BROWN (Brown Medical School/Butler Hospital), Carl W. Lejuetz (University of Maryland), Christopher W. Kahler (Brown University) and David R. Strong (Brown Medical School/Butler Hospital)

Psychological Flexibility: ACT Outcomes and Processes. Steven C. Hayes, MIKE P. TWOHIG and Akihiko Masuda (University of Nevada, Reno) and Jason B. Luoma (Independent Practice)

Acceptance, Distress Tolerance, and Delayed Gratification: An RFT Analysis of the Problem of Self-Control. THOMAS J. WALTZ, Steven C. Hayes and Mike P. Twohig (University of Nevada, Reno) and Claudia D. Cardinal (Temple University)

#319 International Symposium
10:30 AM - 11:50 AM
Independence West
VRB

Contextual Effects on Verbal Communication
Chair: Claire Egan (National University of Ireland, Maynooth)

Asking For It: Using Equivalence Relations and Derived Transfer of Functions to Examine Increasingly Complex Manding with Six Children Diagnosed with Autism. CAROL MURPHY, Dermot Barnes-Holmes and Jennifer O'Connor (National University of Ireland, Maynooth)

Assessing the Independence of Function Between Mands and Tacts. CLAIRE EGAN and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Studying Discourse: An RFT Perspective. CAROLYN SWEENEY and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

What Do You Want? Communication Breakdowns and Repair Strategies: An Examination of the Influence of Establishing Operations. CLAIRE LACEY, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

#320 International Symposium
10:30 AM - 11:50 AM
Conference Room 3
CBM

Cultural Issues in the Delivery of Behavioral Services
Chair: Robert G. Vreeland (Behavior Analysis and Intervention Services)
Discussant: David Alan Eckerman (Universidade de Brasília)

Contingency Shaping and Rule Governed Behavior Within Different Cultures. GENAE A. HALL (Behavior Analysis and Intervention Services)

Cultural Issues in Providing Behavioral Services to Residential Facilities for Persons with Developmental Disabilities. ROBERT G. VREELAND (Behavior Analysis and Intervention Services)

Adaptation and Utilization of the Behavioral and Assessment Research System – BARS with Populations at Risk in Brazil. LINCOLN DA SILVA GIMENES and David Alan Eckerman (Universidade de Brasilia) and W. Kent Anger (Oregon Heath & Science University)

#321 International Symposium
10:30 AM - 11:50 AM
Hampton
DEV/EAB

Derived Relational Research and Education (Data-Based Presentation)
Chair: Louise A. McHugh (National University of Ireland, Maynooth)

Establishing Derived Relational Responding with Young Children Using a Multiple Exemplar Procedure. NICHOLAS M. BERENS, Steven C. Hayes and Eden M Beesley (University of Nevada, Reno)

Using Relational Frame Theory to Train the Comparative Terms "Better" and "Worse" to Children Diagnosed with Autism. CYNTHIA R. BLACKLEDGE and John Tanner Blackledge (Spectrum Center)

Equivalence Performances and the PPVT-III. CHRISTINA A. ASHFORD (West Virginia University) and Carol Pilgrim (University of North Carolina at Wilmington)

Training Theory of Mind in the Behavioral Laboratory. LOUISE A. MCHUGH, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#322 Symposium
10:30 AM - 11:50 AM
Berkeley
EDC

Developing Effective School-Wide Behavior Support Interventions to Improve Urban Schools (Data-Based Presentation; Research to Practice)
Chair: Robert F. Putnam (The May Institute)
Discussant: Dennis Russo (The May Institute)

Teaching Schools the ABC's of Designing Effective and Efficient Systemic Interventions. JAMES CONNELL, Marcie W. Handler, Susan Tracey, Jannette Rey, Colleen O'Leary Zonarich, Lori Sawyer and Adam Feinberg (The May Institute)

An Analysis of Behavioral Trends in Urban Control Schools That Fail to Systematically Apply School-Wide Interventions. KIMBERLY THIER, Jeffrey Pisacreta and Marcie W. Handler (The May Institute)

Application of School-Wide Behavioral Consultation in Urban Elementary and Middle Schools. COLLEEN O'LEARY ZONARICH, Jannette Rey, Jeffrey Pisacreta, Marcie W. Handler and Robert F. Putnam (The May Institute)

#323 International Symposium
10:30 AM - 11:50 AM
Fairfax A
EAB

Empirical Analyses of the Transfer and Transformation of Consequential Functions (Data-Based Presentation)
Chair: Robert Whelan (National University of Ireland, Maynooth)

Derived Consequential Functions Established Through Equivalence Classes: Conditioned Reinforcement and Punishment. DANIEL FIENUP (Illinois State University), Ruth Anne Rehfeldt (Southern Illinois University), Thomas S. Critchfield) and Trisha Erbstoesser (Illinois State University

Generalization of More-Than and Less-Than Consequential Functions to a Schedule Task. ROBERT WHELAN and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

The Effect of Motivation on the Emergence of Stimulus Equivalence. IRENE BOND and Ian T. Stewart (National University of Ireland, Galway), Dermot Barnes-Holmes and Louise A. McHugh (National University of Ireland, Maynooth)

Derived Transformation of Generalized Establishing Stimuli Functions. SONSOLES VALDIVIA SALAS and Michael J. Dougher (University of New Mexico), M. Carmen Luciano Soriano (Universidad de Almería, Spain) and Francisco Cabello Luque (Universidad de la Rioja)

#324 Invited Symposium
10:30 AM - 11:50 AM
Beacon A
TBA/EDC

Evidence-Based Educational Methods in Teaching Behavior Analysis (Data-Based Presentation; Research to Practice)
Chair: Daniel J. Moran, PhD (MidAmerican Psychological Institute)

Abstract: When teaching 'evidence-based behavior change methods' to students of behavior analysis, it is prudent to utilize 'evidence-based educational methods.' Such a commitment allows for proper modeling of applied endeavors, and also helps to ensure that the students' behavior will be properly "changed" during the instruction. An orientation to the importance of this view, given the

current climate of increasing accountability of applied services, will be presented. Investigations regarding the sequential analysis of student behaviors, as well as the learning efficiency of students of the selectionistic sciences will be discussed, and will demonstrate that the application of behavior analysis to teaching behavior analysis leads to important instructional gains. In addition, behavior systems of instruction will be the thread that puckers these presentations.

No Behavior Analyst Left Behind. DANIEL J. MORAN, PhD (MidAmerican Psychological Institute)

Dr. D. J. Moran is a Visiting Professor at Illinois Institute of Technology (IIT) and is also the director of the MidAmerican Psychological Institute in Joliet, IL. He completed his doctoral degree in Clinical/School Psychology at Hofstra University under the supervision of Kurt Salzinger, and earned the J. R. Kantor fellowship in 2000 for working with Bill Verplanck (B.F. Skinner's chairperson) on the applications of the 'Associate Technique' in order to improve training in psychology. D.J. is also a clinical supervisor at Howe Developmental Center in Tinley Park and is on staff at Silver Cross Hospital in Joliet. Dr. Moran was president of the Behavior Analysis Society of Illinois (BASIL) for two years and was director of graduate training at Valparaiso University for four years prior to starting at IIT. D. J.'s first co-edited book, *Evidence-Based Educational Methods* (Elsevier Press), will be published in January 2004. He spent the summer of 2002 running therapy groups and events with Albert Ellis, and currently practices and investigates clinical behavior analysis with anxiety, depression, and post-bariatric surgery clients. His recent scholarly work centers on natural science interpretations of cognitive therapy techniques.

In 2002, Dr. Moran was lampooned by Jay Leno on the Tonite Show when a local paper announced that the BASIL Presidential Address was being given by "Doctor Moron." When D. J. is not busy being a self-proclaimed "psych-geek," he likes to listen to Slayer, Black Sabbath, and Iron Maiden, train for marathons, and sing ridiculously silly rap songs to his cherished offspring: Harmony Sierra (4) and Louden Justice (3).

Abstract: The No Child Left Behind Act (NCLB; Public Law 107-110) encourages the use of proven pedagogical techniques that can meet the growing demand for increased accountability on the outcomes of elementary and secondary education. The legislation puts "special emphasis on determining which educational programs and practices have been proven effective through rigorous scientific research" (US Department of Education, n.d.), and suggests using evidence-based educational methods. Evidence-based education is "the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction" (Whitehurst, 2003). Teaching behavior analysis methods and principles is beyond the scope of NCLB, but should also be done with proven pedagogical techniques that can meet the growing demand for increased accountability of our services. Applied behavior analysis will likely be better executed when the behavior analyst is well-trained. A survey of the effective methods of instructing students in the science and practice of behavior analysis of will be discussed, and hortatory standards of education in applied selectionistic science will be presented.

Learning Efficiency Goes to College. GUY S. BRUCE, PhD, Shasta Brenske, and Amber Maki (St. Cloud State University)

Dr. Guy Bruce first became interested in the design of more efficient learning programs while pursuing a doctorate at West Virginia University, where he had the opportunity to teach an undergraduate behavior analysis course and to direct a tutoring program for students failing calculus and chemistry. He began to evaluate both the effectiveness and efficiency of teaching activities, by measuring student performance improvement from pre- to post-test and recording the number of minutes of learning time required to produce that improvement. His dissertation compared the learning efficiencies produced by the delivering prompts during or following student responding. As an Aubrey Daniels consultant, Guy helped corporate clients measure, evaluate, and improve their training efficiencies, a method that increased their return on investment by reducing the time required to get employees fully competent. In his current position as an assistant professor at Saint

Cloud State University and the Managing Partner of APEX Consulting, he continues to collect learning efficiency data and use it to improve the efficiency of his behavior analysis courses and the staff training that he provides for clients.

Abstract: CPSY 101 is an introductory general education course, which is designed to teach freshman college students how to solve human performance problems using techniques from applied behavior analysis. To successfully complete their performance improvement projects, students need to be fluent in component skills such as discriminating between behaviors and results or types of reinforcement errors. We have set up computer-based testing to measure performance improvement in specific learning objectives and asked students to graph their learning efficiencies for each objective. Learning efficiency is the improvement in the students' accuracy and speed from pre to posttest per number of minutes of learning time. Although learning time is self-reported by students we do have computer-based measures of the performance accuracy and speed for each student in the course both prior and subsequent to their use of the learning activities for each learning objective. We will present examples of learning efficiency data for these learning objectives and describe how we make decisions to revise the course learning activities based on student learning efficiencies.

Demonstrating Implications and Applications of Computer-Based Behavior Systems Analysis in Education Research and Assessment. TOM SHARPE, EdD (University of Nevada, Las Vegas)

Dr. Tom Sharpe is a Professor and Doctoral Program Coordinator in the Department of Educational Leadership in the College of Education at the University of Nevada, Las Vegas. He draws from a wealth of varied professional experiences and activities in public and private school, coaching, and university teaching settings and from a long education and social science research career in a variety of graduate programs at different universities. Trained by many of the leading applied and experimental behavior analysts in the profession at West Virginia University, Tom has pursued academic work largely in the education and social science application of behavior systems observational methodologies and in related computer-based tool development. He has authored over 100 refereed articles and book chapters and is a regular contributor to the principles and practice of applied behavior analysis through conference and workshop presentations and a variety of consulting activities.

Abstract: An ongoing challenge with applied behavior analysis (ABA) efforts in highly interactive education settings exists with respect to (a) inclusive recording of multiple behavior and stimulus events that typify most educational settings, and (b) capture of the time-based interaction effects across multiple stimuli and response functions among teacher, student, and setting events (Sharpe, in press). One computer-based data collection and analysis protocol is first shown in summary form to demonstrate ABA capability with respect to these two challenges (Sharpe & Koperwas, 2000). Next, recent advances in behavior systems theory in the context of the importance of a sequential analysis lens are summarized in support of a means to address these challenges. Select data are presented to explicate the salient differences among more traditional discrete research and assessment activity, versus a sequential analysis-based behavior systems approach to the same education research and assessment illustration. A behavior systems approach to research and assessment activity in the education science professions is argued as essential to a more complete evaluation, diagnosis, and prescription approach to the complex configurations of stimulus–response classes that typically operate in applied education settings among teacher(s) and students. At issue are the salient differences among mechanistic and interbehavioral theoretical constructs (Morris, 1992; Sharpe & Koperwas, 2003), of which the latter is argued as facilitative of methodological development for applied education settings.

A Behavioral World View of Higher Education. RICHARD W. MALOTT, PhD (Western Michigan University)

Dr. Dick Malott received his BA in psychology at Indiana University in 1958 where he was privileged to study with James Dinsmoor. He received his PhD at Columbia University in 1963 where he had the additional privilege of studying with William Cumming, W. N. Schoenfeld, and Fred S. Keller. Then he taught with the Kantorians at Denison University from 1963 to 1966. In 1966, he helped start the behavior-analysis program at Western Michigan University (WMU), where he continues to teach. At WMU, he also helped start an intro psych course that taught behavior analysis to 1,000 students per semester, with the aid of 500 lab rats and 100 Skinner boxes (1,000 lever-pressing rats per year). Now, his students only condition 230 rats per year, but they also do 130 self-management projects and provide 13,500 hours of training to autistic children each year.

Malott and his students have packaged their teaching/learning efforts in educational systems known as the Student-Centered Education Project (aka The First Fly-by-night Underground College of Kalamazoo), the Behavioral Social Action Program, and the Behavior Analysis Training System. Currently, every summer, he teaches the Behavioral Boot Camp, an intense 18-hour-per-week, 7.5 week, graduate-level, behavior-analysis seminar.

Abstract: MD: The practice of medicine wouldn't be so bad, if it weren't for the damn patients. Manager: The practice of management wouldn't be so bad, if it weren't for the damn workers. Prototypical Faculty Member: Teaching wouldn't be so bad, if it weren't for those damn students. Students today are not as serious as when we were students. And they are not as well prepared as when we were students. Why don't we have good students here, like the ones at Harvard University? Behaviorman: Please don't blame the victims. Famous Behavior Analyst: Many students fail to study enough for my courses. That's because other things, like their social lives, have a higher priority. Those students have decided to pursue their social lives, rather than their academic career. Behaviorman: Come on, man, that's just cheap cognitive rationalization. The reason they don't study is that you haven't made the effort to arranged effective performance-management contingencies to support their studying. Behavior Woman: Behavior analysts, please don't blame the victim, etc. This will be a non-data-based, multi-media presentation.

#325 Symposium
10:30 AM - 11:50 AM
Beacon D
EAB/TPC

Experimental Analysis of Complex Human Behavior: Mediated Remembering, Higher-Order Response Classes and Response Restriction (Data-Based Presentation)
Chair: David Sidener (Western Michigan University)

A Behavioral Account of Remembering: Precurrent Behavior and Mediation of Matching to Sample. DAVID SIDENER, Jack Michael, James E. Carr and Anna I. Petursdottir (Western Michigan University)

Rule Governed Behavior as a Higher Order Response Class. PAUL BRANDON (Minnesota State University, Mankato) and Mark Smasal (Private Practice)

An Application of Response Restriction and Contingent Access to Responses in Complex Multioperant Environments. JASON BOURRET (The New England Center for Children), Timothy Vollmer and Luanne Witherup (University of Florida)

#326 Symposium
10:30 AM - 11:50 AM
Liberty C
OBM

Is Behavioral Systems Analysis OBM's Recipe for Survival?
Chair: Ramona Houmanfar (University of Nevada, Reno)

Finding Vitality or a Strain Towards Irrelevance? DWIGHT HARSHBARGER (Cambridge Center for Behavioral Studies)

The Social and Ethical Goals of an Organizational Behavior System. WILLIAM B. ABERNATHY (Abernathy & Associates)

Towards a Systems Analysis of Occupational Health and Safety. MARK P. ALAVOSIUS (Western Michigan University)

Application of Behavioral Systems Analysis to Technology Commercialization. MARIA E. MALOTT (Malott & Associates)

#327 Symposium
10:30 AM - 11:50 AM
Fairfax B
EAB/TBA

New Wine for an Old Bottle: Innovative Solutions for Common Clinical Challenges (Data-Based Presentation)
Chair: Clinton E. Field (Girls and Boys Town)
Discussant: Patrick C. Friman (Girls and Boys Town)

Evaluating a Clinical Application of an In-vivo, Exposure-Based Anger Management Intervention for Adolescents in Residential Care. MICHAEL I. AXELROD, Tonya S. Butler and Michael Handwerk (Girls and Boys Town)

Have We Been Wrong? Time-Out for Escape Maintained Behaviors. NANCY FOSTER (Girls and Boys Town), T. Steuart Watson (Private Practice) and Clinton E. Field (Girls and Boys Town)

A Preliminary Investigation of the Vibrating Urine Alarm. CLINTON E. FIELD, Michael I. Axelrod, Nancy Foster, Tonya S. Butler and Michael Handwerk (Girls and Boys Town)

#328 Symposium
10:30 AM - 11:50 AM
Liberty B
OBM

Organizational Behavior Management Applications Within Industry and Retail Settings (Data-Based Presentation)
Chair: Thomas E. Boyce (University of Nevada, Reno)
Discussant: W. Larry Williams (University of Nevada, Reno)

Evaluation of Videotape Training to Increase Service Friendliness in a Retail Setting. REBECCA JOHNSON and Thomas E. (Ted) Boyce (University of Nevada, Reno)

Assessing Preference for and Reinforcer Value of Employee Versus Manager-Selected Reinforcers in an Organizational Setting. KRISTEN MAGLIERI and Thomas E. (Ted) Boyce (University of Nevada, Reno)

Performance Diagnosis in a Sales Context. CHARLES R. CROWELL (University of Notre Dame)

#329 B. F. Skinner Tribute Event

10:30 AM - 11:50 AM
Republic B
TPC/VRB
CE

Our Favorite Skinner Quotes
Chair: Mark L. Sundberg (Behavior Analysts, Inc.)

A. CHARLES CATANIA (ABA Curmudgeon)
JACK MICHAEL (Western Michigan University)
JAY MOORE (University of Wisconsin, Milwaukee)
JULIE S. VARGAS (West Virginia University)

#330 Symposium
10:30 AM - 11:50 AM
Beacon H
CSE/CBM

Results of a Community Intervention Designed to Increase Positive Driving Behaviors (Data-Based Presentation)
Chair: Chris S. Dula (University of Memphis)
Discussant: Kelli England Will (Center for Pediatric Research)

The Effect of Using a Courtesy Communication Code on Driving Behaviors. IAN J. EHRHART, James S. Clifford and E. Scott Geller (Virginia Tech), Sara R. Rayne and Chris S. Dula (University of Memphis)

The Effect of Environmental Variables on Dangerous Driving Behaviors. ERIC G. RAYMOND, Christopher B. Robichaux, Ian J. Ehrhart, Hugh L. Kimbel and E. Scott Geller (Virginia Tech)

Reaction to a Community-Wide Intervention Addressing Aggressive Driving. ERICA VAN ARSDALE, Sara R. Rayne, Timothy V. Lloyd and Chris S. Dula (University of Memphis)

#331 Symposium
10:30 AM - 11:50 AM
Dalton
OTH

Skepticism, Behavior Analysis, and Magic
Chair: Edward K. Morris (University of Kansas)

Behavior Analysis and "Voodoo Science". GINA GREEN (Private Practice)

Psychology on the Edge. HANK SCHLINGER (California State University, Northridge)

Skepticism and the Advancement of Behavior Analysis. STUART VYSE (Connecticut College)

The Naturalistic Basis of Magic. JOSEPH E. MORROW (Applied Behavior Consultants)

#332 Symposium
10:30 AM - 11:50 AM
Republic A
VRB/EAB

Social Categorization and Verbal Relations I
Chair: Chad E. Drake (University of Mississippi)
Discussant: Barbara S. Kohlenberg (University of Nevada School of Medicine)

Emotional Avoidance and Enacted Stigma, Felt Stigma, Prejudice, Discrimination, and Intolerance. JASON B. LUOMA (University of Nevada, Reno), Barbara S. Kohlenberg (University of Nevada School of Medicine), Steven C. Hayes, Richard Bissett, Alyssa Rye and Kara Bunting (University of Nevada, Reno)

Build Them Up, Then Tear Them Down: An RFT Analysis of Social Categorizing. CHAD E. DRAKE and Kelly G. Wilson (University of Mississippi)

Social Categorization and Gender. CATHERINE ADAMS and Kelly G. Wilson (University of Mississippi)

#333 Symposium
10:30 AM - 11:50 AM
Clarendon
EDC/VRB

Sometimes If it Quacks Like a Duck it Isn't a Duck: An Analysis of Behavior Taught During Reading Instruction
Chair: Sara C. Ernsbarger (Mercy College)
Discussant: Ralph Gardner, III (The Ohio State University)

Reading as Textually or Intraverbally Controlled Behavior: A Conceptual Analysis for Practice and Research in Beginning Reading Instruction. SARA C. ERNSBARGER (Mercy College), David Bicard (The Hawthorne Country Day School) and William L. Heward (The Ohio State University)

A Description of the Verbal Behavior of Students During Two Reading Instruction Methods. PATRICIA M. DALY (Ohio Dominican University)

Faux Fonics: A Behavioral and Instructional Analysis of Phonics Activities That Aren't. WILLIAM L. HEWARD and Charles L. Wood (The Ohio State University) and Mary Damer (Rockford Public Schools)

#334 Symposium
10:30 AM - 11:50 AM
Beacon B
EDC

The Status of Academic Interventions for Students With and At-Risk for Behavioral Disorders (Data-Based Presentation)
Chair: Lee Kern (Lehigh University)
Discussant: Christopher Skinner (University of Tennessee)

Academic Instruction and Tutoring Interventions for Students with Emotional/Behavioral Disorders: 1990 to Present. KATHLEEN LANE (Vanderbilt University)

Indicators of Effectiveness of Academic Interventions for Students with Emotional and Behavioral Disorders: A Review of the Literature. ALEXANDRA HILT and Nathan Clemens (Lehigh University)

Summary of Behavioral Momentum and Task Interspersal Research. NATHAN CLEMENS and Lee Kern (Lehigh University)

#335 Symposium
10:30 AM - 11:50 AM
Constitution A
DDA/EAB
CE

The Use of Stimulus Control to Enhance Intervention Efficacy (Data-Based Presentation)
Chair: Cynthia M. Anderson (West Virginia University)
Discussant: Brian A. Iwata (University of Florida)

Assessing Stimulus Control: Behavioral Maintenance Under Conditions of Extinction. PAMELA NEIDERT, Brian A. Iwata, Leah Koehler, Natalie Rolider and David M. Wilson (University of Florida)

Establishing Control of Self-Stimulatory Responding by an Antecedent Stimulus Using Punishment. SHANNON S. HAAG and Cynthia M. Anderson (West Virginia University), Dean C. Williams and Kathryn J. Saunders (University of Kansas)

The Effects of a Warning Stimulus on Punishment Fading. HEATHER SCHONBACHLER, SungWoo Kahng, Patricia F. Kurtz, Jennifer N. Fritz, Richard Goysovich and Louis P. Hagopian (Kennedy Krieger Institute)

#336 Special Event

11:00 AM - 11:50 AM
Grand Ballroom
EAB
CE

2004 Tutorial: Dynamic Changes in Reinforcer Effectiveness: Satiation and Habituation Have Different Implications for Theory and Practice (Data-Based Presentation)
Chair: Allen Neuringer (Reed College)
FRANCES K. MCSWEENEY, PhD (Washington State University)

Dr. Frances K. McSweeney is Professor of Psychology and Vice Provost for Faculty Affairs at Washington State University (WSU). She received her BA, Summa Cum Laude, from Smith College (1969) and her Masters (1972) and PhD (1974) from Harvard University. She joined the faculty at WSU in 1974 and has served as chair of the Psychology Department, as well as chair of the WSU Faculty Senate. Dr. McSweeney has published more than 100 papers on topics such as the Matching Law, behavioral contrast, and dynamic changes in reinforcer value. She has received grants from sources such as the National Science Foundation and the National Institute of Mental Health. She has served on the editorial boards of many journals such as *Animal Learning & Behavior*, the *Journal of the Experimental Analysis of Behavior*, and *The Behavior Analyst*. She is currently Associate Editor of *Learning and Motivation*. Dr. McSweeney served two terms as Program Committee Chair for ABA and is currently a member of the ABA Executive Council. She is a fellow of the American Psychological Association (Divisions 3 and 25) and of the American Psychological Society. Dr. McSweeney has won many awards including the Sahlin Faculty Excellence Award for Research, the Samuel H. Smith Leadership Award, and the Edward R. Meyer Distinguished Professor Award.

Abstract: Reinforcers lose their effectiveness when they are presented repeatedly. Early researchers labeled this loss of effectiveness as satiation without conducting an experimental analysis. When such an analysis is conducted, habituation provides a more precise and empirically accurate label for the changes in reinforcer effectiveness. This tutorial will review some of the arguments that support habituation. Then it will be argued that habituation has surprisingly different implications for applied work than satiation. In particular, postulating that habituation occurs to repeatedly presented reinforcers suggests different ways than satiation for maintaining the strength of an existing reinforcer, for weakening the strength of a problematic reinforcer, and for conceptualizing applied behavioral problems. Finally, potential theoretical implications of habituation will be discussed. Habituation may contribute to multiple-schedule behavioral contrast and to understanding the characteristics of behavior undergoing extinction (e.g., spontaneous recovery, disinhibition). Habituation may also help to regulate many different behaviors. In particular, it may contribute to the termination of behaviors that are usually attributed to satiation (feeding, drinking), fatigue (wheel running), and obtaining a high (consuming alcohol).

#337 International Paper Session
11:00 AM - 11:50 AM
Beacon G
INT/AUT

A Survey of Behavioral Schools for Children with Autism: Hallmarks of Excellence (Translated into Japanese)
Chair and Translator: Yuka Koremura (North Texas University)
JANET TWYMAN (Headsprout)

#338 International Paper Session
11:00 AM - 11:50 AM
Beacon F
INT/AUT

The Generalization of Basic Social Skills in a Transition Program for Children with Autism (La Generalización de Habilidades Sociales Básicas en un Programa de Transición a la Escuela Ordinaria en Niños con Autismo)
Chair and Translator: Gladys Williams (Applied Behavioral Consultant Services)
JOSE JULIO CAMERERO (Centro de Alta Eficacia para la Ensenanza del Lenguaje), Gladys Williams (Applied Behavioral Consultant Services) and Ana Pastor (Al Mudaris, Cordoba Spain)

#339 International Paper Session
11:00 AM - 11:50 AM
Independence East
TPC

Units of Analysis in Behavior
Chair: José Burgos (University of Guadalajara)

Parts of Behavior. JOSÉ E. BURGOS (University of Guadalajara)

Private Events and Selection by Consequences. EMMANUEL Z. TOURINHO (Universidade Federal do Pará)

#340 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
AUT

1. **Increasing Tolerance to Toothbrushing in a Child with Autism (DDA).** MATTHEW G. FURZLAND (St. Cloud State University)
2. **A Multi-component Behavior Support Plan and Its Effect on Tantrum Behavior of a Pre-adolescent Girl Diagnosed with Autism (DDA; Data-Based Presentation).** Kerri Cranston, Angela Tocci, Joanna Dickerson, Talia Gallardo and CINDY ALTERSON (Devereux Millwood Learning Center)
3. **Teaching Self-Monitoring to Reduce Challenging Behavior in Private and Public Settings: Three Students at Varying Stages of Instruction (DDA; Data-Based Presentation).** JENNIFER MUELLER, Cezanne Strate and Cindy Alterson (Devereux Millwood Learning Center)
4. **The Effects of Alternative Response Training on Tantrum Behavior Associated with Toileting (TBA; Data-Based Presentation).** KIMBERLY HELDMANN and Lori Sawyer (The May Institute)
5. **The Treatment of Chronic Food Refusal with a Young Girl with Autism (Data-Based Presentation).** Frank L. Bird, Rui Carreiro and John Demanche (Melmark New England)
6. **Shaping Compliance to Increase Appropriate Toileting in Multiple Bathroom Environments (Data-Based Presentation).** Marijke Callahan and Michael Conard (Melmark New England)

7. **"What a Mess": A Treatment Package to Decrease Property Destruction in a Child with Autism (EDC; Data-Based Presentation).** TYRA NELSON, Traci Cihon and Guy Bedient (Special School District of St. Louis County)

8. **Comparison of Two Functional Behavior Screening Tools for Analysis of Aggression and Stereotypies in Students with Autism (TBA; Data-Based Presentation).** Kathleen Quill (Autism Institute) and HEIDI MEIKRANTZ (SEEM Collaborative)

9. **Use of Reinforcement Schedules to Increase the On-Task Behaviors of an Adolescent with Autism. (EDC).** JANET BUTZ and Susan D'Aniello (Odyssey Charter School)

10. **Expanding Food Preferences with a Photographic Activity Schedule (DDA).** KELLY KELM, David Corcoran, Joseph M. Vedora and Robert K. Ross (BEACON Services)

11. **Use of Non-contingent Reinforcement to Decrease Inappropriate Vocalizations Maintained by Attention (DDA).** CAROL DEPEDRO, Robert K. Ross and David Corcoran (BEACON Services)

12. **An Outpatient Evaluation of Intensive Toilet Training with Children with Autism (DDA; Data-Based Presentation).** CHRISTINE BENNETT, Dawn Detweiler, Sarah Crossett, Linda A. LeBlanc and James E. Carr (Western Michigan University)

13. **Effects of High-Probability Requests on the Latency to Initiate Fine Motor Behavior Task with Adolescent with Autism (EAB; Data-Based Presentation).** JEAN CLAUDE DARCHEVILLE, Vinca Riviere, ESTEVE FREIXIA I BAQUE and Luce Doze (Université Lille III)

14. **Treatment of Non-cooperative Sleep Behavior in a Child with Autism (Data-Based Presentation).** SHAWN GLADSTONE (C.W. Post College, Long Island University) and Patricia D'Ateno (The Graduate Center and Queens College, CUNY)

15. **Using Response Latency in a Functional Analysis to Decrease Severe Self-Injurious Behavior (DDA; Data-Based Presentation).** HAROLD MAHECHA, Frank Cicero and Mary Sarli (Eden II Programs) and Hannah E. Hoch (Genesis School)

16. **The Effect of Using a Momentary DRO and Verbal Reprimand on the Rates of Finger Biting of a Five-Year-Old Student with Autism (EDC; Data-Based Presentation).** DAWN M. SMITH, Melissa Sadek, Erin Klepp, Gloria Lavender, Megan Youngberg, Gena Price and Barbara Axelrod (Bancroft NeuroHealth)

17. **The Role of Contingent Teacher Attention on Appropriate Classroom Behavior (EDC; Data-Based Presentation).** AMY J. DAVIES LACKEY (Hawthorne Country Day School), Sudha Ramaswamy (Columbia University Teachers College), VIRGINIA WONG and Victoria Slocum (Hawthorne Country Day School)

18. **Teaching a Child with Autism to Self-Manage His Own Stereotypic Behavior (AUT).** JAMES MEINDL and Barbie Carlson (Greenwood School)

19. **Treatment of Chronic Food Refusal in a Child with Autism in School and Home Settings (DDA; Data-Based Presentation).** HANNAH E. HOCH (The Graduate Center, CUNY) and Mary Ellen McDonald (The Genesis School)

20. **Intensive Toilet Training of a 5-Year-Old with Autism (Data-Based Presentation).** Helena Maguire, STACEY WILLIAMS and Elizabeth Wyman (Melmark New England)

21. **The Use of a Multi-component Treatment for Expanding Choice of Reinforcers and Decreasing Physical Aggression in a Boy with Pervasive Developmental Disorder (DDA).** PAULETTE E. BURDICK, Erik A. Mayville, Allyson Gauthier and Peter Dekreon (Pathways Strategic Teaching Center)

22. **Effects of Differential Reinforcement on the Rejecting Behavior of a Young Student with Autism (DDA; Data-Based Presentation).** Erik Drasgow (University of South Carolina), JAMES W. HALLE (University of Illinois) and Christian Martin (University of South Carolina)

23. **Self-Initiated Toileting: A Case Study of a Child with Autism Considered "Difficult to Train" (DDA; Data-Based Presentation).** JENNIFER RAVA (University of South Florida) and Jean Bachrach (Reaching Potentials)

24. **Food Selectivity in a Young Child with Autism (EDC).** LAURIE RICHARDSON (HMEA)

25. **Matching Analysis of Manding and Self Injurious Behavior During Discrete Trials Instruction and Experimental Analysis Sessions (EAB; Data-Based Presentation).** JOHN HOCH, Ellie C. Mauel, Satomi K. Shinde, Frank J. Symons and Jennifer J. McComas (University of Minnesota)

26. **Comparison of Highly Preferred Matched and Unmatched Stimuli on Stereotypy in Students with Developmental Disabilities (DDA; Data-Based Presentation).** KATHLEEN M. CLARK (The New England Center for Children), Ruth DeBar (Kennedy-Kreiger Institute), Gretchen O'Sullivan, Brandon Herscovitz and William H. Ahearn (The New England Center for Children)

27. **The Use of Activity Schedules and Instructional Fading to Manage Challenging Behavior: A Case Study (DDA; Data-Based Presentation).** Rebecca P. F. Macdonald, RENEÉ C. MANSFIELD and Kristine Wiltz (The New England Center for Children)

28. **Interspersed Presentation and Consumption of Nonpreferred Foods by a Child with Autism (DDA; Data-Based Presentation).** HILLARY WHITESIDE (The Institute for Effective Education), Gina Green (Private Practice), Shannon Clark and Diana Julian (The Institute for Effective Education)

29. **Assessment and Treatment of Problem Behaviors Occasioned by Blocking Idiosyncratic Behavior (DDA; Data-Based Presentation).** CHRISTOPHER MASTERSON, Amy Toner, Kim Rispoli and Deborah A. Napolitano (Bancroft NeuroHealth)

30. **Implementation of an Intensive Feeding Program for a Young Child with Autism in a School-Based Setting (CBM; Data-Based Presentation).** AMY JABLONSKI, Mary Belile, Pam McInnis and Lori Romanek (Summit Educational Resources)

31. **The Reduction of Automatically Reinforced Verbalizations Through the Use of Differential Reinforcement (DDA; Data-Based Presentation).** LORI GRAY, Susan Nanes and Randi Termo (Eden II School for Autistic Children)

32. **Functional Analysis of Aggression: Variations in Assessment Methods (DDA; Data-Based Presentation).** SHANNON ROOT, Bridget Shore, Claudia L. Dozier and Daniel D. Knittel (The Florida Institute for Neurologic Rehabilitation, Inc.)

33. **Reduction of Toe Walking Through Differential Reinforcement of Incompatible Behaviour (DRI).** NANCY DEFINA and Karin Earle-Williams (Kinark Child and Family Services) and Sally Baker (York Central Hospital)

34. **Functional Analysis and Treatment of Disruptive Vocals and Self-Injurious Behavior (Data-Based Presentation).** ELISA HEGG (The New England Center for Children)

#341 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
CBM

35. **Can Blind Faith in the "New Biological Psychiatry" Be Reined In? Update on the Marshall Project (TPC; Data-Based Presentation).** Donna Midkiff and W. JOSEPH WYATT (Marshall University)

36. **Coping with Parkinson's Disease-Related Anxiety: Effect of Behavioral Relaxation Training (DEV; Data-Based Presentation).** DUANE A. LUNDERVOLD (Central Missouri State University), Rajesh Pahwa, Kelly Lyons (Kansas University Medical Center) and Marla Duvall (Central Missouri State University)

37. **Managing Caregiver Noncompliance During Behavioral Treatment of Comorbid Depression and Parkinson's Disease (DEV).** RAJESH PAHWA, Duane A. Lundervold, Kelly Lyons (The Kansas University Hospital)

38. **An Internet-Based Voucher Program for Smoking Abstinence (BPH; Data-Based Presentation).** IRENE M. GLENN, Taryn Manders, Matthew Locey, Bethany R. Raiff and Jesse Dallery (University of Florida)

39. **The Use of Behavioral Interventions to Decrease the Frequency of Inappropriate Behavior in an Adult Male with Paranoid Schizophrenia (Data-Based Presentation).** PATRICIA RIVERA, Robert von Heyn and Matthew L. Israel (Judge Rotenberg Center)

40. **Using Precision Teaching to Increase Social Skills Fluency in an Adult Diagnosed with Paranoid Schizophrenia (Data-Based Presentation).** STACI L. SAYLORS, Lauren Wasano, Cynthia Lopez and Adrienne F. D. Granadosin (University of the Pacific)

41. **A Behavioral Account of Stages of Change (TPC).** GARETH HOLMAN, Robert J. Kohlenberg and Madelon Y. Bolling (University of Washington)

42. **Dual Diagnosis: The Behavioral Treatment of Traumatic Brain Injury and Pre-morbid Chronic Dur and Alcohol Abuse (CSE; Data-Based Presentation).** DANIEL D. KNITTEL, Bridget Shore), Claudia L. Dozier and Shannon Root (The Florida Institute for Neurologic Rehabilitation, Inc.)

43. **Treament of Compulsive Gambling (Data-Based Presentation).** THOMAS ZIMMERMANN and Jørn Stensvold (Lienveien) and Erik Arntzen (Akerhus University College)

44. **Treatment of Chronic Aphasia with Errorless Learning Procedures: A Direct Replication (VRB; Data-Based Presentation).** MAGNÚS BLÖNDAHL SIGHVATSSON and Zuilma Gabriela Sigurdardóttir (University of Iceland)

45. **Assessing Mental Health Outcomes with a Frequency-Based Activity Measure.** JENNIFER ZINKE and Charles Merbitz (Illinois Institute of Technology)

46. **Functional Analysis in Clinical Applications of Behavior Analysis (TPC).** SIMONE NENO and Emmanuel Z. Tourinho (Universidade Federal do Pará)

47. **Effects of a Brief Exercise Program on Activity Patterns of Sedentary Hospital Health Care Workers (OBM; Data-Based Presentation).** PARSLA VINTERE (Queens College and the Graduate Center/CUNY), Susan, M. Schnall (Bellevue Hospital Center) and Claire, L. Poulson (Queens College and the Graduate Center/CUNY)

48. **Building the Treatment Program on a Children's Emergency Psychiatric Unit (CSE; Data-Based Presentation).** DANA DAHMAN and Elizabeth C. Nulty (Project 12-Ways, Southern Illinois University), David Griggs and Art Zaitz (Choate Mental Health Center), Paula K. Davis and Brandon F. Greene (Southern Illinois University)

#342 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
DDA

49. **A Self-Control Paradigm Investigating the Decisions of Adolescents with Traumatic Brain Injuries (EAB; Data-Based Presentation).** ZACH SHOEMAKER and Mark R. Dixon (Southern Illinois University), Danyl Epperheimer (Center for Comprehensive Services) and Donna Delia (Southern Illinois University)

50. **A Multiple Schedule Analysis of Changes in Responding Associated with Response Restriction of Nonsocially-Maintained Self-Injury (EAB; Data-Based Presentation).** JAIME FLORES, Rick Smith, Bobby Buckner, Anney R. Fahrenholz, Kim Smith, Caroline Cason, Katy Clark and Carla Smith (University of North Texas)

51. **Long-Term Outcomes for Young Children Receiving Early Behavioral Intervention for Self-Injury (Data-Based Presentation).** MICHELLE D. CHIN and Patricia F. Kurtz (Kennedy Krieger Institute)

52. **Effects of High and Low Stimulus Environments on Self-Injurious Behavior (CBM; Data-Based Presentation).** TORY CHRISTENSEN, Joel E. Ringdahl, Eric W. Boelter and Jayme Mews (University of Iowa)

53. **What Do You Do When There Aren't Enough Behavior Analysts? Our Solution.** JULIE WOLFGANG TYREE, Holly Blanc Stevens, Chris Darnell, Michael Tonos and Andrew Wood (TEAM Evaluation Center, Inc.)

54. **The Separate and Combined Effects of FCT and DRA on Escape-Maintained Problem Behaviors (AUT; Data-Based Presentation).** AIMEE HOLSTE, April S. Worsdell and Christine Horvath (Bancroft NeuroHealth)

55. **Assessment and Treatment of Elopement and Recruitment of Secondary Reinforcers (Self-Monitoring) Across Community Settings (CSE; Data-Based Presentation).** Andrew W. Gardner, JULIA T. O'CONNOR, Gregory Breznican and Rebeca Grinstead (Kennedy Krieger Institute)

56. **Utilization of Functional Analytic Technology with Low-Rate Problem Behaviors in Natural Contexts for Persons with Acquired Brain Injury.** JAMES L. SOLDNER and Mark R. Dixon (Southern Illinois University, Carbondale), John M. Guercio (Center for Comprehensive Services: Mentor ABI Network), Susan Parker-Singler, Stacey L. Small, Ashton J. Robinson and Kenneth W. Wilson (Southern Illinois University, Carbondale)

57. **Assessment of Accurate Responding During Functional Communication Training Using a Multiple Baseline Across Photographic Domains (AUT; Data-Based Presentation).** JENNIFER KELLEY and James C. Tolan (Humainim, Inc.)

58. **The Effective Use Social Isolation, DRO, DRA, Token Fines, and Relaxation Methods for Long Standing Severe Disruption and Aggression and Subsequent Establishment of Self-Control (DDA; Data-Based Presentation).** MARIANNE L. JACKSON, W. Larry Williams and Kendra Brooks-Rickard (University of Nevada, Reno)

59. **Teaching Preschoolers to Mediate Social Interactions with a Developmentally Delayed Peer (EDC; Data-Based Presentation).** BRIAN DOYLE (HMEA) and Sandy Sullivan (Worcester Public Schools)

60. **Monitoring Changes in Affect During Behavioral Assessment and Treatment (AUT; Data-Based Presentation).** Lynn G. Bowman, DAVID P. JARMOLOWICZ, Jennifer L. Bruzek, Lisa M. Toole and Susan Miller (Kennedy Krieger Institute)

61. **Restraint Fading as a Treatment for Self-Injurious Behavior: Determination of the Least Restrictive Starting Point (AUT; Data-Based Presentation).** HEATHER TEICHMAN (Kennedy Krieger Institute), SungWoo Kahng (Johns Hopkins University School of Medicine), Katharine Litman and Jennifer Scruggs (Kennedy Krieger Institute) and Kyong-Mee Chung (Johns Hopkins University School of Medicine)

62. **Assessment of Preference of Non-tangible Stimuli (Data-Based Presentation).** CINDY TERLONGE and David E. Kuhn (Kennedy Krieger Institute) and Iser G. DeLeon (Johns Hopkins University School of Medicine)

63. **Analysis of the Relation Between Self-Injury and Self-Restraint (AUT; Data-Based Presentation).** GRIFFIN ROOKER and Eileen M. Roscoe (The New England Center for Children)

64. **Remediation of Unsuccessful Functional Communication Training Schedule Thinning (Data-Based Presentation).** DAWN RESAU (Kennedy Krieger Institute), SungWoo Kahng (Johns Hopkins University School of Medicine), Christie Fyffe, Charmaine Smith and Ellen Fittro (Kennedy Krieger Institute)

65. **Evaluation and Treatment of Tics in a Boy with Tourette Syndrome (Data-Based Presentation).** Brian Konik, SARA SIMPSON and Julia T. O'Connor (Kennedy Krieger Institute)

66. **The Effects of Preference for Stimuli on the Acquisition of Tacts by Children with Developmental Disabilities (AUT).** GABRIELA GOMEZ, Linda J. Hayes and Rachel S. F. Tarbox (University of Nevada, Reno)

67. **Increasing the Rate of Positive Interactions from Staff: A Comparison of Classroom Interventions (AUT; Data-Based Presentation).** JANE CARLSON and Gretchen Creesey (The May Institute)

68. **Using Brief Functional Analysis to Identify Automatic Reinforcement for a Child with Self-Injury (Data-Based Presentation).** JEFFREY LUKE and Sean D. Casey (Melmark Center for Adaptive Behavior)

69. **Using the Natural Language Paradigm to Teach Novel Play Behaviors to Children with Developmental Disabilities (AUT; Data-Based Presentation).** CHRIS LABELLE, Krystle Gorman, Elizabeth Abellon, Amanda Banister and Jamie Kacur (University of Florida)

#343 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
EAB

70. **Delay Reduction with Constant Terminal-Link Ratios in Time Schedules (TPC; Data-Based Presentation).** PAUL ROMANOWICH (University of California, San Diego)

71. **Choice as Matter of Procedure: A Reanalysis of Data in the Literature (Data-Based Presentation).** LAURO EUGÊNIO GUIMARÃES NALINI, João Claudio Todorov and Cristiano Coelho (Universidade Católica de Goiás)

72. **Within-Session Changes in Responding for People Working on a Computer Puzzle (TPC; Data-Based Presentation).** ROBERTA S. VARAO, Frances K. McSweeney, Benjamin P. Kowal, Alice A. Keyl and Melissa Elliot (Washington State University)

73. **Further Analysis of the Effects of Reinforcement Delays on Response Acquisition. (Data-Based Presentation).** TOM BYRNE, Scott Tirrell and Teresa May (Massachusetts College of Liberal Arts)

74. **Self-Control and Impulsiveness in Adult Human Females: Effects of Deprivation and Visual Food Cues (Data-Based Presentation).** LORI ANN B. FORZANO (State University of New York, Brockport)

75. **The Role of Type of Response in the Appearance of Contrast or Induction (Data-Based Presentation).** BRENT C. HANSON and Jeffrey N. Weatherly (University of North Dakota)

76. **The Effects of Dominance Hierachy on the Social Preferences of Domestic Hens.** AMY TANNAHILL, Catherine Sumpter, William Temple and T. Mary Foster (University of Waikato)

77. **The Effects of Food Restriction on Binge Eating and Drinking Behavior in Rats (Data-Based Presentation).** Antonio Lopez-Espinoza and HECTOR MARTINEZ (Universidad de Guadalajara - Mexico) and Marbella Rosales (Instituto Tecnológico y de Estudios Superiores de Occidente)

78. **Surprisingly Indifferent Preference Patterns Between Fixed and Random Interval Schedules: The Role of Schedule Discrimination (Data-Based Presentation).** MICHELLE D. ENNIS (Temple University), Claudia D. Cardinal (University of Nevada, Reno) and Philip N. Hineline (Temple University)

79. **Effect of Signal on Resistance to Change in a Multiple Schedule.** KATHARINE SEIP and Matthew C. Bell (Santa Clara University)

80. **P300 ERPs in Human Operant Learning and Passive Observation Paradigms (Data-Based Presentation).** STEVEN F. FAUX, Angela M. Bodling and Seth Robb (Drake University)

81. **Matching- and Nonmatching-to-Sample with Olfactory Stimuli in Rats (VRB; Data-Based Presentation).** RHIANNON THOMAS, Laurence Miller and Mark Galizio (University of North Carolina at Wilmington)

82. **Establishing Within-Subject Procedures for Studying Sustained Attention in Persons with Mental Retardation (DDA; Data-Based Presentation).** ADAM H. DOUGHTY, Dean C. Williams and Kathryn J. Saunders (University of Kansas)

83. **An Examination of Preferences for the Near Miss in Slot Machine Play (Data-Based Presentation).** PATIENCE NIEMOTH, Dustin Daugherty, Michael Pisney and Otto H. MacLin (University of Northern Iowa)

84. **The Effects of Brief Delays on the Performance of Verbal Conditioning (VRB; Data-Based Presentation).** KANAME MOCHIZUKI and Hitoshi Ohnishi (National Institute of Multimedia Education) and Satoshi Yamazaki (Chiba Institute of Technology)

85. **"Prospective" Timing with a Reversal Learning Technique. (Data-Based Presentation).** TAKU ISHII and Takayuki Sakagami (Keio University)

86. **REM Sleep Deprivation Effects on Stereotypic Behavior in Mice (BPH; Data-Based Presentation).** MICHAEL E. MAY and Craig H. Kennedy (Vanderbilt University)

87. **Examining the Spontaneously Hypertensive Rat (SHR) as an Animal Model of Attention Deficit/Hyperactivity Disorder (ADHD): An Analysis of Delay-of-Reinforcement Gradients (Data-Based Presentation).** ERIN PITTS, Sherry Serdikoff and Melissa Shulleeta (James Madison University) and A. Charles Catania (University of Maryland, Baltimore County)

88. **Token Reinforcement and Progressive-Ratio Schedule Performance in Rats: The Effects of Food Schedule Manipulation on Breakpoint (Data-Based Presentation).** SEAN CLARK, Katarzyna B. Grabowska and Eric Jacobs (Southern Illinois University, Carbondale)

89. **Eliciting and Discriminative Functions of Tokens in Token Reinfordement Schedules (Data-Based Presentation).** CHRISTOPHER BULLOCK and Timothy D. Hackenberg (University of Florida)

90. **The Use of a Stimulus Fading Procedure to Decrease Hearing Aid Removal (DDA; Data-Based Presentation).** ERIC W. BOELTER, Joel E. Ringdahl, Nathan A. Call, Jayme Mews and Tory Christensen (University of Iowa Hospitals and Clinics)

91. **Production Procedures: Precision Prescriptions (Data-Based Presentation).** MATTHEW SITOMER and Peter Killeen (Arizona State University)

92. **EAHB-SIG Student Paper Award Winner: Compound Class-Specific Reinforcers and Equivalence Performances in Children Diagnosed with Developmental Disabilities. (DEV; Data-Based Presentation).** CHRISTINA A. ASHFORD (West Virginia University)

93. **The Effect of a Verbal Instruction to Suppress Thoughts of a Stimulus That is a Member of an Equivalence Class (VRB; Data-Based Presentation).** FREDERICK ANDERSON, Scott T. Gaynor and Sigurdur Sigurdsson (Western Michigan University) and Yukiko Washio (University of Nevada, Reno)

94. **Towards an Understanding of the Stimulus Control of Preschooler Mands (VRB; Data-Based Presentation).** JEFFREY H. TIGER, Gregory P. Hanley, Jill M. White and Emma Hernandez (University of Kansas)

95. **Treating Escape Maintained Behavior of Cows Using Negative Reinforcement (Data-Based Presentation).** MELISSA MOREHEAD, Kimberly N. Smith and Jesus Rosales-Ruiz (University of North Texas)

#344 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
EDC

96. **Effects of Training on Positive and Negative Statements Made by Teachers in a Classroom (Data-Based Presentation).** ALICIA GRAUVOGEL, Michele D. Wallace, Edwin J. Dyer, Dana Anderson and Jocelyn Hossffmann (University of Nevada, Reno)

97. **Training Teachers in an Infant Classroom to Use Embedded Teaching Strategies.** TRISTA L. TATE, Rachel H. Thompson, Paige M. McKerchar and Jessica L. Haremza (University of Kansas)

98. **The Effects of Inconsistent and Consistent Noncontingent Functional Reinforcement (TBA; Data-Based Presentation).** NICOLE BELLOMO and Marilyn Bonem (Eastern Michigan University)

99. **Implementing Positive Behavior Support in Head Start Classrooms: Relationships Between Teacher Supports and Student Behavior (EAB; Data-Based Presentation).** MELISSA STORMONT, Timothy Lewis and Sandra Covington-Smith (University of Missouri)

100. **The Effects of Learn Unit Presentation on Increasing Scientific Tacts in Teachers and Observers (Data-Based Presentation).** EYLEEN ORTIZ (Columbia University Teachers College)

101. **Using Precision Teaching Practices to Manage Inner Behaviour Regarding Study and Exams.** Niamh McHugh, AISLING ARDIFF, Phil Smyth, Wendi McDermott, Claire McDowell and Ken Kerr (The Saplings School)

102. **Skills Training and School-Wide Behavioral Improvement: A Report on Project ACHIEVE Success (CSE).** ALICIA PERRY (Blue Ridge Behavioral Health Services) and Howie Knoff (Project ACHIEVE)

103. **Measuring Change in Teacher Responsivity to Aggressive and Pro-social Behavior in a Preschool Setting (Data-Based Presentation).** Leanne Johnson, ANNA-LIND PETURSDOTTIR, Jennifer J. McComas and Frank Symons (University of Minnesota)

104. **Classroom Management Using Cognitive-Behavior Theory (TBA).** ANNE-MAY HEGGEN and Marianne Vallestrand (Social Worker)

105. **Guided Notes: Valid Nethodology for Preservice Teacher Education? (Data-Based Presentation).** RICHARD G. WELSCH (University of Toledo)

106. **Teaching Functional Behavioral Assessments Through Web-Mediated Collaborative Problem Solving: Procedures, Analysis, and Issues (TBA; Data-Based Presentation).** SEKHAR PINDIPROLU (East Tennessee State University), Stephanie M. Peterson (The Ohio State University) and Sarah Rule (Utah State University)

107. **Exemplary Teachers of the Deaf: An Ecobehavioral Assessment of Classroom Ecology, Teacher and Student Behavior of High and Low Performing Students (EDC; Data-Based Presentation).** M. LYNN WOOLSEY (University of North Florida), Tina J. Harrison (University of Arts and Sciences of Oklahoma), Len Roberson and Janice Seabrooks (University of North Florida) and Gwen Williams (Florida A&M University)

108. **From Research to Practice: An Afterschool Tutoring Program as a Lab for Undergraduate Behavior Management Students (TBA).** MICHAEL CHARLES LAMBERT (University of Portland)

109. **Cultural Issues in the Application of Behavior Techniques In People's Republic of China (EAB).** LI LI, Richard P. West and Weldon Sleight (Utah State University)

110. **Effective Instructional Practices: Contrasts Between In-House and Consultative Settings (TBA; Data-Based Presentation).** DEIRDRE LEE FITZGERALD, Lillian Connelly and Jean Seifert (Eastern Connecticut State University)

111. **Interteaching Versus Lecture: Which is More Effective? (EAB; Data-Based Presentation).** TRACY ZINN and Bryan Saville (Stephen F. Austin State University)

112. **Using Goal Orientation to Improve Learning in Introductory Psychology (Data-Based Presentation).** MARK S. HOYERT and Cynthia O'Dell (Indiana University Northwest)

113. **The Cognitive Misers Win! Applied Behavior Analysis in a Social Psychology Class (CSE; Data-Based Presentation).** ANGELA K. FOURNIER and Rachael E. Budowle (Virginia Tech), Sara R. Rayne (University of Memphis) and E. Scott Geller (Virginia Tech)

114. **Computer-Based Programmed Instruction in Western Michigan University: (TPC).** EDUARDO OSORIO, Morgan Reynolds, Annie Chaffee, Jason Otto and Richard W. Malott (Western Michigan University)

115. **An Evaluation of Interteaching Strategies in an Undergraduate Learning Course (TBA; Data-Based Presentation).** JAMES CONNELL and Christina M. Vorndran (Louisiana State University)

116. **Topography of Student Interactions in Distance Learning (TBA; Data-Based Presentation).** EMILY RUDRUD and Eric Rudrud (St. Cloud State University)

117. **Talking the Talk: Using SAFMEDS to Shape Student's Verbal Repertoire (Data-Based Presentation).** Tim Barrett and JOANN ANG (The Ohio State University)

118. **Transition to College: Examination of One Student with ADHD (Data-Based Presentation).** ISAAC MALLETTE-LLOYD (Silver Creek Central School), Barbara Mallette (SUNY Fredonia) and Douglas Lloyd (Silver Creek Central School)

#345 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
OBM

119. **Lower Resting Heart Rate Using Personal Performance Engineering. (Data-Based Presentation).** AMBER MAKI (St. Cloud State University)

120. **An Experimental Comparison of Two Delay-Discounting Procedures (EAB).** Donald A. Hantula, Carter Smith and SAM PERRY (Temple University)

121. **The Effects of a Combined Task Clarification, Goal Setting, Feedback, and Incentive Intervention Package to Improve Telephone Customer Service in a Medical Clinic Environment.** JULIE M. SLOWIAK and Gregory J. Madden (University of Wisconsin, Eau Claire)

122. **Behavioral Measurement of Staff Burnout in In-Patient Mental Health Settings (CBM; Data-Based Presentation).** JOHN QUEALLY and Richard M. O'Brien (Hofstra University)

123. **Effects of a Low-Cost Prompt to Reduce Retail Theft (Data-Based Presentation).** SHARLET D. BUTTERFIELD and Thomas E. (Ted) Boyce (University of Nevada, Reno)

124. **Increasing Job Placement in Welfare-to-Work Program Participants Using a Token Economy.** CRYSTAL SMULLEY (Pennsylvania State University)

125. **Preference and Reinforcer Assessments with Direct Care Staff in a Human Service Agency.** JAMIE M. DAKE and Mark R. Dixon (Southern Illinois University, Carbondale) and Aaron Willett (Center for Comprehensive Services)

126. **Program Implementation: A Look at Four Training Methods Effects on Rates of Program Implementation by Staff (EDC; Data-Based Presentation).** JASON CAVIN, Brent Smith, Jerre R. Brimer and Bob Babcock (The Learning Tree)

127. **The Effects of Inservice Training on a Performance Feedback System (DDA; Data-Based Presentation).** KYLIE M. LARSEN, David E. Kuhn and Daniel Hendrickson (Kennedy Krieger Institute)

128. **The Behavioral Systems Analysis Project: Educating and Managing Undergraduates in Organizational Behavior Management.** NIC WEATHERLY, Kristen Struss, Casey Burge and Richard W. Malott (Western Michigan University)

#346 International Poster Session
12:00 PM - 1:30 PM
Exhibit Hall D (Hynes)
VRB

129. **Teaching Intraverbal Behavior Using Stimulus Differences with Two Children with Autistic and Pervasive Developmental Disorders (AUT; Data-Based Presentation).** MARIA WYNNE, Kimberly P. Weber and K. Mark Derby (Gonzaga University)

130. **Sight Reading and Phonics: A Combined Approach for Teaching Textual Behavior to Children with Autism. (AUT; Data-Based Presentation).** JOE CIHON, Nicole Adams, Traci Cihon and Guy Bedient (Special School District of St. Louis County)

131. **Contingent Access: Putting the Fun in Functional Language (AUT; Data-Based Presentation).** RACHEL HUCKFELDT and Guy Bedient (Special School District of St. Louis County)

132. **Analysis of Three Reinforcement Procedures in Teaching Receptive Language Skills to Children with Autism (AUT).** Laura R. Addison, Dorothea C. Lerman, MANDY PARTEN, Valerie Volkert, Nicole Trosclair and Tiffany Kodak (Louisiana State University)

133. **Comparing Mass Trial Teaching Procedures to Interspersal Teaching Procedures in the Acquisition of Intraverbals (AUT).** AMANTHA MASSEY-MCLAUGHLIN, Linda J. Hayes and Rachel S. F. Tarbox (University of Nevada, Reno)

134. **Effects of Modeling Versus Instructions on Schedule Sensitivity (DDA; Data-Based Presentation).** SUMMER J. FERRERI, Julie Marckel, Nancy A. Neef, Sunhwa Jung, Lindsay Nist and Nancy Armstrong (The Ohio State University)

135. **The Use of Hidden Objects and Echoic Prompts to Teach Students to Ask Questions (DDA; Data-Based Presentation).** YUKO USUI and Monica Chen (Columbia University)

136. **Effects of Verbal Descriptions on Rule-Generation and its Relationship with Non-verbal Behaviour (EAB).** MARIA LUISA CEPEDA, Diana Moreno Rodríguez, Patricia Plancarte, Rosalinda Arroyo, Alfredo López, Hortensia Hickman and Olivia Tena (UNAM)

137. **Rupture or Change of the Sensibility to the Contingencies and the Paper of the Automatic Contingencies (EAB).** INMACULADA GÓMEZ BECERRA and Nieves López (Universidad de Almería, Spain)

138. **Analog Demonstration of "Confusion" in Second Language Acquisition (EAB; Data-Based Presentation).** YUKIKO WASHIO and Ramona Houmanfar (University of Nevada, Reno)

139. **Increasing Desirable Spousal Social Behaviors Using Reinforcement and Extinction (CBM; Data-Based Presentation).** CAROL KOCHHEISER and Lloyd Peterson (The Ohio State University)

140. **Treatment of Severe Chronic Aphasia with Backward Chaining and Operant Conditioning (CBM; Data-Based Presentation).** ZUILMA GABRIELA SIGURDARDÓTTIR and Magnús Blöndahl Sighvatsson (University of Iceland)

141. **Reducing "Psychotic" Verbal Behavior (Data-Based Presentation).** INGVIL RO and Grete Brouwer (Grim Project) and Erik Arntzen (Akershus University College)

142. **Celeration Analysis of Verbal Behavior Research Papers Presented at ABA: 1975-present P(Data-Based Presentation).** JOHN W. ESHLEMAN (APEX Consulting)

#347 Special Event

1:30 PM - 2:20 PM
Grand Ballroom
AUT

2004 Tutorial: The Application of Precision Teaching with Children with Autism: Perceived Problems and Possible Solutions
Chair: Jack Scott (Florida Atlantic University)
MICHAEL FABRIZIO, MA (Fabrizio/Moors Consulting)

Michael Fabrizio received his Bachelor's Degree in Psychology and Master's Degree in Educational Psychology/Applied Behavior Analysis from West Virginia University. He is a Board Certified Behavior Analyst and a fourth-year Doctoral student in Special Education at the University of Washington, where he is specializing in behavior analysis, autism, and instructional design. Michael has worked with children with autism and other special needs throughout his more than ten-year career, serving as a Senior Educational Specialist for the West Virginia Autism Training Center at Marshall University; a Clinical Specialist for the Spectrum Center for Educational and Behavioral Development in Berkeley, California; Head Teacher for Morningside Academy in Seattle, Washington; and Lead Trainer for Morningside Academy's Public School Improvement Project. Michael currently resides in Seattle, Washington, where he is a full partner in Fabrizio/Moors Consulting, an educational and behavioral consulting private practice specializing in fluency-based instruction for learners with autism. Michael has presented his applied research work with children with disabilities at a range of state, regional, and national professional conferences including the Autism Society of America, the West Coast Special Education Conference, the Association for Behavior Analysis, the Association for the Severely Handicapped, the Association for Science in Autism Treatment, and the International Precision Teaching Conference. He has published his work in

the *Behavior Analysis Digest* and the *Journal of Precision Teaching and Celeration*. Michael is a Sustaining Member of the Cambridge Center for Behavioral Studies, a Supporting Member of the Association for Behavior Analysis, and a Sustaining Member of the Standard Celeration Society. Michael received the 2000 New Contributions Award presented by the Standard Celeration Society for his work in fluency-based instruction. He is a Contributing Editor for the *Journal of Precision Teaching and Celeration*, an affiliated faculty member in the Department of Behavior Analysis at the University of North Texas, and a member of the Organization for Autism Research's Scientific Advisory Council.

Abstract: Over the course of our recent past, behavior analysts and the consumers of their services have demonstrated increased interest in applying principles from Precision Teaching to the intervention programs of children with autism. Unfortunately, the addition of this highly effective, powerful, and efficient measurement system to children's programs has sometimes been hampered, because of what some may view as barriers to the use of Precision Teaching in such programs. This tutorial will introduce audience members to the principles that form the foundation of Precision Teaching and will address and suggest solutions for some of the most commonly held concerns that surround the use of Precision Teaching with children with autism. Specifically, the tutorial will address concerns related to: errors students may make during instruction; the use of frequency as a measure of behavior and change in frequency as a measure of learning; the frequency aims used as criteria for mastery in Precision Teaching programs; and the use of the Standard Celeration Chart to depict human performance in meaningful ways.

#348 Invited Event

1:30 PM - 2:20 PM
Conference Room 2
CBM

A Unified Protocol for Emotional Disorders with Behavioral Analytic Considerations (Data-Based Presentation)
Chair: Lisa Coyne (University of Mississippi)
DAVID H. BARLOW, PhD (Boston University)

Dr. David H. Barlow received his PhD from the University of Vermont in 1969 and has published over 450 articles and chapters and over 20 books, mostly in the area of anxiety disorders, sexual problems, and clinical research methodology. He is formerly Professor of Psychiatry at the University of Mississippi Medical Center and Professor of Psychiatry and Psychology at Brown University and founded clinical psychology internships in both settings. He was also Distinguished Professor in the Department of Psychology at the University at Albany, State University of New York. Currently, he is Professor of Psychology, Research Professor of Psychiatry, Director of Clinical Training Programs, and Director of the Center for Anxiety and Related Disorders at Boston University. Dr. Barlow is the recipient of the 2000 American Psychological Association (APA) Distinguished Scientific Award for the Applications of Psychology. He is also the recipient of the First Annual Science Dissemination Award from the Society for a Science of Clinical Psychology of the APA; and recipient of the 2000 Distinguished Scientific Contribution Award from the Society of Clinical Psychology of the APA. He also received an award in appreciation of outstanding achievements from the General Hospital of the Chinese People's Liberation Army, Beijing, China, with an appointment as Honorary Visiting Professor of Clinical Psychology. During the 1997/1998 academic year, he was Fritz Redlich Fellow at the Center for Advanced Study in Behavioral Sciences, in Palo Alto, California. Other awards include Career Contribution Awards from Massachusetts and California Psychological Associations; The First Graduate Alumni Scholar Award from the Graduate College, The University of Vermont; The Masters and Johnson Award, from the Society for Sex Therapy and Research; G. Stanley Hall Lectureship, American Psychological Association Annual Convention; A certificate of appreciation for contributions to women in clinical psychology from Section IV of Division 12, the Clinical Psychology of Women; and a MERIT award

from the National Institute of Mental Health for long term contributions to the clinical research effort. He is Past-President of the Association for the Advancement of Behavior Therapy, Past-Associate Editor of the *Journal of Consulting and Clinical Psychology*, Past-Editor of the journals *Behavior Therapy* and *Journal of Applied Behavior Analysis*. Currently, he is Editor of the journal *Clinical Psychology: Science and Practice*. He was also Chair of the American Psychological Association Task Force of Psychological Intervention Guidelines, was a member of the DSM-IV Task Force of the American Psychiatric Association, and was a Co-Chair of the Work Group for revising the anxiety disorder categories. He is also a Diplomat in Clinical Psychology of the American Board of Professional Psychology and maintains a private practice.

Abstract: In the 1970s and 1980s, approaches to anxiety disorders concentrated on reducing arousal and overt avoidance behavior. In the 1980s, innovations in psychological treatments focused on psychopathology specific to each disorder, such as panic attacks in panic disorder, directly utilizing interoceptive exposure tailored to the individual based on behavioral assessment to counter avoidance of somatic cues; the worry process itself in GAD conceptualized as an avoidance of negative affect; and depressive cognitions in depression. These psychological treatments were organized into therapeutic manuals. Now we have developed a modular approach directed at the core features of all anxiety and related emotional disorders such that existing treatments can be reduced to one strategic approach that varies based only on individual functional analysis. This treatment, now undergoing evaluation, focuses on: psychoeducation and antecedent cognitive reappraisal to regulate emotion based distortions; the prevention of behavioral, cognitive, and emotional avoidance; and enhancing opposite action tendencies through provocative interoceptive and exteroceptive emotional exposure-based procedures, focusing particularly on appropriate emotional expression.

#348a International Paper Session
1:30 PM - 2:20 PM
Beacon F
INT

Analogical Reasoning and Relating Relational Frames: An Ongoing Research Program (El Razonamiento Analógico y Los Marcos Relacionales: Un Programa de Investigación que Continúa)
Chair and Translator Mapy Chavez Brown (Columbia University Teachers College)
DERMOT BARNES-HOLMES, Ian T. Stewart, Yvonne Barnes-Holmes and Paul M. Smeets (National University of Ireland, Maynooth

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#349 International Paper Session
1:30 PM - 2:20 PM
Beacon D
EAB

EAB 4
Chair: Chris Ninness (Stephen F. Austin State University)

Conditional Discrimination or Simple Discrimination with Compound Stimuli? JEAN CLAUDE DARCHEVILLE and Belkhodja Roseleyne (Université Lille III)

A Functional-Analytic and Neural Network Approach to Mathematical Relations. Chris Ninness, Robin Rumph, Glen McCuller, Carol Harrison, Elizabeth Hancock-Akin, Ashley Capt, Sharon K. Ninness and Angela Ford (Stephen F. Austin State University)

#350 Invited Event

1:30 PM - 2:20 PM
Commonwealth
EAB

Interval Timing and Memory Dynamics
Chair: Michael Davison (University of Auckland)
JENNIFER J. HIGA, PhD (Texas Christian University)

Dr. Jennifer Higa received her MS and PhD from Washington State University, with her research supervised by Frances McSweeney and John Hinson. After several years in postdoctoral and research faculty positions at Duke University with John Staddon, she joined the faculty in the Department of Psychology at Texas Christian University where she is an Assistant Professor. Her research has covered topics on behavioral contrast, stimulus control, transitive inference, and, more recently, the dynamics of interval timing. Pigeons and rats are her primary subjects, although she has recently begun to study timing in Betta splendens. Jennifer serves on the Board of Editors for the *Journal of the Experimental Analysis of Behavior, Learning and Behavior*, and the *International Journal of Comparative Psychology*, and was the Guest Editor for a special issue on timing for the journal *Behavioral Processes*. She is the recipient of a NRSA and Neurobehavioral Sciences Research Training Fellowship, as well as several teaching awards.

Abstract: Psychologists studying learning and memory have been increasingly interested in how animals - human and non-human - detect, integrate, and use temporal information. The importance of understanding interval timing is underscored by the fact that the time between events, responses, rewards, and punishers determine what is learned, what associations are made, and how learning progresses. Until recently, the majority of experimental and theoretical work has been aimed at understanding results obtained from procedures designed to measure steady state timing behavior. In contrast, relatively little is known about timing under changing conditions. I plan to review the results from temporal tracking and gap procedures and discuss the data in terms of a model for interval timing that is based on memory dynamics called the multiple time scale (MTS) model.

#351 Panel Discussion

1:30 PM - 2:20 PM
Dalton
OTH

Professional Development Series: How to Give Effective Oral Presentations and Posters
Chair: Cristin D. Harrison (University of Nevada, Reno)

NED CARTER (AFA, Stockholm, Sweden)
THOMAS E. (TED) BOYCE (University of Nevada, Reno)

#352 International Paper Session

1:30 PM - 2:20 PM
Beacon G
INT

The Learn Unit: Database, Rational, and Application (Translated into Japanese)
Chair and Translator: Yusuke Hayashi (North Texas University)
R. DOUGLAS GREER (Columbia University Teachers College)

#353 Invited Event

1:30 PM - 2:20 PM
Liberty B
OBM

The Power and Glory of Human Performance Technology
Chair: Rene Quinones (University of Nevada, Reno)
DONALD TOSTI, PhD (Vanguard Consulting)

Dr. Donald T. Tosti is the founding partner of Vanguard Consulting, Inc. He has an extensive and varied background in both management and human performance development, and has been a recognized expert in performance-based approaches to organizational effectiveness for three decades. His pioneering work on contingency management (he coined the term) began in the 1960s. His articles on "Contingency Management and Motivation", "Media and Presentation Design," "Formative Feedback," "Organizational Alignment," "Performance-Based Leadership," and "Systemic Change" are considered seminal in the field. Dr. Tosti has been involved in a wide range of organizational alignment and change programs for companies in the United States, the Middle East, and Europe. His consulting activities include work in leadership, management, culture change, strategic alliance, and internal marketing. He has also written numerous books and articles on human performance and its application in today's business world. He is President-Elect of the International Society of Performance Improvement.

Abstract: Human Performance Technology (HPT) was begun in the early 1960s by behavioral scientists who felt that what they had learned in the laboratory could be applied in the real world. In the last 40+ years the technology has matured and its applications greatly expanded. With the blending of behavioral and systems theory it may well be one of the most important and powerful technologies in the world today. In this presentation we will discuss HPT principles and models and their many applications focused on individual, operational, organizational and marketplace performance.

#354 Invited Symposium

1:30 PM - 2:50 PM
Constitution A
DDA/EDC

"What About Us?" Literacy Development Using Direct Instruction with Non-traditional Populations (Data-Based Presentation)
Chair and Discussant: Kent Johnson, PhD (Morningside Academy)

Abstract: Increasingly, distance learning technology is opening university (and other) doors to a much larger audience. With a modern computer and an internet connection, employees, parents, indeed anyone who has limited access to or interest in traditional campus-based options, can conveniently participate in an increasing range of coursework. As teachers of behavior analysis, we can now reach a greatly expanded demographic base. Such is the case with Behavioral Intervention in Autism (BIA), a four-course distance learning curriculum designed to educate a large number of parents and personnel in the application of behavioral intervention with children with autism. A team of behavior analysts have collaborated to develop and evaluate this curriculum, with generous support from autism and instructional design experts outside of the team. In this tutorial, I have the pleasure of sharing our work on BIA as the illustrative case in support of two objectives: First, to describe and present data on how distance learning can be used with professional integrity to educate a greatly expanded number of parents and personnel seeking to master behavioral intervention, and second, to illustrate how behavior analytic instructional pedagogy can be meshed with current and emerging technologies to produce highly effective distance learning courses.

Dr. Kent Johnson, Director of Morningside Academy, graduated from Georgetown University and received his MS and PhD 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.

Implementation of Direct Instruction with Persons with Moderate/Severe Developmental Disability and Limited Verbal Populations. WENDY KOZMA, MA, David Agee and Judy Hurlburt (Evergreen Center)

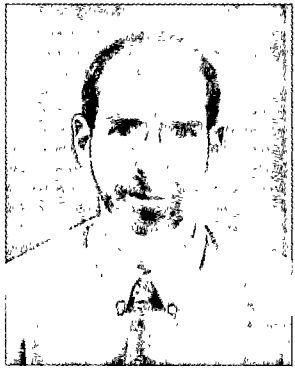
Wendy Kozma has focused her career on teaching, teacher training, and curriculum development and implementation; she has worked with a wide variety of special needs and regular education students. Wendy completed her undergraduate studies at Eastern Michigan University where she specialized in the education of deaf and hard-of-hearing children and adults. She completed her Masters program at the University of Redlands, California, graduating with a degree in school administration. A member of the Association for Direct Instruction, Wendy has more than 12 years experience in the implementation of Direct Instruction programs. She currently serves as the Direct Instruction consultant for school programs and educational organizations in Massachusetts and California. Locally, she works with the staff and students at the Evergreen Center in Milford, Massachusetts, a residential school program serving children and young adults with moderate to severe developmental disabilities. Wendy also consults with BEACON Services (Behavioral Education, Assessment, and Consultation); BEACON provides early intervention and school-age support services for children with autism. She also provides DI training and coaching for preschool teachers and program implementation support for Criterion Child Enrichment's network of childcare centers for typically developing children that operate under the name of Rise and Shine Academy.

Abstract: This presentation reports the academic and social-emotional outcomes achieved by students 10 to 18 years of age exhibiting moderate to severe developmental delays who have participated in Direct Instruction (DI) reading programs. Data evidencing specific gains in decoding, fluency and comprehension measures will be presented. Enhanced cueing techniques that enable students with limited verbal skills to access the Direct Instruction curriculum will also be discussed. The

discussion of outcomes will go beyond reports of academic gains to review the impact of literacy achievements on the socio-emotional performance of participating students. Characteristics of "Best Outcome" students will be analyzed in order to provide data-based support for expectations of clinical outcomes.

The Use of Direct Instruction as a Supplementary Curriculum for Children with Autism Spectrum Disorder Receiving Early Intensive Behavioral Intervention. ANN FILER, MEd and Robert Ross (BEACON Services)

Ms. Filer is the Vice President of Educational services at Behavioral Education Assessment and Consultation Inc. (BEACON Services), here she has been since 1994. BEACON Services provides intensive behavioral educational services (EIBI) to children diagnosed with PDD/Autism and behavioral and learning challenges. BEACON Services works in both early intervention (under age three) and school age programs. She received her Masters degree in Education from the University of Massachusetts Boston in 1989 with certification in moderate to severe special needs.
Ms. Filer currently oversees the implementation of Early Intensive Behavioral Intervention services for six teams of staff serving approximately 90 children with PDD/Autism. She is responsible for all clinical and educational monitoring systems. She also provides direct educational services and consultation services to numerous Early Intervention programs as well as Public school districts.
Ann regularly presents at professional conferences and university training programs on a range of topics related to early child hood learning and behavior.



Mr. Robert Ross is the Vice President of Development and Training at Behavioral Education Assessment and Consultation Inc. (BEACON Services). BEACON Services provides intensive behavioral educational services to children diagnosed with PDD/Autism and behavioral and learning challenges. BEACON Services works in both early intervention and school age programs. He received his Masters degree in Applied Behavior Analysis from Northeastern University and is a Board Certified Behavior Analyst (BCBA). He is currently enrolled in a Doctoral program for Educational Leaders at Nova Southeastern University.

Prior to his tenure at BEACON Services Mr. Ross held the position of Behavior Analyst at the Evergreen Center School in Milford, MA. He has worked for the Massachusetts Department of Mental Retardation as a Psychologist and in a similar capacity for a private non-profit program for adults with disabilities.
Mr. Ross has taught in the Masters in Applied Behavior Analysis program at the Northeastern University and lectures widely to Early Intervention programs and Public School programs. Mr. Ross serves as the Chair of a Professional Review Committee as part of the State of Rhode Islands Division of Developmental Disabilities oversight of services to individuals with disabilities.

Abstract: Programs providing early intensive behavioral intervention (EIBI) to children with autism often use a variety of commercial and agency-developed curricula to guide treatment. Few of these curricula include comprehensive support for the development of early literacy skills. This presentation will provide an overview of how the Direct Instruction (DI) curriculum is suited to teaching early literacy skills to children diagnosed with Autism Spectrum Disorders who are receiving EIBI services. Treatment results for children who received EIBI that included instruction using the Language for Learning Program and Reading Mastery Direct Instruction Programs will be reviewed. Data will include repeated measures taken on the Sequenced Inventory for Communicative Development, Woodcock Tests of Reading Mastery (revised) and DI mastery test scores. Implications for the development of literacy skills in children receiving EIBI services will be discussed.

System-Wide Implementation of Direct Instruction in a Preschool for Typically Developing Children. WENDY KOZMA and Jo-Ann Otlin (Criterion Child Enrichment), Margaret Eaton (Rise and Shine Academy)

Abstract: Implementation of Direct Instruction (DI) programs as a means of promoting early literacy for typically developing pre-school aged children is not widespread in practice. Few commercially available curricula, other than DI, provide preschool teachers with instructional materials capable of accelerating acquisition of literacy skills. This is of concern given recent federal legislative initiatives (e.g. No Child Left Behind) and research establishing a link between early language deficits and later reading performance problems. This presentation will provide an overview of the effectiveness of the DI curriculum in accelerating literacy skills of preschool children who are 3.8 years of age or older. Baseline literacy measures and subsequent gains in literacy skill development will be reported utilizing data obtained from the Woodcock Reading Mastery Tests (revised) and DI program mastery tests. System-wide application of literacy initiatives for preschool-aged children and the use of DI programs, as a means of early detection of children at risk for literacy skill development, will also be discussed.

#355 Symposium
1:30 PM - 2:50 PM
Hampton
DEV/DDA
CE

Adult Behavioral Stages of Attachment (Data-Based Presentation)
Chair: Michael Lamport Commons (Harvard Medical School)
Discussant: Jacob L. Gewirtz (Florida International University)

A Theory of Adult Behavioral Developmental Stages of Attachment. PATRICE MARIE MILLER (Salem State College)

Positive Adult Behavioral Developmental Stages of Attachment. SUZANNE LEE (Massachusetts General Hospital)

Negative Adult Behavioral Developmental Stages of Attachment. MICHAEL LAMPORT COMMONS (Harvard Medical School)

#356 Symposium
1:30 PM - 2:50 PM
Beacon H
CSE/CBM

Applications of Behavioral Analysis: Historical Review of Three Societal Problems
Chair: Judy Blumenthal (Associates for Behaviour Change)
Discussant: Donald K. Pumroy (University of Maryland)

Parent Licensing and Child Abuse: Thirty Years of Research and Debate. ROGER MCINTIRE (University of Maryland)

TV Violence, an Intruder in the Home: Thirty Years of Research. LEOPOLD O. WALDER (Behavior Service Consultants, Inc.)

The Great Fraud of "Biological Psychiatry". W. JOSEPH WYATT (Marshall University)

#357 Paper Session
1:30 PM - 2:50 PM
Conference Room 3
CBM

Behavioral Treatment of Children
Chair: Mariela Vargas-Irwin (Children's Evaluation Center)

The TAIH-C: Performance-Based Measurement of Children's ADHD Behaviours. DOUGLAS F. BREWER and David J. Leach (Murdoch University)

The Treatment Utility of the Test of Attention, Impulsivity, and Hyperactivity for Children (TAIH-C). DAVID J. LEACH and Douglas F. Brewer (Murdoch University)

The Social Movie: An Alternative to the Social Story. MARIELA VARGAS-IRWIN (Children's Evaluation Center)

#358 B. F. Skinner Tribute Event

1:30 PM - 2:50 PM
Republic B
TPC/EAB

Celebrating the B. F. Skinner Centennial: The Discovery, Invention, and Construction of Behavior Analysis
Chairs: Edward K. Morris (University of Kansas) and Alexandra Rutherford (York University)
Discussant: Alexandra Rutherford (York University)

Contingencies over the Discovery of the Operant. JULIE S. VARGAS (West Virginia University)

Inventing Applied Behavior Analysis. EDWARD K. MORRIS (University of Kansas), Deborah E. Altus (Washburn University), Nathaniel G. Smith (University of Kansas)

The Discovery of Radical Behaviorism as Philosophy. JAY MOORE (University of Wisconsin, Milwaukee)

#359 International Symposium
1:30 PM - 2:50 PM
Independence West
VRB/AUT

Challenging Venture: Recent Innovations in Teaching Verbal Behavior to Children with Autism (Data-Based Presentation)
Chair: Satoru Shimamune (Naruto University of Education)
Discussant: Hank Schlinger (California State University, Northridge)

Computer-Based Teaching Procedures Used to Increase the Vocal Verbal Behavior of Young Children with Severe Autism and Related Disorders. CHRISTOPHER S. MCDONOUGH and Hirofumi Shimizu (Hawthorne Country Day School), David Bicard (Florida International University) and So-Young Yoon (Hawthorne Foundation, Inc.)

Teaching Figurative Language for Children with Autism. MASAHIKO INOUE (Hyogo University of Teacher Education) and Kenji Okuda (Kibi International University)

A Data-Based Longitudinal Study on the Emergence of a Tact Repertoire in a Ten-Year-Old Non-verbal Child with Autism. GLADYS WILLIAMS and Yors Garcia-Ayala (Applied Behavioral Consultant Services) and Anna Quiroz-Muller (Sociedad Colombiana de Psicologia)

#360 International Paper Session
1:30 PM - 2:50 PM
Beacon A
TBA

Computer-Based Instruction on Behavior Analytic Skills
Chair: Tom Randell (University of Southampton)

DTKid: Interactive Simulation Software for Training Tutors of Children with Autism. TOM RANDELL, Bob Remington, Lewis A. Bizo and Martin Hall (University of Southampton)

Just Like the Real Thing: The Impact of Computer-Simulated Self-Injurious Behavior. BOB REMINGTON (University of Southampton), Richard Hastings (University of Wales, Bangor), Martin Hall and Lewis A. Bizo (University of Southampton)

Training HOT Skills in a Behavior Modification Course: The Effect on Student Performance in a CAPSI-Taught Undergraduate Course. DARLENE CRONE-TODD and Barrie Todd (Delta State University)

#361 International Paper Session
1:30 PM - 2:50 PM
Back Bay C
AUT

Discrimination Training for Individuals with Autism
Chair: Deborah Carr (University of Wales College of Medicine)

Comparison Between Exclusion and Error Correction-Based Procedures in Teaching Visual-Visual Conditional Discriminations to Children with Autism. DEBORAH CARR and Janet Felce (University of Wales College of Medicine)

Relative Acquisition Rates for Children with Autism/PDD Across Novel Auditory, Visual, and Combined Tasks. AUDREY GIFFORD and Tara Mills (Bridges Behavioral Language Systems)

Effectiveness of Simultaneous Prompting in Teaching Relative Names to Children with Autism. NURGUL AKMANOGLU and Sema Batu (Anadolu University)

#362 Symposium
1:30 PM - 2:50 PM
Constitution B
DDA/EAB
CE

Experimental, Clinical, and Organizational Research in Brain Injury and Developmental Disabilities (Data-Based Presentation)
Chair: Megan Ziomek (Southern Illinois University)
Discussant: Michael P. Mozzoni (Timber Ridge Group, Inc.)

Incorporating Functional Rehabilitation Activities into a NeuroBehavioral Treatment Model. JOHN M. GUERCIO (Center for Comprehensive Services)

Teaching the Relational Frame of "If-Then" to Participants with Brain Injury Using a pREP Training Procedure. Mark R. Dixon and SUSAN A. PARKER-SINGLER (Southern Illinois University, Carbondale), Ashton J. Robinson (University of Wisconsin, Eau Claire), John M. Guercio (Center for Comprehensive Services), James L. Soldner and Stacey L. Small (Southern Illinois University, Carbondale)

The Effects of a Pay Incentive on Direct Care Staff Behavior: Participation in Training and Meeting Attendance. KATHERINE M. JOHNSON, Beth A. Duncan, Janice L. Marley, Mollie Horner-King, Erin G. Moreschi and Scott D. McKenzie (CARITAS Peace Center)

#363 Symposium
1:30 PM - 2:50 PM
Gardner
EDC/DDA
CE

Functional Analyses in Public School Settings (Data-Based Presentation)
Chair: Michael M. Mueller (May South)
Discussant: T. Steuart Watson (Mississippi State University)

Current Issues Regarding the Use of Functional Analyses in Classroom Settings: Overcoming the Barriers. MICHAEL M. MUELLER and James W. Moore (May South)

Using Innovative Functional Analysis Conditions in School Settings: Variations on Traditional Analyses. MICHAEL M. MUELLER and James W. Moore (May South)

The Use of Concurrent Operant Analysis in the Classroom Setting. JAMES W. MOORE (May South), Michael M. Mueller (May South)

#364 Symposium
1:30 PM - 2:50 PM
Berkeley
EDC

Increasing the Academic Performance for Students with Problem Behavior
Chair: Mack D. Burke (University of Georgia)
Discussant: Teri Lewis-Palmer (University of Oregon)

Using Schoolwide Academic and Behavioral Systems to Predict Chronic Problem Behavior in Early Elementary Grades. KENT MCINTOSH, David Chard, Joseph Boland and Robert H. Horner (University of Oregon)

Effects of a Direct Instruction Reading Program on the Academic Performance of Emotionally Behaviorally Disordered Students. CLAY CROWDER, Mack D. Burke and Shanna Hagan-Burke (University of Georgia)

Self-Evaluation and Repeated Reading: Increasing Oral Reading Performance of Students with Behavior Disorders. PHILIP L. GUNTER (Valdosta State University)

#365 Symposium
1:30 PM - 2:50 PM
Back Bay D
AUT/DDA

Models of Intervention for Children with Autism
Chair: Lillian V. Pelios (Elwyn Inc.)
Discussant: Saul Axelrod (Temple University)

Home-Based ABA Services for School Age Children. KIM STUNKARD (Council Rock School District)

A School-Based Model for ABA/Autistic Support. MARIA AGNEW and Kelly Kates-McElrath (Bucks Co. Intermediate Unit 22)

Consultative Models for Serving Children with Autism. NINA WILDE (Bucks Co. Intermediate Unit 22), Kelly Savage (Bancroft NeuroHealth) and Sarah DiMarino (Bucks Co. Intermediate Unit 22)

#366 Symposium
1:30 PM - 2:50 PM
Independence East
TPC/EAB

Professional Development Series: Non-traditional Research Questions and the Expansion of Behavior Analysis
Chair: Shawn R. Charlton (University of California, San Diego)
Discussant: Andrew W. Gardner (Kennedy Krieger Institute)

Behavioral Approaches to Judgment and Fairness. EDMUND J. FANTINO (University of California, San Diego)

Was Skinner Conscious? CLIVE D. L. WYNNE (University of Florida)

Machine Behavior and Human Society in the 21stCentury. SAM HALIORIS (Utah State University)

#367 Symposium
1:30 PM - 2:50 PM
Beacon B
EDC

Selecting, Matriculating, and Graduating from a Quality ABA Program
Chair: Timothy E. Heron (The Ohio State University)

Personalized Strategies for Selecting a Quality ABA program: Asking, Seeking, and Knocking Behaviors. YAO MA (The Ohio State University)

Part-Time or Full-Time: Pay Me Now or Pay Me Later? KATHLEEN HERON (Children s Center for Developmental Enrichment)

Matriculating in Style: Balancing Professional and Personal Commitments. DONNA M. VILLAREAL (The Ohio State University)

Graduating and Flexing Your ABA Muscles. MICHELE NOBEL (The Ohio State University)

#368 Symposium
1:30 PM - 2:50 PM
Republic A
VRB/EAB

Social Categorization and Verbal Relations II
Chair: Kimberly R. Zlomke (Louisiana State University)

Creating Terrorists with the Greatest of Ease: A Relational Frame Analysis of the Development of Prejudice. KIMBERLY R. ZLOMKE (Louisiana State University), Mark R. Dixon, Ruth Anne Rehfeldt and Pamela Tibbetts (Southern Illinois University)

Stigmatizing Body Images and Relational Conditioning Processes. JONATHAN WEINSTEIN and Kelly G. Wilson (University of Mississippi)

ACT Workshops for Parents of Children Diagnosed with Autism. JOHN TANNER BLACKLEDGE and Steven C. Hayes (University of Nevada, Reno)

ACT, Felt Stigma, and Substance Use Disorders: Taking Shame with You on the Journey. BARBARA S. KOHLENBERG (University of Nevada School of Medicine), Jason B. Luoma, Steven C. Hayes, Richard Bissett, Alyssa Rye and Kara Bunting (University of Nevada, Reno)

#369 Symposium
1:30 PM - 2:50 PM
Clarendon
EDC
CE

The Significance of Fluency Building in Promoting Academic Achievement and Test Performance (Data-Based Presentation)
Chair: Stephanie M. Peterson (The Ohio State University)
Discussant: Jesus Rosales-Ruiz (University of North Texas)

Fluency Effect in Application of Multiplication. FAN-YU LIN and Richard M. Kubina, Jr. (Pennsylvania State University)

A Warm-Up Strategy for Increasing Reading Fluency in Direct Instruction Reading Lessons: A Replication. STACEY WILLIAMS (Upper Arlington School District) and Stephanie M. Peterson (The Ohio State University)

The Effects of Two Flashcard/Study Techniques on Acquisition and Fluency of Advanced Vocabulary in an Adult Female. KIMBERLY P. WEBER, Holly A. Greene and Tim McLaughlin (Gonzaga University)

#370 International Symposium
1:30 PM - 2:50 PM
Fairfax B
EAB/EDC

Use of Social Skills Training and Self-Management Procedures to Produce Increases of Desirable Behavior of School-Age Children (Data-Based Presentation)
Chair: Lloyd Peterson (The Ohio State University)

An Analysis of the Effects of Social Skills Training on Group Interactions of Elementary Students with High-Functioning Autism. MARI KASHIO, Yoshiaki Nakano and Tomomi Ueno (Sophia University)

Effects of Social Skill Training and Self-Management Procedure on Generalization of Social Skill Usage Across Participants' Environments. JESSICA FRIEDER, Lloyd Peterson, Stephanie M. Peterson and Madoka Itoi (The Ohio State University)

The Effect of Self-Management Training on the Establishment and Maintenance of a "Learning Routine" for Students with Attendance Problems. AYUMI KISHIMOTO (Sophia University), Ayako Ishida (Yotsukaido School Education Counseling Center) and Yoshiaki Nokano (Sophia University)

Developing a Comprehensive Package to Facilitate Generalization of Social Skills Learned in a Class-Wide Prevention Program. YURIKO OISHI and Yoshiaki Nakano (Sophia University)

#371 Paper Session
2:30 PM - 3:20 PM
Beacon D
EAB

Contingencies
Chair: Philip Lehman (Virginia Polytechnic Institute and State University)

Jury Studies in Social Psychology: Guess What, Consequences Matter. Karyn Plumm, Cheryl Terrance and JEFFREY N. WEATHERLY (University of North Dakota)

Reciprocity Versus the Three-Term Contingency: Two Tests of the Impact of Reward Timing on Behavior. PHILIP LEHMAN, E. Scott Geller, Nathan Elstein and Takashi Hirota (Virginia Polytechnic Institute and State University)

#372 International Paper Session
2:30 PM - 3:20 PM
Commonwealth
EAB

EAB 2
Chair: Michel B. C. Sokolowski (Université de Picardie)

Human (In)sensitivity to Changes in Schedules of Reinforcement. LEWIS A. BIZO and Annie Taylor (University of Southampton)

Human Group Choice in Discrete Trial Procedures: Difference or Ratio Equalization? MICHEL B. C. SOKOLOWSKI and Lemaire Frédéric (Université de Picardie) and Francois Tonneau (Universidad de Guadalajara)

#373 Paper Session
2:30 PM - 3:20 PM
Beacon E
BPH

Recent Developments in Animal Models of Drug and Toxicant Exposure
Chair: M. Christopher Newland (Auburn University)

Seizures Cause Impairment in Auditory Discrimination. JOHN C. NEILL (Long Island University) and Gregory Holmes (Dartmouth Medical School)

Behavior in Transition Under Concurrent Schedules of Reinforcement Following Drug and Toxicant Exposure. PHYLLIS REILE (Auburn University), Elliott Paletz (Ball State University), Wendy Donlin and M. Christopher Newland (Auburn University)

#374 Panel Discussion
2:30 PM - 3:50 PM
Beacon F
OTH/OBM
CE

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

JAMES M. JOHNSTON (Aubern University)
GINA GREEN (Consultant)
FAE MELLICHAMP (Professional Testing, Inc.)
GERALD L. SHOOK (Behavior Analyst Certification Board)

#375 Symposium
2:30 PM - 3:50 PM
Liberty C
OBM/EDC

Changing the Higher Education System with Behavior Systems Analysis
Chair: Maria E. Malott (Malott & Associates)

Evaluating and Improving the Performance of the Faculty. MARCO WILFREDO SALAS-MARTÍNEZ, Luz María Gutierrez Hernández, Martín Ortíz Bueno, Mario Miguel Ojeda, Karla Lavarreda Martínez, Elsa Aída Salazar Rodríguez and María Victoria Baruch (University of Veracruz, Mexico)

Implementation of a Mission-Driven Strategic Plan and Its Impact in the University and Its Community. MARIA E. MALOTT (Malott & Associates) and Marco Wilfredo Salas-Martínez (Pedagogic University)

The Transformation of the Open System at the University of Veracruz. Luz María Gutiérrez Hernández, Nydia Pérez Chávez, Elsa Aída Salazar Rodríguez, Lilia Irene Durán González and A. DANIEL GÓMEZ FUENTES (University of Veracruz, Mexico)

The Improvement of an MA Program in Behavior Analysis. ANA DELIA LÓPEZ-SUÁREZ, Marco Wilfredo Salas-Martínez and Sebastián Figueroa Rodríguez (University of Veracruz, México)

#376 Paper Session
2:30 PM - 3:50 PM
Liberty B
OBM

Complex and Experimental Analyses of OBM Phenomena
Chair: Carter Smith (Temple University)

Discounting Compensation: Evaluating the Differential Effects of Delay on the Value of Vacation Time and Salary. CARTER SMITH, Donald A. Hantula, Christen McDonald and Rolanda Findlay (Temple University)

Complex Repertoires and PM Methodologies. MANUEL A. RODRIGUEZ and Kelly L. Therrien (Florida Institute of Technology) and James E. Daniels (Aubrey Daniels International)

Contingencies of Effective Leadership in Superior-Subordinate Dyads: A Replication and Extension. THOMAS MAWHINNEY (University of Detroit Mercy)

#377 Panel Discussion
2:30 PM - 3:50 PM
Dalton
OTH

Professional Development Series: Graduate Training in Behavior Analysis Part IV
Chair: Becky Johnson (University of Nevada, Reno)

PAMELA G. OSNES (The Ohio State University)
INGUNN SANDAKER (Akershus University College)
JANET ELLIS (University of North Texas)
KIMBERLY A. SCHRECK (Pennsylvania State University, Harrisburg)

#378 Special Event
3:00 PM - 3:50 PM
Grand Ballroom
VRB
CE

2004 Tutorial: Clinical Applications of Verbal Behavior Research with Children with Autism
Chair: Patrick McGreevy
VINCENT J. CARBONE, EdD (Carbone Clinic)

Dr. Vincent J. Carbone is a Board Certified Behavior Analyst with over 25 years of experience designing learning environments for persons with autism and other development disabilities. He earned his BA in Psychology at Marietta College, Marietta, Ohio, in 1972. His advisor at Marietta, Dr. Al Prince, brought B. F. Skinner to the campus to meet with students and therefore laid the foundation for Dr. Carbone's subsequent studies and work in the field. He earned a Masters degree in the special education of children with behavior disorders in 1973, from the University of South Florida, Tampa, Florida. Dr. Carbone received a second Master's degree in applied behavior analysis in 1981 at Drake University, Des Moines, Iowa. It was there that he received his initial training in Skinner's analysis of verbal behavior through coursework provided by Dr. W. Scott Wood. He also earned a doctorate in education from Nova Southeastern University in Ft. Lauderdale, Florida. He has served on the Peer Review Committee, which monitors and guides the provision of behavior analysis services for persons with autism and related developmental disabilities in Florida. He has served as an adjunct faculty member at Penn State University and Florida Institute of Technology teaching courses in Applied Behavior Analysis and Verbal Behavior. Dr. Carbone's behavior analytic research has been published in peer-reviewed journals including *School Application of Learning Theory, Education and Treatment of Children* and *Journal of Special Education Technology*. He is a frequent invited speaker at professional workshops and conferences. For the past 10 years he has taught the preparatory course for certification as a behavior analyst. He is the developer and presenter of a series of workshops on teaching verbal behavior to children with autism based upon B.F. Skinner's analysis of verbal behavior. He and his group of associates are currently working with several school districts, agencies and families throughout the United States, Canada and the United Kingdom. Dr. Carbone is the director of a center-based clinic for children with autism in Rockland County, N.Y. His clinic provides therapeutic services, consultation, and training to children their families and instructional teams.

Abstract: The field of behavior analysis has contributed enormously to the development of effective methods of treatment for children with autism. Ivar Lovaas and his colleagues have contributed extensively to the behavior analytic research in this area. His 1987 outcome study led to an increased interest and recognition of the benefit of early and intensive behavioral interventions for children with autism. The effectiveness of behavioral treatments for children with autism is now widely recognized by professionals and even demanded by parents and other consumers. Despite parent and consumer demands for behavioral treatments many practitioners have failed to take full advantage of the behavioral analysis of language presented by B.F. Skinner (1957) in his book Verbal Behavior. While most behavioral programs for children with autism target communication and language skills, the treatment methods are usually chosen from language paradigms that ignore and even conflict with Skinner's natural science approach. Notwithstanding the current state of affairs regarding language instruction for children with autism, a substantial body of experimental research has demonstrated the benefits of Skinner's analysis for teaching verbal behavior to persons who have not acquired it typically. In recent years the publication of Sundberg and Partington's (1998) teaching manual along with other developments in the field have resulted in greater application of the verbal behavior research findings. The purpose of this tutorial is to identify and briefly discuss several lines of verbal behavior research that have led to successful clinical applications for children with autism. In each instance a brief review of the research findings will be followed by video illustrations of the clinical applications. Issues related to the clinical training of practitioners necessary for successful application of Skinner's analysis will be discussed.

#379 Paper Session
3:00 PM - 3:50 PM
Beacon B
CSE

Improving Understanding of Risky Driving Behavior
Chair: Michelle D. Bossart (University of Memphis)

Effects of Demographic and Personality Factors on Risky Driving Behavior: A Hierarchical Regression. MICHELLE D. BOSSART, W. B. Maulden and Chris S. Dula (University of Memphis)

The Dula Dangerous Driving Index and Video Games. LISA M. AHN, Sara R. Rayne, Chantay M. Dudley, Donna Baker and Chris S. Dula (University of Memphis)

#380 International Symposium
3:00 PM - 4:20 PM
Hampton
DEV/CBM

Attachment Parenting (Data-Based Presentation)
Chair: Patrice Marie Miller (Salem State College)

Natural Parenting -- Back to Basics in Infant Care: Review of Supportive Evidence. REGINE A. SCHÖN and Risto Vuorinen (University of Helsinki) and Maarit Silvén (University of Tampere)

Natural Parenting -- A Parenting Style Rediscovered in the Western World: Its Effects on Infant and Parents. REGINE A. SCHÖN (University of Helsinki), Maarit Silvén (University of Tampere) and Risto Vuorinen (University of Helsinki)

Effects of Parenting Practices on Infant Cortisol, Brain Development, and Mother-Infant Attachment. TRISH ELLIS HERR (Harvard University)

Possible Effects of Cultural Variations in Care Practices. PATRICE MARIE MILLER (Salem State College)

#381 International Symposium
3:00 PM - 4:20 PM
Independence West
VRB/AUT

Basic and Applied Research in Derived Relational Responding in Children with Autism
Chair: Jennifer O' Connor (National University of Ireland, Maynooth)

"Fluent" Performance of Mutual Entailed Relations and First Trial Performance of Combinatorial Entailed Performance. JOHN MCELWEE (Friends of PA, Philadelphia)

The Role of Multiple-Exemplar Training in Symmetrical and Asymmetrical Responding in Young Children with Autism. JENNIFER O' CONNOR, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Establishing Relational Responding in Accordance with More-Than and Less-Than and Transitive Relations in Young Children Diagnosed with Autism. MAIRE GORHAM, Yvonne Barnes-Holmes and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Derived Relational Responding in Children with Autism. TIMOTHY M. WEIL, Patrick M. Ghezzi and Steven C. Hayes (University of Nevada, Reno)

#382 Symposium
3:00 PM - 4:20 PM
Conference Room 3
CBM/DDA

Behavior Analysis and Intervention for Sleep and Pulmonary Disorders in Patients with Developmental Disabilities
Chair: Keith Slifer (The Kennedy Krieger Institute)

Behavioral Intervention to Increase Compliance with the Electroencephalographic (EEG) Procedures. Kristin Avis, KEITH SLIFER, Alisa Bahl, Suzanne Busby, Jessica Gibson and Urther Njordick (Kennedy Krieger Institute)

Graduated Exposure and Blocking Procedures used to Desensitize Children to I Equipment for Sleep Studies. GERI E. RUFFIN, Heather Schonbachler, Iser G. DeLeon, SungWoo Kahng and Kristin Avis (Kennedy Krieger Institute)

Increasing Patient Compliance with Supportive Respiratory Devices Prescribed for Obstructive Sleep Apnea. GINA WERTALIK, Ethan Benore, Jessica Gibson and Keith Slifer (Kennedy Krieger Institute)

Assessing and Treating Disorders of Sleep Initiation and Maintenance. KRISTIN AVIS and Keith Slifer (Kennedy Krieger Institute)

#383 International Paper Session
3:00 PM - 4:20 PM
Berkeley
EDC

Behavioral Strategies to Help Students Stay Engaged and On-Task
Chair: Gary Cates (Eastern Illinois University)

Effects of Interspersal Rates on Student Preference of Academic Assignments. GARY CATES and Abigail E. Dalenberg (Eastern Illinois University)

A Comparison of the Use of Function-Based Behavioral Interventions and Non-function-based Behavioral Interventions for Classroom Management in Public Schools. Rangasamy Ramasamy, MICHELLE LAROCQUE and Charles Dukes (Florida Atlantic University)

The Reduction of Escape-Maintained Behaviors Through Instructional Adaptation in a Regular Classroom. DENNIS MOORE and Angelika Anderson (The University of Auckland) and Koshila Kumar (Auckland University of Technology)

#384 Symposium
3:00 PM - 4:20 PM
Republic A
VRB/TPC

Contemporary Conceptual Issues in the Analysis of Verbal Behavior
Chair: Jonathan J. Tarbox (University of Nevada, Reno)

Skinner's Autoclitic: Some Perspective. WILLIAM F. POTTER (California State University, Stanislaus)

The Issue of Reference in the Analysis of Verbal Behavior. JONATHAN J. TARBOX and Linda J. Hayes (University of Nevada, Reno)

Understanding Rule Governance Requires a Functional Definition of Reference and Specification in the Listener. DENIS O'HORA (University of Ulster) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Rule Contacting as a Part of Rule-Following. KATE KELLUM (University of Mississippi) and Linda J. Hayes (University of Nevada, Reno)

#385 International Paper Session
3:00 PM - 4:20 PM
Back Bay B
AUT

Developing Behavioral Services for Children with Autism
Chair: Bobby Newman (Association for Metroarea Autistic Children, Inc.)

The Impact of Related Service Providers on Programming for Students Diagnosed with Autism. BOBBY NEWMAN, Meredith S. Needelman, Sophia Mavroidis, Daniel Ruitimann, Bevin Campbell, Frederica Blausten and Felicia Blumberg (Association for Metroarea Autistic Children, Inc.) and Dana Reinecke (Room to Grow)

Autism Services in Fresno, California. SARAH SCHEIDT and Criss Wilhite (California State University, Fresno)

Early Intervention in Children with Autism in France: Integration of Children in Public School with ABA Approach. VINCA RIVIERE and Jean Claude Darcheville (Université Lille III)

#386 International Symposium
3:00 PM - 4:20 PM
Fairfax B
EAB

Developments in Consumer Behavior Analysis (Data-Based Presentation)
Chair: Diane DiClemente (US Army War College)

Decomposing Product Price Elasticity: Effects of Programmed Utilitarian, Informational and Negative Reinforcement. Jorge Oliveira-Castro (Universidade de Brasília), GORDON FOXALL and Teresa Schrezenmaier (Cardiff University)

Effects of Promotions on Brand Choice: Separating Intra- and Inter-consumer Price Elasticities. JORGE OLIVEIRA-CASTRO (Universidade de Brasília), Gordon Foxall and Teresa Schrezenmaier (Cardiff University)

Patterns of Consumer Brand Choice and Store Loyalty. TERESA SCHREZENMAIER and Gordon Foxall (Cardiff University) and Jorge Oliveira-Castro (Universidade de Brasília)

Exploiting the Patch: Progress in Human Foraging Research. DONALD A. HANTULA and Carter Smith (Temple University)

#387 Symposium
3:00 PM - 4:20 PM
Gardner
EDC/TBA

Evidence-Based Educational Methods II (Data-Based Presentation)
Chair: Anthony T. Procaccino, Jr. (Private Practice, Hewlett, NY)

Direct Instruction: The Big Ideas. TIM SLOCUM (Utah State University)

Key Instructional Components of Peer Tutoring for Tutors, Tutees, and Observers. R. DOUGLAS GREER, Dolleen-Day Keohane, Katherine Meincke, Grant Gautreaux, JoAnn Pereira, Mapy Chavez Brown and Lynn Yuan (Columbia University Teachers College)

Teacher-Made Scripted Lessons. JOHN H. HUMMEL (Valdosta State University)

The Correlation Between Program Implementation and Student Progress: Data from the Competent Learner Model. DAN HURSH (West Virginia University), Vicci Tucci and Richard E. Laitinen (Tucci Learning Solutions, Inc.)

#388 International Symposium
3:00 PM - 4:20 PM
Beacon H
CSE/EAB

Explicating the Implicit: Using the Implicit Association Test in Behavior-Analytic Research (Data-Based Presentation)
Chair: Bryan T. Roche (National University of Ireland, Maynooth)

Unconscious Cognitions and the Implicit Association Test Reframed: A Behavioral Conceptual Model. MARIA R. RUIZ (Rollins College) and Bryan T. Roche (National University of Ireland, Maynooth)

Implicit Associations: Empirical Analysis of Explicit Learning Histories. Maria R. Ruiz (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth) and ANGELA FLORIO (Rollins College)

Acquisition and Generalization of I.A.T Performance. Bryan T. Roche (National University of Ireland, Maynooth), Maria R. Ruiz (Rollins College), CHRISTEINE M. TERRY (University of Washington) and Danielle Monahan (National University of Ireland, Maynooth)

Developing a Screening Test for Sex Offenders: An I.A.T-Type Test for Derived Relational Responding. Bryan T. Roche (National University of Ireland, Maynooth), Maria R. Ruiz (Rollins College) and MARTINA O'RIORDAN (University College Cork, Ireland)

#389 Symposium
3:00 PM - 4:20 PM
Constitution A
DDA/AUT
CE

Extensions of Reinforcer Identification Procedures to New Populations, Stimuli, and Settings
Chair: Thomas S. Higbee (Utah State University)
Discussant: James E. Carr (Western Michigan University)

Stimulus Preference Assessment for Students with Mild Disabilities. DONALD M. STENHOFF, Thomas S. Higbee and Karen D. Hager (Utah State University)

Further Examination of a Stimulus Preference Assessment of Olfactory Stimuli. KAREN D. HAGER, Thomas S. Higbee and Donald M. Stenhoff (Utah State University)

The Impact of Stimulus Preference Assessment on Academic Progress in Children with Autism. THOMAS S. HIGBEE, Kara A. Reagon and Katie Endicott (Utah State University)

#390 Symposium
3:00 PM - 4:20 PM
Independence East
TPC

Hermeneutic Inquiry and Behavior Analysis
Chair: Rodney Klein (Concord College)

Hermeneutics and Behavior-Analytic Philosophy of Science. CHRIS KAST (Concord College)

Hermeneutics and Behavior-Analytic Methodology. SAM LEIGLAND (Gonzaga University)

Hermeneutics and Behavior Analysis: a Potentially Pragmatic Combination in the Therapy Room. KAREN GRIFFEE (Concord College)

#391 Symposium
3:00 PM - 4:20 PM
Back Bay D
AUT/EDC
CE

Incorporating Fluency-Based Instruction into ABA Intervention for Learners with Autism: Evolution of a Model (Data-Based Presentation)
Chair: Sandra L. Harris (Rutgers University)
Discussant: Mary Jane Weiss (Rutgers University)

The Effect of Fluency-Based Instruction of Fine Motor Skills on Challenging Behaviors and the Adduction of Composite Skills. MARLENE COHEN, Donna Sloan and Jackie Wright (Rutgers University)

Evolution of Training and Supervision in Fluency-Based Instruction in a Center-Based Program. RITA GORDON, Marlene Brown and Joelle Lugo (Rutgers University)

The Generalized Effects of Fluency: Assessment in Preschoolers with Autism. MARIA ARNOLD, Barbara Kristoff, Dania Matthews, Tara Sheerin, Rena Contessa and Jackie Wright (Rutgers University)

#392 Symposium
3:00 PM - 4:20 PM
Clarendon
EDC/DDA

Increasing Academic Achievement Through Applied Behavior Analysis (Data-Based Presentation)
Chair: David L. Lee (Pennsylvania State University)
Discussant: Christopher Skinner (University of Tennessee)

The Effects of Embedded High-p Sequences on Math Fact Acquisition. DAVID L. LEE and Sam Stansbery (Pennsylvania State University)

Improving Phonemic Awareness in Turkish Students, At-Risk for Failure in an Urban EFL Settings. Ulviye Sener and PHILLIP J. BELFIORE (Mercyhurst College)

Increasing Reading Fluency in Students with Learning Disabilities. RICHARD M. KUBINA, JR. (Pennsylvania State University)

#393 Symposium
3:00 PM - 4:20 PM
Conference Room 2
CBM/DDA
CE

Innovations in Interventions for Pediatric Feeding Disorders: From Research to Practice (Data-Based Presentation)
Chair: Cynthia M. Anderson (West Virginia University)

The Effects of Contextual Variables on Interventions for Mealtime Problem Behavior. ELLIE MCCARTNEY, Cynthia M. Anderson and Nicole Vermillion (West Virginia University)

Functional Analysis and Treatment of Inappropriate Mealtime Behaviors. MELANIE H BACHMEYER (Marcus Institute), Cathleen C. Piazza (The Kennedy Institute), Gregory K. Reed and Meeta R. Patel (Marcus Institute), Stephanie D. Bethke (Auburn University) and Joslyn N. Cynkus (Marcus Institute)

The Effects of Exposing Children to Foods on Selective Acceptance and Gagging. WILLIAM H. AHEARN, Kristin E. Grandner and June M. Sanchez (The New England Center for Children)

From Eating to Self-Feeding: An Analysis of the Variables Impacting the Transition to Self-Feeding for Children with Food Refusal. PETER A. GIROLAMI, Charles S. Gulotta and James H. Boscoe (Kennedy Krieger Institute)

#394 Paper Session
3:00 PM - 4:20 PM
Back Bay A
AUT

Performance and Progress Assessment in Autism Intervention
Chair: Kirsty MacIver (University of North Texas)

A Comparison of Visual Analysis Methods in Autism Early Intervention. KIRSTY MACIVER, Yusuke Hayashi, Shahla S. Ala'i Rosales, Jesus Rosales-Ruiz, Tanya Baynham and Camille Parsons (University of North Texas)

An Observation and Data Analysis System to Assess General Outcome in Autism Early Intervention Programs. CAMILLE PARSONS, Shahla S. Ala'i Rosales, Jesus Rosales-Ruiz, Joel Greenspoon and Richard Anderson (University of North Texas)

Effectiveness of Supervisor Written Notes on Employee Behavior. LELA REYNOLDS and Colin Peeler (Florida State University, Panama City)

#395 Symposium
3:00 PM - 4:20 PM
Beacon A
TBA/EDC

The Role of Graduate Students in Designing, Teaching, and Managing Behavior Analysis Courses
Chair: Susan Miller (University of North Texas)
Discussant: Sigrid Glenn (University of North Texas)

Overview of Design, Development, Delivery, and Management of Online Behavior Courses. LESLIE BURKETT (University of North Texas)

Graduate Students as Instructional Designers, Course Managers, and Tutors for Online Behavior Analysis Courses. Tanya Baynham, Thomas Woelz, Brook Wheetley and Aimee Burkett-Konz (University of North Texas)

Managing the On-Campus Introductory Behavior Analysis Courses. JOSEPH CERMAK and Nicole Bank (University of North Texas)

#396 B. F. Skinner Tribute Event

3:00 PM - 4:20 PM
Republic B
TPC/OTH
CE

The Shaping of Behaviorists: Influence of BF Skinner on the Development of Behavior Analysts
Chair: Thomas Zane (The Center for Applied Behavior Analysis)

BETH SULZER-AZAROFF (University of Massachusetts/Browns Group)
SAUL AXELROD (Temple University)
JOHN W. JACOBSON (The Sage Colleges)
PATRICK K. RIMELL (Southside Virginia Training Center)

#397 International Symposium

3:00 PM - 4:20 PM
Fairfax A
EAB/VRB

Transformation of Function: Empirical Investigations (Data-Based Presentation)
Chair: Ian T. Stewart (National University of Ireland, Galway)

A Derived Transformation of "Expectancy" Functions: Developing a Relational Frame Model of Irrational Fears. SINEAD SMYTH and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

A Transformation of Stimulus Functions Based on an Analogical Relational Network. FRANCISCA LÓPEZ RÍOS and Serafin Gomez-Martin (Universidad de Almería, Spain) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Equivalence-Equivalence and Transfer of Function: Further Investigations. DONNLA HUGHES and Ian T. Stewart (National University of Ireland, Galway), Dermot Barnes-Holmes and Louise A. McHugh (National University of Ireland, Maynooth)

Relations Between Multiple-Stimulus Relations and Transformation of Functions Using Respondant-Type Training: a Model of Analogy. HILARIO MESA MANJON and Serafin Gomez-Martin (Universidad de Almería, Spain) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#398 Symposium

3:00 PM - 4:20 PM
Constitution B
DDA/EDC

Treatment Applications Across Response Topographies (Data-Based Presentation)
Chair: Kimberly P. Weber (Gonzaga University)

The Relative Effects of Non-contingent Attention and Non-contingent Tangibles on the Verbal Behavior of a Toddler. HOLLY A. GREENE, K. Mark Derby and Anjali Barretto (Gonzaga University)

The Effect of Choice During Demand Fading. KAISA L. WEATHERS and Anjali Barretto (Gonzaga University), David P. Wacker (University of Iowa) and K. Mark Derby (Gonzaga University)

The Effects of Habit Reversal Techniques to Reduce Tic Behavior in a Preteen with Tourette's Syndrome. CHARLYNE ALLEN, K. Mark Derby and Anjali Barretto (Gonzaga University)

The Use of Response Latency to Identify Reinforcers for Use in the Reduction of Automatic Behavior in a DRA Treatment. STEPHANIE MEADER, K. Mark Derby and Anjali Barretto (Gonzaga University) and Jeremy M. Lee (Spokane Public Schools)

#399 Symposium
3:00 PM - 4:20 PM
Back Bay C
AUT
CE

Various Methods in Videomodeling (Data-Based Presentation)
Chair: Rebecca Sawyer (DFW Center for Autism)
Discussant: Stacey L. Shook (Northwest Behavioral Associates)

The Use of Video Modeling to Teach Play Sequences to a Preschool Child with Autism. JANE SHIVELY, Carrie Haycraft and Rebecca Sawyer (DFW Center for Autism)

A Further Investigation into the Effects of Videomodeling on Responses in Play Contexts. NICOLE BANK and Regan Roth (University of North Texas) and Rebecca Sawyer (DFW Center for Autism)

The Effects of Videomodeling on Fluency of Tacting for a Young Child with Autism. DOMONIQUE RANDALL (Shape of Behavior)

#400 Paper Session
3:30 PM - 4:20 PM
Beacon E
BPH

A Wrinkle in Timing Accounts: Effects of D-amphetamine and Morphine
Chair: Clive D. L.. Wynne (University of Florida)

The Effects of Morphine on the Discrimination of Subject-Produced and Experimenter-Imposed Durations. RYAN D. WARD and Amy L. Odum (Utah State University)

Effects of D-amphetamine on Peak Interval Responding in Pigeons. CLIVE D. L. WYNNE, Kathryn A. Saulsgiver and Erin McClure (University of Florida)

#401 Paper Session
3:30 PM - 4:20 PM
Beacon D
EAB

EAB 1
Chair: Leigh Ann Wheat (University of Rochester)

Revealed Operants as Lines Drawn on a Graphics Tablet: New Data. FRANCIS MECHNER and Laurilyn Jones (The Mechner Foundation)

Maintaining a Target Response with a Previously Neutral Stimulus as the Consequence. LEIGH ANN WHEAT (University of Rochester Medical Center), Shahla S. Ala'i Rosales and Jose Rosales (University of North Texas)

#402 International Paper Session
3:30 PM - 4:20 PM
Commonwealth
EAB

EAB 3
Chair: James Kopp (University of Texas at Arlington)

Theoretical Perspectives on Behavior Produced by Signaled Delay of Reinforcement Procedures. MARCO A. PULIDO (Universidad Intercontinental, Mexico), Nuria Lanzagorta Pinol (Universidad Iberoamericana) and Mariana Rubi Gonzalez (Universidad Intercontinental, Mexico)

Computer Automated Shaping: Differential Reinforcement for Long Duration Responses Using Three Common Shaping Algorithms. JAMES KOPP and Denise Arellano (University of Texas at Arlington)

#403 Special Event

4:30 PM - 5:30 PM
Grand Ballroom
CE

Presidential Address: Behaviorism at 100
Chair: Jay Moore (University of Wisconsin, Milwaukee)
LINDA J. HAYES, PHD (University of Nevada, Reno)

Dr. Linda J. (Parrott) Hayes received her bachelor's degree from the University of Manitoba (1974), and her master's and doctoral degrees from Western Michigan University (1978, 1983). Dr. Hayes was a member of the Behavior Analysis faculty at West Virginia University while completing her doctorate, after which she took a position at Saint Mary's University in Canada. She founded the Behavior Analysis Program at the University of Nevada-Reno on a self-capitalization model in 1990, and served as its director for more than a decade. Dr. Hayes has participated in the governance of ABA throughout her career, serving as Chair of the Education and Evaluation Committee, Coordinator of the Education Board, founder and director of the Council of Graduate Programs in Behavior Analysis, and has completed two terms as a member of the Council. She is best known for her work in behavior theory and philosophy.

Abstract: Access to vast amounts of information in almost instantaneous time, enabled by the Internet, is changing the nature of science. From a collection of relatively independent sciences developing specialized understandings of different subject matters, a single interdisciplinary enterprise is emerging on the premise that everything is related to everything else. In this enterprise, it is the relations among things not the things in relation which constitutes the subject of inquiry. The aims of this address are to explore the character and significance of this emerging Science of Relations, and to consider the implications of its development for behavior science in the foreseeable future.

#404 International Poster Session

5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
AUT

1. **Skill Acquisition via Behavior Momentum and a DRA for a Student with Autism (Data-Based Presentation).** KRIS VAN HERP and Ryan Snyder (Melmark New England)
2. **Treating Severe Phobic Responding in an Adult with Autism: The Importance of Community-Based Partnerships (DDA).** VINCENT PANDOLFI (University of Rochester School of Medicine and Dentistry)
3. **The Effects of Inclusive Education Through Art Activities Focusing on Increasing Social Interactions for Children with Autism (EDC; Data-Based Presentation).** GYEONG HEE SEO, Yun Hee Shin, Mi Kyong Lee and Won Ok Gu (Daegu University)
4. **Promoting Social Interaction in a Weekend English Camp for Children with Autism (EDC; Data-Based Presentation).** SUNG AE KIM and Soo Kyun Kang (Daegu University), Yonglae Hah (Lotus Flowers Children Center), Hanwoo Lee (Jinju International University) and Chae Jin Park (Daegu University)
5. **Comparing Two Procedures for Training Generalization to Novel Exemplars in a Sight Word Task with a Child with Autism (TBA).** KATIE DIVELBISS (University of Kansas)
6. **Follow-Up Study of Former Students of the Judge Rotenberg Center (Data-Based Presentation).** STEPHEN WONG, Robert von Heyn, Matthew L. Israel, Joseph Assalone and Rosemary Silva (Judge Rotenberg Center)

7. **Improving Rate of Task Completion in Three Teenagers with Autism (Data-Based Presentation).** ERIN B. RICHARD (Alpine Learning Group), Hannah E. Hoch (The Graduate Center, CUNY), Andrea C. Rodriguez and Bridget A. Taylor (Alpine Learning Group)

8. **Clicker Reinforcement Systems.** CHRISTINA M. COGDILL, Sarah E. Roberts and Jennifer Barney (Minnesota Autism Center)

9. **Developmental Differences in a Clinical Sample of Siblings of Children with Autism Spectrum Disorders (DEV; Data-Based Presentation).** Aubyn Stahmer and CYNTHIA CARTER (University of California, San Diego) and Michelle Sullivan (Johns Hopkins University)

10. **A Comparison of BASC Scores for Children Diagnosed with Aspergers Disorder and Autism (Data-Based Presentation).** STEVEN LINDAUER (Kennedy Krieger Institute) and David Richman (University of Maryland, Baltimore County)

11. **Peer-Mediated Social Skills Training for Young Children with High-Functioning Autism (Data-Based Presentation).** KYONG-MEE CHUNG (Kennedy Krieger Institute), Shaye Revies, Matt Mosconi, Josiah Drewry, Todd Matthews and Marc Tasse (University of North Carolina at Chapel Hill)

12. **Extra Stimulus Cues Used to Improve Performance in a Direct Instruction Program for an 11-Year-Old Student with Autism (EDC).** DAVID CORCORAN (BEACON Services)

13. **Needs Assessment and Content Validation of a Multi-Media Interactive Informational CD About Autism (DDA).** ANTHONY J. CUVO, Jennifer Delaney and Kimberly Dwyer-Moore (Southern Illinois University)

14. **Assessment Recommendations and Practices for Autism Spectrum Disorders (DDA).** ANTHONY J. CUVO and Jenny Lindsey (Southern Illinois University)

15. **Video Modeling as a Technique for Promoting Social Initiation and Play Skills in Children with Autism (DDA).** Paul Moore, Claire McDowell, KEN KERR, Phil Smyth, Aisling Ardiff and Wendi McDermott (The Saplings School)

16. **The Reliability of A-B-C Sequence Analysis Among Professionals with and Without Training in Functional Assessment Methodology (Data-Based Presentation).** MEGAN MARTINS and Beth Glasberg (Rutgers University)

17. **Using Video Modeling to Teach Self-Help Skills to Young Boy with Autism (EDC; Data-Based Presentation).** JOSEPH M. VEDORA, Karen Bausemer and Brian J. Joergens (BEACON Services)

18. **A Comparison of Preference for Tokens Associated with Preselection Versus Postselection of Back-Up Reinforcers (DDA; Data-Based Presentation).** PREEYAVATA DOW WANAPUN, Atli F. Magnusson and Eileen M. Roscoe (The New England Center for Children)

19. **Evaluation of a Group Social Skills Program for Children Diagnosed with Autism (CSE; Data-Based Presentation).** KASSIDY HASLACKER, Christina A. Ashford, Sue Kapla, Cynthia M. Anderson and Karen Berkman (West Virginia University)

20. **The Effects of Methylphenidate on Social Interaction in a Boy with Autism (BPH; Data-Based Presentation).** MICHELLE L. UY, Stephanie A.C. Kuhn and Ellen Fittro (Kennedy Krieger Institute)

21. **Show Me Happy: Teaching Children with Autism to Identify Emotions (EDC; Data-Based Presentation).** DANA STEVENS and Christopher Jones (University of Washington)

22. **Data Analysis Review: Teacher Tactics and Student Performance (EDC; Data-Based Presentation).** SUDHA RAMASWAMY (Columbia University Teachers College), Amy J. Davies Lackey and Virginia Wong (Hawthorne Country Day School)

23. **Teaching Self-Help Skills to a Teenager with Autism and Profound Mental Retardation Utilizing an Ancillary Device (EDC; Data-Based Presentation).** STEPHANIE WATERS, Elizabeth Schelhammer, Rasheeda Oliver and Catherine Trapani (Marcus Institute)

24. **Treatment Integrity: A Systematic Review of Behavioral Intervention Studies Conducted with Children with Autism (EDC; Data-Based Presentation).** John J. Wheeler and Bob A. Baggett (Tennessee Technological University), James Fox and LEIA BLEVINS (East Tennessee State University)

25. **The Effects of In-Vivo Social Skills Training in an Inclusion Setting for Students with Asperger's Disorder (EDC; Data-Based Presentation).** PHILIP CONCORS, Brendan Keenan and Karen Ciasca (Devereux Consultants)

26. **Increasing Interactions Between Children with Autism and Their Siblings (Data-Based Presentation).** WENDY NEELY, Candice Floyd and Gerald Harris (Texas Young Autism Project)

27. **Evidence-Based Practice in the Treatement of Autism: A Review of Single-Subject Research (Data-Based Presentation).** Scott A. Braud, Patricia Snyder, Bart M. Sevin, SAMANTHA L. HARDESTY, Robert Crow and Cheryl L. Knight (Louisiana State University)

28. **The Relationship of Parental Stress to Autism Treatment Type and Duration Data-Based Presentation).** ALLISON TETREAULT, Alexis Hyde-Washmon, Janie Pedraza and Gerald Harris (Texas Young Autism Project)

29. **Descriptive Assessment of Family and Marital Quality in Families with Children with Autism Spectrum Disorders (DDA).** JENNIFER M. GILLIS, Aubrie Swan, Peggy Echt and Raymond Romanczyk (SUNY at Binghamton)

30. **The Effects of Overcorrection on Throwing Behavior of a Child with Autism (DDA; Data-Based Presentation).** AMY L. BERTHIAUME, Helen Bloomer, Carolyn Giaquinto and Michelle Goldman (Crossroads Center for Children)

31. **Comparison of Typical Children and Children with ASD on the Autism Diagnostic Observation Schedule (DDA; Data-Based Presentation).** Gail G. McGee, MICHAEL J. MORRIER, Sheila J. Wagner and Sharon T. Hynes (Emory University)

32. **Developing an Intervention to Decrease Excessive Automatically Reinforcing Behaviors (DDA; Data-Based Presentation).** EDEL BLAKE and Vivian Bush (Cape Henlopen School District)

33. **Exploring Heart Rate Responses to Stereotypical Behavior in Persons with Autism (EAB; Data-Based Presentation).** MATTHEW GOODWIN and Stacey Considine (The Groden Center)

34. **An Examination of Instructional Methods to Promote Generalization of Emotion Labeling for Children with Autism (EDC; Data-Based Presentation).** CHRISTOPHER JONES, Dana Stevens and RinaMarie Leon-Guerrero (University of Washington)

35. **A Comprehensive Training Program to Increase Tooth Brushing Behaviour in Three Children with Autism (EDC).** JAYNE PINDER (TreeHouse School, London)

36. **Assessment and Treatment of Inappropriate Behaviors Displayed by a Child with Autism in a Waiting Room (Data-Based Presentation).** JOSLYN N. CYNKUS, Wayne W. Fisher, Catherine Trapani, Robert H. LaRue and Tammy Carroll Hernandez (Marcus Institute)

#405 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
CBM

37. **Combining Stimulus Fading Procedure and Escape Extinction as Treatment for a Child with Total Food Refusal (Data-Based Presentation).** JOSLYN N. CYNKUS, Meeta R. Patel, Cathleen C. Piazza, Nicole Trosclair and Melanie H. Bachmeyer (Marcus Institute)

38. **A Preliminary Analysis of a Fluency-Based Feeding Intervention (Data-Based Presentation).** KENNETH MACALEESE, Amy L. Kenzer and Nicholas M. Berens (University of Nevada, Reno)

39. **Social Curriculum Activities to Improve Social Communication Skills of Children with Autism (AUT; Data-Based Presentation).** SANG BOK LEE (Daegu University, Korea), Eun Jung Seo (Brain Korea 21 Task Force Project, Research Professor), Min-Dong Kim, Eun-Jin Lee and Mi-Gyung An (Daegu University, Korea)

40. **On the Relation Between Response Effort and Food Texture in a Child with Feeding Problems (CBM; Data-Based Presentation).** AMANDA BOSCH, Meeta R. Patel and Cathleen C. Piazza (Marcus Institute)

41. **Home Sweet Home? The Maintenance of Treatment Gains up to Two Years Following an Intensive Feeding Admission (CSE).** KUNISE STROH, Peter A. Girolami, Charles S. Gulotta, James H. Boscoe and Ping Wang (Kennedy Krieger Institute)

42. **Management of Behavior Outside of Mealtime: An Evaluation of a General Behavior Management Program Provided to Caregivers During Their Child's Admission to an Intensive Feeding Unit (EDC).** SUZANNE FUNK, Peter A. Girolami, Charles S. Gulotta and Ping Wang (Kennedy Krieger Institute)

43. **An Evaluation of Two Procedures for Treating Packing Associated with Food Selectivity (DDA; Data-Based Presentation).** KISHA HOPE and Gregory K. Reed (Marcus Institute) and Cathleen C. Piazza (The Kennedy Institute)

44. **The Effectiveness of Behavioral Momentum and Extinction Procedures in Reducing Food Refusal in an At-Risk Child.** STEPHANIE L. MILES and Torri Smith (University of Nebraska Medical Center)

45. **Outcomes for an Intensive Day Treatment Program for Children with Pediatric Feeding Disorders (DDA).** ANGELA E. PRUETT, Meeta R. Patel, Cathleen C. Piazza, Melanie H. Bachmeyer, Amanda Oberdorff, Stacy A. Layer, Jackie Oddo and Michele Walker (Marcus Institute)

46. **I'll Eat It, but I Don't Like it: Food Preference in Children with Severe Food Refusal (Data-Based Presentation).** BRIAN DUDLEY, Charles S. Gulotta, Peter A. Girolami and James H. Boscoe (Kennedy Krieger Institute)

47. **Assessing Environmental Variables Effecting Latency to Swallow (Data-Based Presentation).** PING WANG, Charles S. Gulotta, Peter A. Girolami and Jennifer E. Dawson (Kennedy Krieger Institute)

48. **Use of Multiple Measures to Determine the Effectiveness of an Intensive Feeding Program Admission.** ELIZABETH A. MASLER, Ashley J. Greer, Peter A. Girolami and Charles S. Gulotta (Kennedy Krieger Institute)

49. **Outcome Evaluation of Short-Term Intervention for Children with Severe Behavioral Disorders (DDA; Data-Based Presentation).** SAMUEL MADDOX, Nathan A. Call and Henry S. Roane (Marcus Institute)

50. **Treatment of Chronic Aphasia with Errorless Learning Procedures and Operant Conditioning (VRB).** ZUILMA GABRIELA SIGURDARDÓTTIR and Magnús Blöndahl Sighvatsson (University of Iceland)

#406 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
CSE

51. **You Can Teach an Old Dog New Tricks: Illustrating Clicker Training with a Mixed-Breed Dog (TPC).** JONATHAN WORCESTER and Michelle Duda (University of South Florida)

52. **The Last Chance Project: Measuring the Impact of an Animal-Based Intervention on Client Behavior (CBM; Data-Based Presentation).** RACHAEL E. BUDOWLE and Angela K. Fournier (Virginia Tech)

53. **Communicating Risk: The Effects of Method of Presentation on Understanding and Memory for Risk Information (EAB; Data-Based Presentation).** FRANK HAMMONDS (Troy St. University) and Wendy Donlin (Auburn University)

54. **Child Welfare Outcome Measures: What, Why, and How (CBM).** DAVID GELLER, Michael Cripe, Randi Pickle, Terresa A. Kenney and Bryon R. Neff (University of South Florida)

55. **Time Allocation by Behavior Analysts Working in a Child Welfare Agency: Part II (Data-Based Presentation).** DAVID GELLER and Bryon R. Neff (University of South Florida)

56. **Why Can't They Be Like Us? Obstacles to Implementing Behavioral Interventions in Community Substance Abuse Programs (CBM; Data-Based Presentation).** JENNIFER GUTIERREZ, Katherine Walker Smith, Julie Wosak and Lois A. Benishek (Treatment Research Institute), MaryLouise E Kerwin (University of Pennsylvania) and Kimberly C. Kirby (Treatment Research Institute)

57. **The Effects of Prompts, Environmental Alteration, and Feedback on the Reduction of Food Waste (Data-Based Presentation).** SHEZEEN OAH and SunYoung Park (Chung-Ang University)

58. **Intervening to Influence Fast-Food Choices: Measuring Response Generalization in Nutrition-Related Behavior (EAB; Data-Based Presentation).** WES KEENE, E. Scott Geller, Rachel Andrews, Heather Harmon and Takashi Hirota (Center for Applied Behavior Systems)

59. **The Effects of an Individualized Electronic Feedback Speed Sign On the Speed of Traffic (Data-Based Presentation).** JAIME FLORES, Richard Smith, Bobby Buckner, Caroline Cason and Katy Clark (University of North Texas)

60. **The Ubiquity, Effectiveness, and Ignorance of "Time Out from Positive Reinforcement" (TBA; Data-Based Presentation).** STEPHEN RAY FLORA and Holly Long (Youngstown State University)

61. **Induction by Prior Jackpots and Habituation to Present Jackpots in Public Gaming (EAB; Data-Based Presentation).** Charles Lyons and ABBY KIKLEVICH (Eastern Oregon University)

62. **A Behavioral Approach for Investigating Alcohol Consumption at College Football Tailgate Parties (EAB; Data-Based Presentation).** ERIC RAYMOND, Steven Clarke, Christopher B. Robichaux and Shane'a Thomas (Virginia Polytechnic Institute and State University)

#407 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
DDA

63. **Effects of Student-Selected Order Versus Teacher-Selected Order in Picture Activity Schedules (EDC; Data-Based Presentation).** BRETA COMBS (South Kingstown Public School)

64. **Correlation of Caregiver Stress and Knowledge of Behavior Principles.** REBECA GRINSTEAD and Theodosia Paclawskyj (Kennedy Krieger Institute)

65. **Delay Fading with Differential Negative Reinforcement (AUT; Data-Based Presentation).** LINDSAY S. HAUER, Henry S. Roane, Nathan A. Call and Shuki Kathuria (Marcus Institute)

66. **The Use of Functional Communication Training on a Brief Outpatient Basis: A Case Study (AUT; Data-Based Presentation).** TRACY STEPHENS, Brittany Schmidt, Laura Knippling and Amy Elliott (University of South Dakota)

67. **Toilet Training 2003 in the MR/DD Population: An Updated Empirical Literature Review.** KIMBERLY KROEGER (Kennedy Krieger Institute)

68. **The Use of Descriptive and Experimental Functional Analyses to Identify an Idiosyncratic Tangible Function (AUT; Data-Based Presentation).** CHRISTOPHER J. PERRIN and April S. Worsdell (Bancroft NeuroHealth)

69. **Using Empirical Analysis in Assessing a Self-Stimulatory Behavior (CBM).** ARNIE ZENCIUS (Devereux Cleo Wallace), Jeanne M. Brower and Michael Malkusak (Cornerstone Services Inc.)

70. **Control of Posture in a Wheel Chair: A Quick but Rigorous Demonstration (Data-Based Presentation).** COLEMAN PAUL (Adelphi University)

71. **A Tracking of Psychotropic Medications and Frequency of Behavioral Issues in an Acquired Brain Injury Program (CBM).** KENNETH W. WILSON (Southern Illinois University, Carbondale) and John M. Guercio (Center for Comprehensive Services)

72. **A Functional Polymorphism in the MAOA Promoter Gene Associated with Aggression (AUT; Data-Based Presentation).** MICHAEL E. MAY and Craig H. Kennedy (Vanderbilt University)

73. **The Role of Reinforcer Saliency and Establishing Operations on the Attenuation of Response Bias (AUT; Data-Based Presentation).** JOANNA E. LOMAS, Wayne W. Fisher, Michael E. Kelley, Lindsay S. Hauer and Keisha D. Reese (Marcus Institute)

74. **Descriptive Analysis of Trends in Reporting Treatment Integrity, Consumer Satisfaction, Social Validity, and Follow-Up in the Applied Behavior Analysis Literature (CBM; Data-Based Presentation).** THEODORE A. HOCH and James Kuhagen (Northern Virginia Training Center), Denise Bartizal and Douglass Proffitt (Catawba State Hospital), Barbara J. Kaminski (Johns Hopkins University), Thelma Symoun and Mohammad Shahbazi (Northern Virginia Training Center)

75. **Demand Effects on Preference in Human Free Operant Responding (Data-Based Presentation).** JESSICA GLASS and Frances A. Perrin (Bancroft Neurohealth), Deborah Haas (Temple University), Patrick R. Progar (Bancroft NeuroHealth), Ralph Spiga (Temple University), Terry J. Page and April S. Worsdell (Bancroft NeuroHealth)

76. **Evaluating Indices of Happiness as a Measure of Preference for Tangible Stimuli from Various Sensory Categories (EDC; Data-Based Presentation).** TARA LIEBLEIN, Cori Morneau, Christine Strickland and Cheryl Ecott (Advoserv)

77. **A Comparison of Four Stimulus Preference Assessments for an Individual with Problem Behavior (AUT; Data-Based Presentation).** TIMOTHY PISKURA, Eileen M. Roscoe and David R. Reiner (The New England Center for Children)

78. **Prevalence of Extinction Bursting in Published Research (AUT).** HEATHER GRADA, Michele D. Wallace and Jay Summers (University of Nevada)

79. **Comparison of Five- and Ten-Minute Functional Analysis Results (Data-Based Presentation).** JOHN HUETE and Charmaine Smith (Kennedy Krieger Institute)

80. **Generalization of the Deck: A Comparison of Generalization Strategies in Adults with Developmental Disabilities.** KIMBERLEE ROMICK, W. Larry Williams and Megan D. Nollet (University of Nevada, Reno)

81. **Effects of a Program to Reinforce Appropriate Social Behavior on the Reduction of Aggression and Self-Injury (Data-Based Presentation).** SHARON K. KELL, Carrie Smiley, Scott Parks, Jerre R. Brimer, Sue Plutowski, Jim Crawford and Ellen Taylor (The Learning Tree, Inc.) and Robert W. Montgomery (Reinforcement Unlimited)

82. **Teaching Discriminations of Emotions to Persons with Traumatic Brain Injury Using the International Affective Picture System (EAB).** STACEY SMALL and Mark R. Dixon (Southern Illinois University, Carbondale)

83. **Using Protective Equipment as a Reinforcer for Treatment of SIB (AUT; Data-Based Presentation).** ATLI F. MAGNUSSON, Eileen M. Roscoe, D. Daniel Gould and Allen J. Karsina (The New England Center for Children)

#408 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
EAB

84. **Examining the Spontaneously Hypertensive Rat (SHR) as an Animal Model of Attention Deficit/Hyperactivity Disorder (ADHD): An Analysis of Conditioned Reinforcement Using an Observing Procedure (Data-Based Presentation).** MELISSA SHULLEETA, Sherry Serdikoff and Erin Pitts (James Madison University) and A. Charles Catania (University of Maryland, Baltimore County)

85. **The Generality of Learned Helplessness Between Aversive and Appetitive Contexts (EAB; Data-Based Presentation).** Angelica Capelari and MARIA HUNZIKER (Universidade de São Paulo)

86. **The Effects of Time-Correlated Behavior on Responding Under a Peak-Interval Trials Procedure (Data-Based Presentation).** DAPHNA EL-ROY, Nancy S. Hemmes and Bruce L. Brown (Queens College, CUNY)

87. **Social Comparison in the Prisoner's Dilemma (Data-Based Presentation).** BRYAN SAVILLE, Candice Holcomb and Kristen Howell (Stephen F. Austin State University)

88. **Conditional Relations with Compound Stimulus (EAB; Data-Based Presentation).** PAULA DEBERT and Maria Amelia Matos (Universidade de São Paulo)

89. **Effect of Combinations of Contingent and Non-contingent Signals During Delay Interval on Response Acquisition (Data-Based Presentation).** MARCO A. PULIDO (Universidad Intercontinental), Nuria Lanzagorta Pinol (Universidad Iberoamericana), Marcelo Perez, Rogelio Quintanar and Mariana Rubi Gonzalez (Universidad Intercontinental)

90. **Spatial Working Memory in Hamsters (Mesocricetus Auratus) (TPC).** Felipe Cabrera and FRANCOIS TONNEAU (University of Guadalajara)

91. **Finding Induction Rather than Contrast in an Anticipatory-Contrast Procedure (Data-Based Presentation).** BRENT C. HANSON, Jeri T. Nurnberger and Jeffrey N. Weatherly (University of North Dakota)

92. **Does Deflation Change the Subjective Discount Rate?: The Effects of Inflation and Interest Rates on Delay-Discounting (CSE; Data-Based Presentation).** KENTARO KAWASHIMA (Waseda University)

93. **Varying the Changeover Response Requirement in Dynamic Reinforcing Environments (Data-Based Presentation).** JORGE A. BALDERRAMA (University of Veracruz) and Carlos F. Aparicio (University of Guadalajara)

94. **Identifying Slot Machine Variables That Increase Response Rate and Wager Magnitude (Data-Based Presentation).** DANIEL FIENUP and Mark R. Dixon (Southern Illinois University)

95. **The Determinants of Resistance to Change: Stimulus-Reinforcer Relations Versus Effects Related to Behavioral Contrast (Data-Based Presentation).** E. TERRY MUELLER and Philip N. Hineline (Temple University)

96. **Schedule-Induced Polydipsia (SIP): Correspondences Between SIP in Rats and Obsessive-Compulsive Behavior in Humans (CBM; Data-Based Presentation).** JANET L. PIETROWSKI and James T. Todd (Eastern Michigan University)

97. **Latent Inhibition with Familiar Tastes in Conditioned Taste Aversion (BPH; Data-Based Presentation).** J. C. PEDRO ARRIAGA-RAMIREZ (UNAM FES Iztacala) and Guadalupe Ortega-Saavedra (SEP)

98. **Psychological Time: The Effect of Manipulating Reinforcement Rate upon the Human Estimation of Duration (EAB).** SIMON WEBBER, T. Mary Foster, James McEwan and Catherine Sumpter (University of Waikato)

99. **Observing in Pigeons Under Concurrent Schedules of Reinforcement (EAB).** DANIEL J. HEHLI, Mikhail N. Koffarnus, Michael K. Paul, Ryan R. Rowe and Gregory J. Madden (University of Wisconsin, Eau Claire)

100. **An Examination of the Reinforcing Properties of the Near Miss in Video Poker (Data-Based Presentation).** DANIEL GARCIA, Dustin Daugherty, Scott Shaw and Otto H. MacLin (University of Northern Iowa)

102. **The Acquisition of Absolute and Relational Stimulus Control in Humans (Data-Based Presentation).** ADAM DERENNE (University of North Dakota)

103. **Percentile Reinforcement of Long Interresponse Times in Humans: Molar Versus Molecular Control of Responding (Data-Based Presentation).** ERIC A. JACOBS, Joshua S. Beckmann and Jose L. Martinez (Southern Illinois University, Carbondale)

104. **Conditional and Simple Discriminations: Implications on Non-trained Stimuli Relations Emergency in Humans (TPC; Data-Based Presentation).** MÁRCIO BORGES MOREIRA and Cristiano Coelho (Universidade Católica de Goiás)

105. **Training Structure, Naming, and Typicality Effects in Equivalence Class Formation (VRB; Data-Based Presentation).** JEANETTE WILSON, Carol Pilgrim, Mark Galizio, Maureen Aro and Natalie Jacome (University of North Carolina at Wilmington)

106. **Equivalence Relations in a Yes/No Task: Mapping the Procedural Terrain (TPC; Data-Based Presentation).** MARGARET H. B. JAJICH and Paul Thomas Andronis (Northern Michigan University)

107. **Pausing in the Transitions Between Rich and Lean Fixed-Ratios: Effects of Cue Accuracy and Food Deprivation (Data-Based Presentation).** TAMMY WADE (West Virginia University), Chad M. Galuska (University of Michigan) and Michael Perone (West Virginia University)

108. **The Effects of Preferred and Non-preferred Reinforcers on the Maintenance of Schedule Performances of Humans (DEV; Data-Based Presentation).** RUTH BEKKER, Camille Parsons, Thomas Woelz, Yuka Koremura, Richard Anderson and Jesus Rosales-Ruiz (University of North Texas)

109. **Some Experimental Arrangements for Studying the Effects of Concurrent Schedules of Reinforcement on Human Performances (Data-Based Presentation).** CAMILLE PARSONS, Jesus Rosales-Ruiz, Ruth Bekker, Richard Anderson and Yuka Koremura (University of North Texas)

#409 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
EDC

110. **Effects of Immediate, Delayed, Signaled, and Unsignaled Reinforcement on Staying in Seat and Answering Math Problems Correctly in a Child with ADHD.** ANTONIO CONTRERAS, JR. (California State University, Sacramento)

111. **Using Choral Responding to Increase Fluency in Multiplication Facts (EDC; Data-Based Presentation).** SHERI BRUNTON, Charles Wood and Stephanie M. Peterson (The Ohio State University)

112. **An Investigation of Listening and Listening-While-Reading Accommodations on Reading Comprehension in Students with Emotional Disorders (Data-Based Presentation).** Andrea Hale, RENEE OLIVER, Beth Winn, Jessica Allin and Christopher Skinner (University of Tennessee)

113. **Identifying Reading Comprehension Strategies for an Adolescent with Autism (AUT; Data-Based Presentation).** MARK SHRIVER, Brad Dufrene and Jess Gregory (Munroe-Meyer Institute)

114. **Copy, Cover, and Compare Effects on Spelling Mastery of a Student with Behavior Disorders (Data-Based Presentation).** BRIAN BOTTEEN, Breanna Hutchison and Randy Williams (Gonzaga University)

115. **Constructed Identity Match-to-Sample, Spelling, and Equivalence: A Replication and Extension (DDA; Data-Based Presentation).** ERIN R. SMITH, Karen L. Mahon and Harry A. MacKay (Praxis, Inc.)

116. **Effects of Practice in Combining Sentences on Writing Fluency (Data-Based Presentation).** EMILY BURKE, Edward Langford, Matthew L. Israel and Angela Watts (Judge Rotenberg Educational Center)

117. **Emergent Numeric Sequence Performances in Children with Intellectual Disabilities (DDA; Data-Based Presentation).** AMANDA A. M. LOCKERBIE, Karen L. Mahon and Harry A. Mackay (Praxis, Inc.)

118. **Using Embedded Instruction to Teach Critical Skills to Students with Moderate and Severe Disabilities Enrolled in General Education Classes: A Comparison of Response Prompting Procedures (DDA; Data-Based Presentation).** JESSE (WOODY) JOHNSON (East Tennessee State University), John McDonnell (University of Utah), Valarie Holzwarth and Rhonda Berry (East Tennessee State University)

119. **Using Songs and Simultaneous Prompting with Preschoolers to Encourage the Development of Receptive and Expressive Language (DDA; Data-Based Presentation).** JULIE DEGARMO, Stephanie M. Peterson and Renee Van Norman (The Ohio State University)

120. **Investigating the Efficacy of a Programmed Curriculum to Transfer Matching to Sample Skills from Desktop to Handheld (DDA; Data-Based Presentation).** ELISE A. WARECKI and Karen L. Mahon (Praxis, Inc.) and William J. McIlvane (University of Massachusetts Medical School)

121. **Investigating the Effectiveness of a Computer-Based Identity Matching-to-Sample Curriculum (DDA; Data-Based Presentation).** ALYSSA F. PORTER and Karen L. Mahon (Praxis, Inc.) and Richard W. Serna (University of Massachusetts Medical School)

122. **A Comparative Analysis of Procedures Used to Generate Generalized Intraverbal Responses to Novel Questions (VRB; Data-Based Presentation).** Jeffrey H. Tiger, EINAR T. INGVARSSON and Gregory P. Hanley (University of Kansas)

123. **Selective Mutism: A Review of School-Based Interventions (VRB; Data-Based Presentation).** KRISTIN STAROSTA and Lee Kern (Lehigh University)

124. **Using an Activity Schedule Paired with a Token Board to Decrease Inappropriate Behavior (AUT; Data-Based Presentation).** DARCI FISCHER and Abigail Ferguson (Hawthorne Country Day School)

125. **Teaching New Skills to a Teenage Student with Progressive Neuro-Degenerative Disorder (DDA; Data-Based Presentation).** OLIVER RASHEEDA, Stephanie Waters and Catherine Trapani (Marcus Institute)

126. **Effects of Reinforcer Choice on Completing Assignments for an Elementary Student with Mild Disabilities (DDA).** Bennett Jill (Mason Consolidated Schools) and RICHARD G. WELSCH (University of Toledo)

127. **Decreasing Inappropriate Behavior and Improving Learning Through a Physical Education Intervention (Data-Based Presentation).** EITAN ELDAR and Michal Hirshman (Zinman College, Wingate Institute, Israel)

128. **The Use of Peer Prompts to Increase On Task Behaviors in Children Diagnosed with Attention Deficit Disorder (Data-Based Presentation).** MADELINE KAY GRANTHAM and Carlen Henington (Mississippi State University)

129. **Beat the Timer: Increasing the On-Task Behavior of a Student with Behavior Disorders (Data-Based Presentation).** ELIZABETH C. NULTY and Brandon F. Greene (Project 12-Ways, Southern Illinois University)

130. **Using E-mail Message to Improve Social Behaviors for Children with Behavior Disorders (CBM; Data-Based Presentation).** JEONGIL KIM, Sang Bok Lee, Hyoshin Lee and Hun Mi Mun (Daegu University, Korea), Soo Ok Yoo (Woo Suk University, Korea) and Seon Hee Park (Daegu University, Korea)

131. **School-Based Multicomponent Strategy to Manage Disruptive Classroom Behaviors for Children with Behavior Disorders (CBM; Data-Based Presentation).** SANG BOK LEE (Daegu University, Korea), Jeongil Kim, Kee Yeon Min, Yun Hee Lee and Jeen Hwa Lee (Lotus Flowers Children Center, Korea)

132. **Using a Class-Wide Systems Approach to Increase Academic Instruction and Decrease Disruptive Behavior in a Special Education Classroom (Data-Based Presentation).** JEFFREY PISACRETA, Marcie W. Handler, Colleen Ann O'Leary-Zonarich and Kimberly S. Thier (The May Institute)

#410 International Poster Session
5:30 PM - 7:00 PM
Exhibit Hall D (Hynes)
TBA

133. **BACC: Using Performance Management to Increase Participation in an Academic and Career Counseling System (OBM; Data-Based Presentation).** ALISON BETZ, Richard W. Malott, Jenny Skudrich, Mark Sigler and Mitch Fryling (Western Michigan University)

134. **The Professional Psychology Practicum System: Training Graduate Students to Obtain Their Temporary Limited Licenses.** MEGAN COATLEY, Valerie Kaye, Carrie Gasparovic, Richard W. Malott and Tracy Brandenburg (Western Michigan University)

135. **Procrastination Habits of Students at Western Michigan University (Data-Based Presentation).** RHIANNON FANTE, Holly Bihler, Katie Kennedy and Richard W. Malott (Western Michigan University)

136. **Behavioral Aide Training: Integrating Online and Face-to-Face Instruction (AUT; Data-Based Presentation).** LINDA HEITZMAN-POWELL, Jay Buzhardt, Monika Suchowierska and Kenda Morrison (University of Kansas)

137. **Treatment of Severe Aggression Through Use of Antecedent Management: A Staff Training Model (AUT).** ANGELA SMITH and White Christopher (Melmark, Inc.)

138. **Evaluating the Effectiveness of Staff Training Methods on Treatment Integrity with Direct Care Personnel. (DDA; Data-Based Presentation).** KARENA RUSH and Jean Marie Leak (Sheppard Pratt Behavioral Health System) and Bruce Mortenson (Towson University)

139. **Interobserver Agreement: Training for Observer Correspondence on 'Subjective' Behavior (Data-Based Presentation).** PAT WHEAT, Jennifer Johnston and Marilyn Benham (University of Florida)

140. **Training Limited English Proficient Staff the Basic Principles of Applied Behavior Analysis. (DDA; Data-Based Presentation).** JUAN CARLOS LOPEZ (University of Kansas) and Stephen C. Luce (Melmark Inc.)

141. **Descriptions and Effects of Self-Modeling on Teaching Behaviors in Preserive Teacher Education Programs in Korea (EDC; Data-Based Presentation).** HOSUNG SO (California State University, San Bernardino), Man-Hee Choi (Busan I'Cons, Korea), Wooyoung Chung (Chung-Ang University, Korea) and Hayoung Kim (West Virginia University)

#411 Business Meeting
7:00 PM - 7:50 PM
Clarendon

ABA Student Committee Business Meeting
Chair: Rachel S. F. Tarbox (University of Nevada, Reno)

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

#412 Business Meeting
7:00 PM - 7:50 PM
Hampton

Parent and Professionals Sharing the Conference Experience: Bringing Information Home
Chair: Clarisse Domingo (Staten Island Mental Health Society)

Over recent years, parent participation in the ABA conference has risen steadily. In response to this heightened involvement, the Parent Professional Partnership SIG sponsors an evening social for parents and interested professionals to gather together in network and share their experiences. In addition, this event will include discussion about how learning opportunities at the conference can be brought back home, applied and disseminated. All interested parents and professionals are encouraged to attend.

#413 Business Meeting
7:00 PM - 7:50 PM
Berkeley

Teaching Behavior Analysis SIG
Chair: Patrick S. Williams (University of Houston-Downtown)

The purpose of this meeting is to conduct the business of the Teaching Behavior Analysis SIG, and to share experiences.

#414 Special Event

7:00 PM - 7:50 PM
Gardner

YogaFit Class
Chair: Amanda Nicolson Adams (Fitness Evolution)

All are invited to participate in this hatha power yoga class led by an expereinced and certified instructor. Beginners are welcome. This class will present some challenges and will work on strength, endurance, balance and flexibility. Wear comfortable clothing and being a towel.

#415 B. F. Skinner Tribute Event

9:00 PM - 12:00 AM
Grand Ballroom

B. F. Skinner's 100th Anniversary Celebration
Chair: Michael Perone (West Virginia University)

A special program will honor the 100th anniversary of the birth of B. F. Skinner at the ABA Social. A. Charles Catania (University of Maryland Baltimore County), Jack Michael (Western Michigan University), Jay Moore (University of Wisconsin, Milwaukee), Mark Sundberg (Behavior Analysts, Inc.), and Julie Vargas (West Virginia University) will present a multifaceted series of Skinner quotes – some to inspire and some just for fun – and Richard Malott (Western Michigan University) will present vintage Skinner photographs. The program will be followed by two hours of music and dancing, until midnight. Please mark your calendar to attend this celebration of the history and heritage of behavior analysis.

3rd International ABA Conference in

Beijing

People's Republic of China

Kerry Centre Hotel

Friday, November 25 – Sunday, November 27, 2005

Call for Papers coming in fall 2004

THE KENDALL SCHOOL

- **Intensive behavior and language therapy for children with autism**
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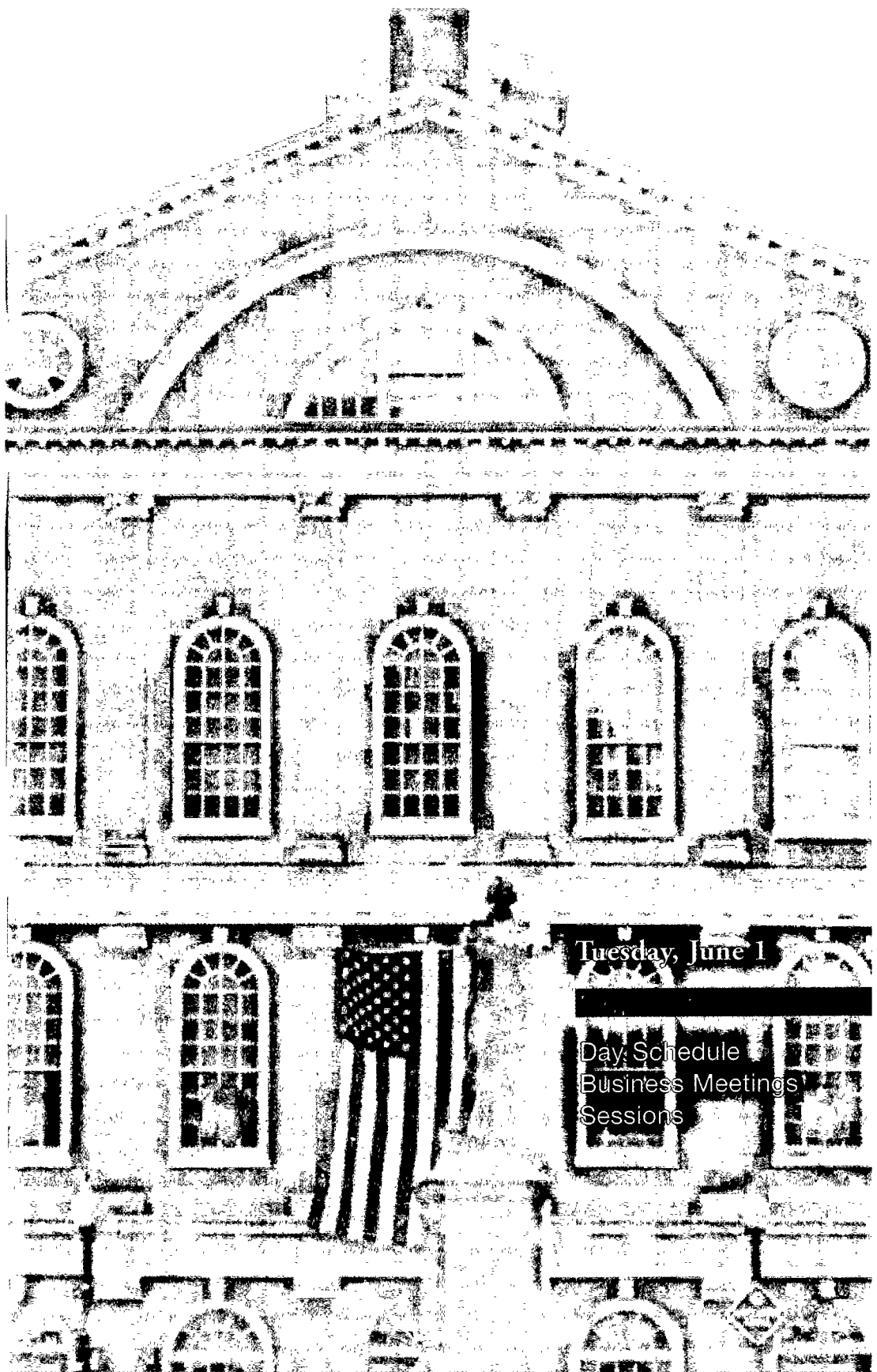

Tuesday, June 1

Day: Schedule
Business Meetings
Sessions

Tuesday, June 1

	ROOM	7 AM :00	7 AM :30	8 AM :00	8 AM :30	9 AM :00	9 AM :30	10 AM :00	10 AM :30	11 AM :00	11 AM :30	12 PM :00	12 PM :30	1 PM :00	1 PM :30
Second Floor - Plaza Level	Republic A														
	Republic B					#439 TPC CE Ch: Cameron				#460 TPC CE Ch: Cautilli					
	Grand Ballroom					#417 CBM EIFERT									
	Liberty A														
	Liberty B					#440 OBM Ch: Houmanfar				#452 OBM Ch: Sasson					
	Liberty C														
	Independence East					#422 TPC Ch: Fisch									
	Independence West														
	Constitution A					#435 DDA CE Ch: Vollmer				#458 DDA Ch: Matzen			#470 DDA Ch: Symons		
	Constitution B					#427 DDA Ch: Patterson				#454 EAB Ch: Asmus			#475 DDA CE Ch: DeLeon		
	Back Bay A					#428 DDA CE Ch: Ainsleigh				#457 DDA CE Ch: Zarcone			#476 DDA Ch: Rourke		
	Back Bay B					#424 AUT Ch: Birkin				#463 AUT Ch: Lee			#473 AUT Ch: Klatt		
	Back Bay C					#421 AUT CE Ch: Young				#461 AUT CE Ch: Harris			#471 AUT Ch: Jones		
	Back Bay D					#432 AUT Ch: Pelios				#449 AUT Ch: Williams			#478 AUT Ch: Bloomer		
Third Floor	Hall D (Hynes)					ABA Cooperative Bookstore									
	Hall D (Hynes)							2004 ABA Exhibit							
	Hall D (Hynes)														
	Commonwealth					#433 EAB Ch: Baum				#456 EAB Ch: Banna			#472 EAB Ch: Jiménez		
	Beacon A					#431 TBA Ch: Bostow				#445 TBA Ch: Weiner		#467 TBA Ch: Morgan		#483 TBA Ch: Martinez-Diez	
	Beacon B					#429 EDC Ch: Keohane				#446 CSE Ch: Coleman		#466 EDC Ch: Leader			
	Beacon D					#419 EAB Ch: Challies		#443 EAB Ch: Lobo		#464 EAB Ch: Arntzen		#469 EAB Ch: Cermak			
	Beacon E														
	Beacon F														
	Beacon G														
	Beacon H					#426 CSE Ch: Dula				#459 CSE CE Ch: Pampino			#474 CSE CE Ch: Anderson		
	Berkeley					#418 EDC Ch: Spence	#442 VAZIN			#455 EDC Ch: Larsson			#480 EDC Ch: Burke		
	Clarendon					#423 EDC CE Ch: Chase				#453 EDC CE Ch: DeLeon			#479 EDC Ch: Ross		
	Dalton					#434 OTH Ch: Butterfield				#447OTH Ch: Tarbox					
	Fairfax A					#437 EAB Ch: Ortega				#462 EAB Ch: Varelas			#477 EAB Ch: Fields		
	Fairfax B					#436 EAB Ch: Fernandez				#450 EAB Ch: Dorey			#468 EAB Ch: Cowles		
	Gardner A					#420 EDC Ch: Lazarus		#444 EDC Ch: McNeal		#465 EDC CE Ch: Ellis			#481 EDC Ch: Lewis-Palmer		
	Gardner B														
	Hampton			#416 BACB Contact Faculty		#425 DEV Ch: LeBlanc									
	Exeter A	Speaker-Ready Room													
	Exeter B	Speaker-Ready Room													
Fifth Floor	Conference 2					#438 CBM Ch: Weinstein				#448 CBM Ch: Smyth				#216 CBM Ch: Lancaster	
	Conference 3					#430 CBM CE Ch: Wong				#451 CBM Ch: Roll				#206 CBM Ch: Yen	
	Conference 4														

■ = Special and Invited Events

CE = Session available for CE for certified behavior analysts

Ch: = Chair

LEGEND

#416 Business Meeting
8:00 AM - 8:50 AM
Hampton

BACB University Approved Course Sequence Contact Faculty
Chair: Gerald L. Shook (Behavior Analyst Certification Board)

Meeting of contact faculty from universities with BACB approved course sequences. Discussion of new developments and requirements for BACB approval including new requirements for fall 2005 examinations. Professional experience approval also will be discussed.

#417 Special Event

9:00 AM - 9:50 AM
Grand Ballroom
CBM

2004 Tutorial: Acceptance-Based Behavior Therapy for Anxiety Disorders
Chair: Laura Ely (University of Mississippi)
GEORG H. EIFERT, PhD (Chapman University)

Dr. Georg Eifert obtained his PhD at the University of Frankfurt in Germany, where he was also born. He came to Chapman University in 2002 after serving for nine years as the Eberly Distinguished Professor of Clinical Psychology at West Virginia University in Morgantown. Previously, he was Chief of Psychology at the University of Mississippi Medical Center and Head of Psychology at James Cook University of North Queensland, Australia. Dr. Eifert's primary goal has been to develop integrative behavioral models and treatments of anxiety disorders, particularly panic, specific phobias, and illness anxiety. Together with his students, he has developed new methods to study anxiety and emotional distress in the laboratory and translated those findings into new clinical applications for dealing with emotional distress. His most recent research has focused on how new behavioral psychotherapy approaches such as Acceptance and Commitment Therapy can be integrated with existing empirically supported behavioral interventions for anxiety, depression, and eating disorders such as anorexia. In addition, Dr. Eifert has published widely on conceptual advances and their relation to technique innovations in behavior therapy. Dr. Eifert regularly gives workshops in the US and Europe on acceptance-based behavior therapy and empirically supported behavioral treatments of anxiety disorders.

Abstract: This tutorial will explore ways to integrate the successful components of traditional CBT within an Acceptance-Based Behavior Therapy (ABBT) framework. Converging research evidence shows that active suppression of anxiety-related responding is counterproductive. Anxious individuals do best under conditions in which they make no attempt to escape from or otherwise reduce the effects of fear experienced during exposure. Recent research confirms that creating an acceptance context, rather than a context emphasizing symptom control, leads to less behavioural avoidance and greater willingness to participate in interoceptive and other exposure exercises. Paradoxically, it also leads to less subjective anxiety. Introducing acceptance strategies may be particularly helpful for clients that have been reluctant to comply with commonly used cognitive-behavioral treatments (CBT) for anxiety disorders. Unlike traditional CBT, ABBT is not primarily directed at controlling or reducing the presenting problem (anxiety). Instead, ABBT: teaches clients that controlling anxiety is the problem, not a solution; introduces acceptance as an alternative agenda for dealing with the problem; teaches mindfulness and acceptance-based techniques to deal with aversive bodily sensations, thoughts, and feelings during anxiety states and interoceptive exposure exercises; and redirects client concern for overcoming anxiety toward identifying valued life directions and putting values into committed action.

#418 Panel Discussion
9:00 AM - 9:50 AM
Berkeley
EDC

Chart Shares by Our Clients: Letting Them Own Their Success
Chair: Ian O. Spence (The Learning Incentive, Inc.)

MATTHEW L. ISRAEL (Judge Rotenberg Educational Center)

#419 International Paper Session
9:00 AM - 9:50 AM
Beacon D
EAB

Equivalence 1
Chair: Danna Challies (Victoria University of Wellington)

Using Stimulus Equivalence to Teach Generic and Proprietary Drug Names. M. Christopher Newland (Auburn University)

Creating False Memories Using Stimulus Equivalence Tasks. DANNA CHALLIES, Maree Hunt and Maryanne Garry (Victoria University of Wellington)

#420 Paper Session
9:00 AM - 9:50 AM
Gardner
EDC

Programming for Effective Instruction (Research to Practice)
Chair: Belinda Davis Lazarus (University of Michigan, Dearborn)

Online K-12 Schools and Principles of Effective Instruction. BELINDA DAVIS LAZARUS (University of Michigan, Dearborn)

Using Programmed Instruction to Teach Auditory Discrimination. GUDMUNDUR HEIMISSON, Michael Cohen, Darrel Davis and Darrel E. Bostow (University of South Florida)

#421 Symposium
9:00 AM - 10:20 AM
Back Bay C
AUT/EAB
CE

Analysis of the Effects of Noncontingent Reinforcement on Rates of Behaviors Maintained by Automatic Reinforcement (Data-Based Presentation)
Chair and Discussant: Kelly A. Young (Crossroads Center for Children)

The Effect of Noncontingent Reinforcement on Behaviors Maintained by Automatic Reinforcement. KAREN ATKINSON and Carolyn Giaquinto (Crossroads Center for Children), Thomas Zane (The Sage Colleges) and Helen Bloomer (Crossroads Center for Children)

A Comparison of Noncontingent Reinforcement Procedures Using One or Multiple Reinforcing Stimuli. CAROLYN GIAQUINTO (Crossroads Center for Children), Thomas Zane (The Sage Colleges) and Helen Bloomer (Crossroads Center for Children)

A Component Analysis of Noncontingent Reinforcement Procedures Used with Young Children with Autism. KARI DUNLOP and Carolyn Giaquinto (Crossroads Center for Children), Thomas Zane (The Sage Colleges) and Helen Bloomer (Crossroads Center for Children)

#422 Symposium
9:00 AM - 10:20 AM
Independence East
TPC/DDA

Animal Models of Human Behavioral Disorders (Data-Based Presentation)
Chair: Gene S. Fisch (Northshore LIJ Research Institute)
Discussant: Patrick M. Ghezzi (University of Nevada, Reno)

The Nature and Utility of Animal Models. Linda J. Hayes and DIANA M. DELGADO (University of Nevada, Reno)

Mouse Models of Mood and Anxiety Disorders. ANDREW HOLMES (Section on Behavioral Science and Genetics, NIAAA)

The Fragile X Knockout Mouse: A Model of Mental Retardation? GENE S. FISCH (Northshore LIJ Research Institute)

#423 Symposium
9:00 AM - 10:20 AM
Clarendon
EDC/VRB
CE

Applications of Behavior Analysis to Math Education (Data-Based Presentation)
Chair: Philip N. Chase (West Virginia University)
Discussant: T. V. Joe Layng (Headsprout)

Cumulative Review: Effects of Random Alternation of Review Items on Mathematics Problem Solving. CHRISTINE KIM (University of Hawaii) and Philip N. Chase (West Virginia University)

Using Behavioral Instruction to Produce Novel Mathematics Behavior. KRISTIN MAYFIELD and Irene M. Glenn (University of Florida)

The Effect of Behavioral Momentum on Fluency. VENNESSA WALKER and Philip N. Chase (West Virginia University)

#424 International Paper Session
9:00 AM - 10:20 AM
Back Bay B
AUT

Assessment of Treatment Efficiency in Autism
Chair: Christina Birkin (University of Auckland)

Using Functional Assessment to Design Interventions Aimed at Reducing Stereotypy in Children with Autism. CHRISTINA BIRKIN, Rebecca Godfrey and Dennis Moore (University of Auckland)

Evaluating a MSWO Replacement Preference Assessment in Identifying Effective Reinforcers. LEANNE LEMMINGS (TreeHouse School)

Comparison of Different Treatments for Elopement for a Child with Autism. MARIA STEVENSON and Colin Peeler (Florida State University, Panama City)

#425 Symposium
9:00 AM - 10:20 AM
Hampton
DEV/CBM

Basic and Applied Research on Assessment and Treatment with Elders (Data-Based Presentation)
Chair and Discussant: Linda A. LeBlanc (Western Michigan University)

An Evaluation of the Utility of Four Preference Assessments in Increasing Activity Engagement in Addition to Indices of Happiness in Elders with Dementia. Stacey Cherup, LINDA A. LEBLANC, Leilani F. DiLiberto and Tina Sidener (Western Michigan University)

Match-to-Sample as a Screening Tool and Research Measure for Dementia. ROBERT T. PEYTON, David G. Born and Dean C. Williams (University of Kansas)

A Behavioral Model for Assessment and Management of Dehydration in Older Adults. LEILANI F. DILIBERTO, Linda A. LeBlanc and James E. Carr (Western Michigan University)

#426 Symposium
9:00 AM - 10:20 AM
Beacon H
CSE

Challenges and Opportunities in Community-Based Research: When Unforeseen Practical Issues Threaten Research Progress
Chair: Chris S. Dula (University of Memphis)

When the Going Gets "Ruff" Pitfalls of Applied Research on the Human-Animal Bond. ANGELA K. FOURNIER, Elizabeth Van Voorhees and Rachael E. Budowle (Virginia Tech)

If You Manage to Build It, They Won't Come: Lessons Learned in Child Passenger Safety Research. KELLI ENGLAND WILL (Center for Pediatric Research) and E. Scott Geller (Virginia Tech)

Unanticipated Difficulties Encountered in Implementing a Community-Wide Intervention to Increase Positive Driving Behaviors. SARA R. RAYNE (University of Memphis), Shane'a Thomas, Eric Raymond, Takashi Hirota and E. Scott Geller (Virginia Tech)

Promoting Responsible Actions Through Intervention and School-Wide Education (Project PRAISE): Challenges and Lesson Learned. KORRIE ALLEN and Gretchen Bremer LeFever (Center for Pediatric Research)

#427 International Paper Session
9:00 AM - 10:20 AM
Constitution B
DDA

Classroom Instruction and Management with DD Students
Chair: Karen Patterson (University of North Florida)

The Effects of a Group-Oriented Contingency on Children with Developmental Disabilities. KAREN PATTERSON (University of North Florida)

Using Simultaneous Prompting for Teaching Various Discrete Tasks to Students with Mental Retardation. BUNYAMIN BIRKAN (Assistant Professor)

Effectiveness of Pictorial and Visual Prompting in Teaching First Aid Telephone Numbers to Individuals with Developmental Disabilities. ARZU OZEN (Assistant Professor)

#428 Symposium
9:00 AM - 10:20 AM
Back Bay A
DDA/AUT
CE

Ensuring Treatment Integrity Using Behavior Analytic Methodologies
Chair and Discussant: Susan A. Ainsleigh (Simmons College)

Treatment Integrity in Home-Based Services: An Initial Exploration. MICHELE MAYER and Jan Bolton (HMEA)

Consultation in Inclusive Settings: A Component Analysis of Training Interventions. LORI PINIARSKI (HMEA) and Susan A. Ainsleigh (Simmons College)

The Effect of Self-Monitoring and Performance Feedback on Check-In Calls in a Residential Setting. CHARLES C. WILLS (Protestant Guild for Human Services) and Susan A. Ainsleigh (Simmons College)

#429 Symposium
9:00 AM - 10:20 AM
Beacon B
EDC

Generative Verbal Behavior (Data-Based Presentation)
Chair: Dolleen-Day Keohane (Columbia University Teachers College)

Kids Say the "Darn(d)'est" Things. R. Douglas Greer and LYNN YUAN (Columbia University Teachers College)

The Effect of Multiple Exemplar Instruction Across Match, Point, Tact, and Intraverbal Responses in Naming. R. Douglas Greer, Mapy Chavez Brown and LAUREN STOLFI (Columbia University Teachers College)

Novel Use of Words as a Function of a Multiple Exemplar Instructional History. Doleen-Day Keohane, KATHERINE MEINCKE and R. Douglas Greer (Columbia University Teachers College)

Multiple Exemplar Instruction and Transformation of Stimulus Function of Autoclitic Fames. JEANNE MARIE SPECKMAN and R. Douglas Greer (Columbia University Teachers College)

#430 Symposium
9:00 AM - 10:20 AM
Conference Room 3
CBM/CSE
CE

Innovative Behavioral Applications in Mental Health Services: Continuing Challenges to the Biomedical Model (Data-Based Presentation)
Chair: Stephen E. Wong (Florida International University)

Why Behavior Analysts Should Stick by Their Principles: Ideology and Pseudo-Science Underlying Mental Health Services. STEPHEN E. WONG (Florida International University)

A Comparison of Verbal Forced Choice and Duration-Based Stimulus Preference Assessment Procedures Among Adults with Schizophrenia. DAVID A. WILDER (Florida Institute of Technology), Paige Wilson, Holly Ann White, Nicole E. Gravina, Paige Maxwell, Hiroaki Uemura, Gary Howells and Adrienne F. D. Granadosin (University of the Pacific)

Escape Behaviors in Mentally Disordered Persons. CRIS T. CLAY and Holly Ann White (University of the Pacific)

Using Behavioral Skills Training to Promote Abstinence of Substance Use for Individuals with Mental Retardation. JENNY HARDEN (University of South Florida) and Pamela G. Osnes (The Ohio State University)

#431 Paper Session
9:00 AM - 10:20 AM
Beacon A
TBA

Innovative Strategies for Training in Behavior Analysis (Research to Practice)
Chair: Darrel E. Bostow (University of South Florida)

What Should a Graph Look Like? Experimental Evaluation of Web Tutorial Interactivity. Reinaldo L. Canton, DARREL E. BOSTOW, Darrel Davis, Michael Cohen and Gudmundur Heimisson (University of South Florida)

Teaching Applied Behavior Analysis Using Digital Video Tutorials. PAUL LUYBEN (SUNY College at Cortland)

Developing an ABA Program Using Existing Resources. CRISS WILHITE (California State University, Fresno)

#432 Symposium
9:00 AM - 10:20 AM
Back Bay D
AUT/DDA

Intrinsic Program Coherence: An Integral Component of Curriculum Analysis and Development In Autism Intervention
Chair: Lillian V. Pelios (Elwyn Inc.)
Discussant: John C. Barnard (Burlington County Special Services)

The Concept of Intrinsic Program Coherence. STEIN K. LUND (Contingency Analysis and Perspective Corporation)

Say/Do Discrimination: A Structural Analysis of Responses and their Relationship to Complex Conditional Discrimination. JEFFERY D. BEVAN, Jr. and Kim Ring (Bancroft NeuroHealth)

Joint Attention and Its Relational Dependency to Adjunct Behaviors in Curriculum Development. BOBBI KAEPPLER and John Gardiner (Bancroft NeuroHealth) and Megan DePalma-Riley (Elwyn Inc.)

#433 International Symposium
9:00 AM - 10:20 AM
Commonwealth
EAB

Local Effects of Reinforcers: Reinforcer Sequences, Conditional Reinforcers, and Magnitude (Data-Based Presentation)
Chair: William M. Baum (University of California, Davis)
Discussant: M. Jackson Marr (Georgia Tech)

Choice, Reinforcement Magnitude, and Variable Reinforcing Environments. CARLOS F. APARICIO (University of Guadalajara) and William M. Baum (University of California, Davis)

The Effects of Runs of Reinforcers on Local Preference. CHRISTIAN ULRICH KRAGELOH, Michael Davison and Douglas Elliffe (University of Auckland)

Every Reinforcer Counts, But Do Conditional Reinforcers Count? MICHAEL DAVISON (University of Auckland) and William M. Baum (University of California, Davis)

#434 Panel Discussion
9:00 AM - 10:20 AM
Dalton
OTH

Professional Development Series: Graduate Training in Behavior Analysis Part V
Chair: Sharlet D. Butterfield (University of Nevada, Reno)

GREGORY P. HANLEY (University of Kansas)
THOMAS S. HIGBEE (Utah State University)
JENNIFER L. AUSTIN (University of South Florida)
MARY JANE WEISS (Rutgers University)

#435 Symposium
9:00 AM - 10:20 AM
Constitution A
DDA/AUT
CE

Relating Descriptive Analysis and Indirect Assessments to Functional Analysis Outcomes (Data-Based Presentation)
Chair: Timothy R. Vollmer (University of Florida)

Clarifying Variables Associated with Problem Behaviors Using Structured Descriptive Assessment. AMANDA J. MCALLISTER, Richard G. Smith, Bobby Buckner, Kimberly N. Smith, Anney R. Fahrenholz and Lana L. Kliethermes (University of North Texas)

Evaluation of the Treatment Utility of the Analog Functional Analysis and the Structured Descriptive Assessment. CARIE L. ENGLISH and Cynthia M. Anderson (West Virginia University)

Using LAG-Sequential Analyses to Describe Response-Stimulus Relations in the Natural Environment. ANDREW SAMAHA, Timothy R. Vollmer, Carrie Borrero, Kimberly Kahl, Claire St. Peter and Jason Bourret (University of Florida)

Using Multiple Respondents to Assess Agreement and Validity of Anecdotal Assessments. ANNEY R. FAHRENHOLZ, Richard Smith, Bobby Buckner, Kimberly N. Smith, Amanda J. McAllister and Jashmina N. Patel (University of North Texas)

#436 Symposium
9:00 AM - 10:20 AM
Fairfax B
EAB/TPC

Research Methodology in the Management of Dog Behavior (Data-Based Presentation)
Chair: Eduardo J. Fernandez (Indiana University)
Discussant: Karen Pryor (Sunshine Books, Inc.)

Response Blocking Facilitated by Use of the Gentle Leader® Collar in Treatment of Elicited Lunging in Dogs. JENNIFER SOBIE (Western Michigan University)

"Poisoning the Cue": The Effects of Combining Positive and Negative Reinforcement During Training. NICOLE BYRD and Jesus Rosales-Ruiz (University of North Texas)

Relative Victim/Aggressor Size as a Variable Affecting Efficacy of Response Cost as a Treatment in Inter-Dog Aggression in a Multi-Dog Family. JENNIFER SOBIE (Western Michigan University)

#437 International Symposium
9:00 AM - 10:20 AM
Fairfax A
EAB

Some Empirical Advances in Transformation of Function Research (Data-Based Presentation)
Chair: Jose Ortega (Universidad de Almería, Spain)

Auditory-Visual and Visual-Visual Equivalence Relations in Children. Paul M. Smeets, Dermot Barnes-Holmes and SARAH CRAIG (National University of Ireland, Maynooth)

Transfer of Contextual Control with Non-arbitrary Relations via the Emergence of Compound Stimuli. JOSE ORTEGA, M. Carmen Luciano Soriano and Olga Gutierrez (Universidad de Almería, Spain)

Comparing Associative and Relational-Frame Accounts of Transitive Inference: An Empirical Demonstration. Robert Whelan, Dermot Barnes-Holmes and SARAH CRAIG (National University of Ireland, Maynooth)

Transformation of Respondent Elicitation: Aversive Conditioning. Miguel Rodríguez (National University of Ireland), M. Carmen Luciano Soriano (Universidad de Almería, Spain), Dermot Barnes-Holmes (National University of Ireland, Maynooth) and OLGA GUTIERREZ (Universidad de Almería, Spain)

#438 International Symposium
9:00 AM - 10:20 AM
Conference Room 2
CBM/VRB

Strategies for Staying Present: A Rationale for an Experimental Analysis of Acceptance and Commitment Therapy
Chair: Jonathan H. Weinstein (University of Mississippi)

Strategies for Staying Present: A Rationale for an Experimental Analysis of Several Techniques Employed in Acceptance and Commitment Therapy. JONATHAN WEINSTEIN and Kelly G. Wilson (University of Mississippi)

Going Beyond Exposure: The Unique Contribution of Acceptance and Commitment Therapy in the Treatment of Anxiety Disorders. MARIA KAREKLA (University at Albany, SUNY), Jeffery D. White (University of Mississippi Medical Center) and Tiffany Fuse (University at Albany, SUNY)

Self-as-Context in Behavioral Change. KARA BUNTING and Steven C. Hayes (University of Nevada, Reno)

Implementing Metaphor in Acceptance and Commitment Therapy. CHAD E. DRAKE, Laura Ely and Kelly G. Wilson (University of Mississippi)

#439 Symposium
9:00 AM - 10:20 AM
Republic B
TPC/DDA
CE

Technology in Applied Behavior Analysis
Chair: Michael J. Cameron (Simmons College)
Discussant: Raymond Romanczyk (Binghamton University)

The MATLAB Profiler: A Model for Task Analysis Research. NED GULLEY (MathWorks)

Technology and Task Analysis Research. MICHAEL J. CAMERON (Simmons College)

I Can Identify That Data Path in Four Notes. ROBERT SHAPIRO (Simmons College)

#440 Symposium
9:00 AM - 10:20 AM
Liberty B
OBM

Verbal Networks in Behavioral Systems Analysis (Data-Based Presentation)
Chair: Ramona Houmanfar (University of Nevada, Reno)
Discussant: Mark P. Alavosius (Western Michigan University)

Using Behavioral Systems Analysis to Develop a Job Placement Service. LORI MILLER (Applied Behavior Consultants, Inc.) and Maria E. Malott (Malott & Associates)

"The Client is Always Right" But Do We Know What S/He Wants? JEFF WELLS (Division of Youth Corrections), Horacio Roman and Ramona Houmanfar (University of Nevada, Reno)

An Analog Study of the Impact of Rule Accuracy on Rumor in Organizational Settings. MELANY DENNY and Ramona Houmanfar (University of Nevada, Reno)

#441 Special Event
9:00 AM - 12:00 PM
Off-Site

Tour the New England Center for Children
Chair: Katherine E. Foster (The New England Center for Children)

The New England Center for Children, an applied educational organization serving children with autism for close to thirty years, is offering tours of its central school facility.

Come see applied behavior analysis in action across all our programs, from the intensive preschool to the day school to the residential school to the specialized unit for children with extreme challenging behaviors. NECC is top to bottom one of the most complete behavioral programs in the US with all 600 employees sharing a strong commitment to behavior analysis. An overview of our active research program and graduate education programs will also be presented.

Located 20 miles from the convention, NECC will provide round-trip transportation. To see this exceptional applied setting contact Mary Ellen Parzych at (508) 481-1015 ext. 3076 or via e-mail at mparzych@necc.org. Visit our website at www.necc.org to learn more about The New England Center for Children.

#442 Paper Session
10:00 AM - 10:20 AM
Berkeley
EDC

Effects of Motivational Speakers on Parent/Adolescent Dialogue
TINA VAZIN (Alabama State University)

#443 International Paper Session
10:00 AM - 10:50 AM
Beacon D
EAB

Equivalence 2
Chair: Harold L. Lobo (West Virginia University)

Emergence of Equivalence Relations Under Requirements of Low Response Latencies. GERSON Y. TOMANARI (University of São Paulo), Murray Sidman, Adriana R. Rubio (University of São Paulo) and William V. Dube (University of Massachusetts Medical School)

Studying Problem Solving Through Stimulus Equivalence: Solutions as Emergent Blends of Previous Behavior. HAROLD L. LOBO and Philip N. Chase (West Virginia University)

#444 Paper Session
10:00 AM - 10:50 AM
Gardner
EDC

Taking Advantage of Opportunities to Improve Learning
Chair: Travis McNeal (University of Nevada, Reno)

Analysis of Retakes as a Component for Mastery in a Personalized System of Instruction. TRAVIS MCNEAL and Ramona Houmanfar (University of Nevada, Reno)

Differential Availability of Extra Credit Has No Impact on Final Course Grade Distributions in Large Introductory Psychology Courses. JOHN DENCOFF and Gordon Hodge (University of New Mexico)

#445 Paper Session
10:30 AM - 11:20 AM
Beacon A
TBA

Generalization and Maintenance of Training Effects
Chair: Jan Weiner (California State University Fullerton)

Generalization and Maintenance of Positive Behavior Support: Training Effects After Graduation. JAN WEINER and Doreen Ferko (California State University, Fullerton)

A Systematic Approach to Generalization: Training and Data Collection. MARIELA VARGAS-IRWIN (Children's Evaluation Center)

#446 Paper Session
10:30 AM - 11:20 AM
Beacon B
CSE

Improving Behavioral Intervention in Community Settings (Research to Practice)
Chair: David Coleman (ML Services)

Getting Consent to Behavioral Intervention: What Every Clinician Should Know. ENNIO CIPANI (Alliant International University)

Delinquency Prevention and Treatment: Fertile Ground for Applied Behavior Analysis. DAVID COLEMAN (ML Services)

#447 Panel Discussion
10:30 AM - 11:20 AM
Dalton
OTH

Professional Development Series: Understanding the Publication Process
Chair: Rachel S. F. Tarbox (University of Nevada, Reno)

MICHELE D. WALLACE (University of Nevada, Reno)

#448 International Symposium
10:30 AM - 11:50 AM
Conference Room 2
CBM

Acceptance and Commitment Therapy: Core Principles and Measures (Data-Based Presentation)
Chair: Sinead Smyth (National University of Ireland, Maynooth)

Experiential Avoidance and ACT Measurement and Change Through Different Clinical and Sub-Clinical Cases. M. CARMEN LUCIANO SORIANO, Olga Gutiérrez and Marisa Páez (Universidad de Almería, Spain), Sonsoles Valdivia Salas (University of New Mexico) and Miguel Rodríguez (Universidad de Almería, Spain)

Verbal Processes in ACT Defusion Strategies. M. Carmen Luciano Soriano (Universidad de Almería, Spain), Michael J. Dougher, Brandi C. Fink and Derek Hamilton (University of New Mexico), Francisco Molina (Universidad de Almería, Spain), Sonsoles Valdivia Salas (University of New Mexico), Miguel Rodríguez and OLGA GUTIERREZ (Universidad de Almería, Spain)

Excessive Rule-Following and Depressive Symptomology. DAVID MCAULIFFE, Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Behavioral Processes Underlying ACT Defusion Methods: A Clinical-Experimental Preparation. M. CARMEN LUCIANO SORIANO, Francisco Molina, Sonsoles Valdivia Salas and Olga Gutierrez (Universidad de Almería, Spain), Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Miguel Rodríguez. (Universidad de Almería, Spain)

#449 International Symposium
10:30 AM - 11:50 AM
Back Bay D
AUT/VRB

Basic Processes Involved in Acquiring Language (Data-Based Presentation)
Chair: Gladys Williams (Proyecto de Intervención e Investigación en Niños con Autismo en Asturias, Oviedo)
Discussant: Joseph E., Spradlin (University of Kansas)

Teaching Color Selection to Children with Autism. Gladys Williams (Proyecto de Intervención e Investigación en Niños con Autismo en Asturias, Oviedo), LUIS ANTONIO PÉREZ-GONZÁLEZ (University of Oviedo, Spain) and Anna Beatriz Queiroz-Müller (Applied Behavioral Consultant Services)

Generalized Skill of Tacts, Selection of Pictures and Intraverbals in Normal-Developing Children and Children with Autism. LUIS ANTONIO PÉREZ-GONZÁLEZ and Carlota Belloso-Díaz (University of Oviedo, Spain), Gladys Williams (Proyecto de Intervención e Investigación en Niños con Autismo en Asturias, Oviedo), José Julio Carnerero (Centro Al Mudaris, Córdoba) and Lorena García (University of Oviedo)

Verbal Behavior Acquisition and Habilitation in a Girl with Autism. GLADYS WILLIAMS (Proyecto de Intervención e Investigación en Niños con Autismo en Asturias, Oviedo, Spain), Jennie Keller (Applied Behavioral Consultant Services), Luis Antonio Pérez-González (University of Oviedo, Spain)

#450 Symposium
10:30 AM - 11:50 AM
Fairfax B
EAB

Behavioral Research at the Zoo: How Behavioral and Environmental Manipulations Can Be Used to Promote Captive Animal Welfare (Data-Based Presentation)
Chair: Nicole Dorey (University of North Texas)
Discussant: William D. Timberlake (Indiana University)

Training Penguins to Interact with Enrichment Items for Lasting Effects. EDUARDO J. FERNANDEZ and William D. Timberlake (Indiana University)

The Effects of Environmental Arrangements and Reinforcement on the Stereotypic Behavior of Bears. NICOLE DOREY, Andrea Gamble and Jesus Rosales-Ruiz (University of North Texas)

Fixed-Time Food Schedules and Their Effects on Activity Patterns in Two Adult Polar Bears (Ursus Maritimus). EDUARDO J. FERNANDEZ and William D. Timberlake (Indiana University)

#451 International Paper Session
10:30 AM - 11:50 AM
Conference Room 3
CBM

Clinical Behavior Analysis Interventions
Chair: John Roll (University of California, Los Angeles)

Behavioral Family Therapy for Trichotillomania: A Case Study. WILLIAM DISCIPIO (Southampton College)

Acceptance and Commitment Therapy (ACT): A Treatment for Burnout in Palliative Caregivers. CRISTINA ORTEGA and Francisca López Ríos (Universidad de Almería, Spain)

Contingency Management for Treating Adolescent Cigarette Smoking. JOHN ROLL, Sharlyn Prakash and Joy Chudzynski (University of California, Los Angeles)

#452 Symposium
10:30 AM - 11:50 AM
Liberty B
OBM

Current Research in OBM (Data-Based Presentation)
Chair: Joseph R. Sasson (Western Michigan University)

The Comparative and Contributive Effects of Process and Human Performance Improvement Strategies. JOSEPH R. SASSON and John Austin (Western Michigan University)

Signing In as a Function of Odds of Winning a Daily Raffle. NICOLE E. GRAVINA (Western Michigan University), David A. Wilder (Florida Institute of Technology), Holly Ann White and Todd Fabien (University of the Pacific)

Utilizing Self-Monitoring to Increase Relevant Food Preparation Behaviors. RHIANNON M. FANTE and John Austin (Western Michigan University)

Using Task Clarification, Graphic Feedback, and Verbal Feedback to Increase Closing Task Completion in a Privately Owned Restaurant. NIC WEATHERLY, Nicole E. Gravina and John Austin (Western Michigan University)

#453 Symposium
10:30 AM - 11:50 AM
Clarendon
EDC/DDA
CE

Examining Variables That Influence Choice and Relative Reinforcer Value in Applied Settings (Data-Based Presentation)
Chair: Iser G. DeLeon (Kennedy Krieger Institute)

The Effects of Open Versus Closed Economies on Response Rate. KELLY COLLINS, Richard B. Graff, Robert Haupt and William H. Ahearn (The New England Center for Children)

Assessing Reinforcer Potency of High-Preference and Low-Preference Reinforcers Under Increasing Schedule Requirements. BECKY PENROD, Michele D. Wallace and Edwin J. Dyer (University of Nevada, Reno)

Assessment of Preference for Constant High-Quality Reinforcers Versus Varied Low-Quality Reinforcers. LEAH KOEHLER and Brian A. Iwata (University of Florida), Eileen M. Roscoe (The New England Center for Children), Natalie Rolider and Laura O'Steen (University of Florida)

A Further Evaluation of the Reinforcing Value of Choice. JEFFREY H. TIGER, Gregory P. Hanley, Emma Hernandez and Elizabeth C. Rusinko (University of Kansas)

#454 Symposium
10:30 AM - 11:50 AM
Constitution B
EAB/DDA

Experimental Analysis Procedures: Second Generation Issues Across Natural and Analogue Settings (Data-Based Presentation)
Chair: Jennifer M. Asmus (University of Florida)

Comparison of Functional Analysis Findings Across Home and School Settings. JENNIFER ANNE SELLERS, Jennifer M. Asmus and Maureen A. Conroy (University of Florida)

Application of Functional Analysis and Functional Communication Training in a Classroom Setting. Jennifer M. Neyman, Abigail Ferguson, Anjali Barretto, Kathleen A. Rice and K. MARK DERBY (Gonzaga University)

Antecedent Effects on Accuracy and Compliance in Young Children. ERIC W. BOELTER, David P. Wacker, Nathan A. Call and Todd Kopelman (University of Iowa)

Functional Analysis of Socially Withdrawn Behavior in Children with Autism. JENNIFER M. ASMUS, Maureen A. Conroy, Jennifer Anne Sellers, Brian Boyd, Elizabeth Weeks, A. Katherine Matzen and Crystal N. Ladwig (The University of Florida)

#455 Symposium
10:30 AM - 11:50 AM
Berkeley
EDC/AUT

Generalized Visual Antecedents and Dynamic Visual Feedback Mechanisms in Parent and Staff Training (Data-Based Presentation)
Chair: Eric V. Larsson (LIFE Midwest)

Training Parents to Generalize Skills from Highly Structured Learning Environments to the Natural Home and Community Environments. CHARRYSE FOQUETTE and Kimberly A. Schulze (St. Cloud State University) and Eric V. Larsson (LIFE Midwest)

Visual Antecedents and Visual Feedback Mechanisms for Dynamic Parent Training. KARA L. RIEDESEL and Eric V. Larsson (LIFE Midwest)

Evaluation of Procedures for Generating Greeting Responses of Preschool Teachers. EINAR T. INGVARSSON and Gregory P. Hanley (University of Kansas)

An Evaluation of the Effectiveness of Parent Training Using Recommendations, Graphic Feedback, and Data Collection on Parent and Child Behavior. MELISSA J. GARD (LIFE Midwest), Glen W. White (University of Kansas) and Eric V. Larsson (LIFE Midwest)

#456 International Paper Session
10:30 AM - 11:50 AM
Commonwealth
EAB

Matching
Chair: Kelly Banna (Auburn University)

Rapid Acquisition in Concurrent Chains and the Provenance of Matching. RANDOLPH C. GRACE, Darren R. Christensen and Mark E. Berg (University of Canterbury)

Bias in the Generalized Matching Law is Not Independent of Reinforcement. JAMES S. MACDONALL (Fordham University)

Application of the Matching Relation to Choice Behavior in the Bluegill Sunfish (Lepomis Macrochirus). KELLY BANNA, Ashley Akins, James Cardwell, Chauncey Holder and M. Christopher Newland (Auburn University)

#457 Symposium
10:30 AM - 11:50 AM
Back Bay A
DDA/CSE
CE

Positive Program Evaluation Outcomes at the National, State, and Local Level (Data-Based Presentation)
Chair: Jennifer Zarcone (University of Kansas)
Discussant: Alan E. Harchik (The May Institute)

Normative- and Competency-Based Means of Evaluating Staff Training in Positive Behavior Support. Dennis Reid, MARSHA PARSON and Carolyn W. Green (Carolina Behavior Analysis and Support Center) and David Rotholz (University of South Carolina)

Program Evaluation of a Statewide Training Program for Individuals with Disabilities Using Positive Behavior Support. RACHEL FREEMAN (University of Kansas), Katie Hine (Parsons State Hospital and Training Center), Jennifer Zarcone, Christopher Smith, Donna Wickham and Pat Kidwell (University of Kansas)

Evaluating Program Satisfaction of People with Severe Disabilities with Direct Observation Technology. MARTIN IVANCIC (Western Carolina Center)

#458 Symposium
10:30 AM - 11:50 AM
Constitution A
DDA/EDC

Real-Time Data Collection: Impact of Context and Data Collection Methods on the Measurement and Analysis of Behavior (Data-Based Presentation)
Chair: A. Katherine Matzen (University of Florida)
Discussant: Benjamin W. Smith (University of Texas at Austin)

How Much Is Enough? An Examination of Behavioral Sampling. MAUREEN A. CONROY, Jennifer M. Asmus and Crystal N. Ladwig (University of Florida), William H. Brown (University of South Carolina at Columbia)

Contextual Influences on Sequential Relations in the Study of Classroom Interactions. JOSEPH WEHBY (Peabody College of Vanderbilt University)

Observational Research Methodology, Sequential Analysis. JOHN HOCH, Jennifer J. McComas and Frank J. Symons (University of Minnesota)

#459 Symposium
10:30 AM - 11:50 AM
Beacon H
CSE/TBA
CE

Self-Management and Data Collection of Fitness-Related Behaviors (Data-Based Presentation)
Chair: Ralph N. Pampino, Jr. (Quality Behavioral Outcomes)
Discussant: Amanda Nicolson Adams (Fitness Evolution)

QBO Self-Management Data Collection: Practicing What We Preach. RALPH N. PAMPINO, Jr., Donald A. Wachelka and Jennifer MacDonald (Quality Behavioral Outcomes)

Shaping a Triathlete via Self-Monitoring. JEANNE M. BROWER (Northern Illinois University)

Self-Managed Performance Improvement in Elite-Level Sport Climbing. RICHARD K. FLEMING (University of Massachusetts Medical School)

#460 Symposium
10:30 AM - 11:50 AM
Republic B
TPC/EDC
CE

The Future of Online Journals: *The Behavior Analyst Today* and *Journal of Early Intensive Behavior Intervention*
Chair: Joseph Cautilli (Children's Crisis Treatment Center)

Submission Guidelines for the *Journal of Early Intensive Behavior Intervention*. JOSEPH CAUTILLI (Children's Crisis Treatment Center)

The Five Year Plan for the *Journal of Early Intensive Behavior Intervention*. DAVID REITMAN (Nova Southeastern University)

The Future of the *Behavior Analyst Today*. MICHAEL WEINBERG (Devereux Florida)

The *Behavior Analyst Today*: Future Directions and Trends of an Online Behavior Analysis Journal. MARGARET HANCOCK (Delaware County Intermediate Unit)

#461 Symposium
10:30 AM - 11:50 AM
Back Bay C
AUT
CE

Training Issues in Applied Behavior Analysis (Data-Based Presentation; Research to Practice)
Chair: Gerald Harris (Texas Young Autism Project)

Acquisition of ABA Treatment Skills: In-vivo Versus Video Modeling. TREA DRAKE, Catriona Borg-Hansen, Geri Harris and Gerald Harris (Texas Young Autism Project)

Generalization of Parent Training: A Comparison Study. ALLISON TETREAULT, Alexis Hyde-Washmon and Gerald Harris (Texas Young Autism Project)

Training and Generalizing Interaction Skills with Siblings of Children with Autism. WENDY NEELY, Candice Floyd and Gerald Harris (Texas Young Autism Project)

#462 Symposium
10:30 AM - 11:50 AM
Fairfax A
EAB

Transitive Repertories, Linked Perceptual Classes, and Generalized Equivalence Classes (Data-Based Presentation)
Chair: Antonios Varelas (Queens College/SUNY)

Transitivity-Indicative Performances During and After Two Transitivity Induction Procedures. ANTONIOS VARELAS, Lanny Fields (Queens College/SUNY)

Relational Strength Among Stimuli in Linked Perceptual Classes: A Chronometric Analysis. KIM SHAMOUN, Danielle Tittelbach and Lanny Fields (Queens College/CUNY)

The Expansion of Linked Perceptual Classes to a Generalized Equivalence Class. TRICIA MOSS, Adrienne Fitzer and Lanny Fields (Queens College/CUNY)

#463 International Symposium
10:30 AM - 11:50 AM
Back Bay B
AUT

Using Empirically-Based Developmental Research to Guide EIBI Intervention Outcomes and Techniques. (Data-Based Presentation)
Chair and Discussant: Douglas Lee (Behavioral Solutions, Inc.)

Comparing and Contrasting the Effect of Compliance and Comprehension Training in Non-compliant Children with PDD. LAURA PELLETIER, Gary Unser and Ray Hoffarth (EIBI Program, Lethbridge) and Douglas Lee (Behavioral Solutions, Inc.)

Teaching Autistic Children to Understand the Role That Looking Plays in Revealing Another's Desired Goal. GARY UNSER, Laura Pelletier and Ray Hoffarth (EIBI Program, Lethbridge) and Douglas Lee (Behavioral Solutions, Inc)

Using Multiple Exemplars to Teach Children with PDD to Use Appropriate Descriptors. DOUGLAS LEE (Behavioral Solutions, Inc.), Laura Pelletier, Gary Unser and Ray Hoffarth (EIBI, Lethbridge)

#464 International Paper Session
11:00 AM - 11:50 AM
Beacon D
EAB

Matching to Sample 1
Chair: Erik Arntzen (Akershus University College)

Re-conceptualising the Contingencies of Reinforcement in Matching-to-Sample Tasks. MAX JONES (University of Auckland)

"Rehearsal" in Delayed Matching to Sample and Stimulus Equivalence. ERIK ARNTZEN (Akershus University College)

#465 Symposium
11:00 AM - 12:20 PM
Gardner
EDC/CBM
CE

Student Behavior Problems: OCD with Tourette's; Brain Injury; Highschool SAC Class: Interventions and Metacontingencies (Data-Based Presentation)
Chair: Janet Ellis (University of North Texas)

Effects of Fluency Versus Accuracy-Only Training on Retention in Children with Brain Injury. CHRIS EWING (Timber Ridge Ranch)

School Avoidance Problem Behavior in a Student Diagnosed with OCD and Tourette's Syndrome. VERONICA DELGADO (University of North Texas)

Effects of Motivational Variables on Student Behavior in a High School Social Adjustment Classroom. MEDEA RAWLS and Brook Wheetley (University of North Texas)

Metacontingencies in Current Educational Practices: No Child Left Behind? JANET ELLIS (University of North Texas)

#466 International Symposium
11:30 AM - 12:50 PM
Beacon B
EDC/AUT

Derived Stimulus Relations Across Applied Settings (Data-Based Presentation)
Chair: Geraldine Leader (National University of Ireland, Galway)
Discussant: Olive Healy (Cork CABAS School)

Stimulus Equivalence and Non-arbitrary Relational Responding in Children. GERALDINE LEADER and Ian T. Stewart (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Derived Relational Responding in Accordance with the Relations of Better and Worse by Children with Autism Spectrum Disorder. MARCIA WARD (Drogheda CABAS School), Olive Healy (Cork CABAS School), John Tanner Blackledge and Cynthia R. Blackledge (University of Nevada, Reno) and Geraldine Leader (National University of Ireland, Galway)

Teaching Money Skills Through Stimulus Class Formation. SUSAN WALLACE (Cork CABAS School), Geraldine Leader (National University of Ireland and Galway), Olive Healy (Cork CABAS School) and Harry Mackay (Shriver Center)

#467 Symposium
11:30 AM - 12:50 PM
Beacon A
TBA/TPC

Teaching Pre-service and In-service Teachers to Conduct Functional Behavior Assessment (FBA) and FBA-Based Interventions
Chair: Robert Morgan (Utah State University)
Discussant: Stephanie M. Peterson (The Ohio State University)

Teaching Pre-Service Post-graduate Special Education Personnel to Develop Functional Intervention Plans. JO WEBBER (Texas State University, San Marcos)

Using a Flowchart to Help Teachers Link Behavioral Function to Intervention Strategies. HEATHER HUBER and Jennifer L. Austin (University of South Florida)

Pre-service Teachers as Functional Behavior Assessment (FBA) Practitioners: Assessing Outcomes and Fidelity of Procedures. ROBERT MORGAN and Bryan J. Davey (Utah State University)

#468 Paper Session
12:00 PM - 12:50 PM
Fairfax B
EAB

***Journal of Applied Behavior Analysis* Data**
Chair: Margaret Cowles (Minnesota State University)

Generality in the *Journal of Applied Behavior Analysis* from 1968-2003. MARGARET COWLES, Daniel Houlihan, Jeremy Husfeldt and Tonya Diesen (Minnesota State University)

Trends of Single Subject Research Designs in *Journal of Applied Behavior Analysis* from 1968-2003. MARGARET COWLES, Daniel Houlihan, James Snyder, Jeremy Husfeldt, Tonya Diesen and Amy Ornat (Minnesota State University)

#469 Paper Session
12:00 PM - 12:50 PM
Beacon D
EAB

Matching to Sample 2
Chair: Joseph Cermak (University of North Texas)

The Effects of Discriminability of Sample and Comparison Stimuli on the Acquisition of Conditional Discriminations in Adult Humans. YUSUKE HAYASHI and Manish Vaidya (University of North Texas)

Pigeons' and Children's Performance on an Identity Match-to-Sample Task Under Fixed Ratio Schedules. JOSEPH CERMAK and Manish Vaidya (University of North Texas)

#470 International Symposium
12:00 PM - 1:20 PM
Constitution A
DDA/TPC

Applying Sequential and Matching Analysis (Data-Based Presentation)
Chair: Frank Symons (University of Minnesota)

Sequential and Matching Analysis of Destructive and Pro-social Verbal Behavior. JENNIFER J. MCCOMAS, John Hoch and Frank J. Symons (University of Minnesota)

Applying Lag Sequential Analysis to Predict Student Troubling Behavior and Escalations by Teacher Instructional and Behavior Support Practices. BENJAMIN W. SMITH (University of Texas at Austin)

Behaviour Disorder and Acquired Brain Injury: An Applied Behaviour Analytic Approach Using Lag Sequential Analysis. BARZAN RAHMAN, Christopher Oliver and Nick Alderman (University of Birmingham)

A Molar Interpretation of the Allocation of Teacher Instruction Toward Students with Emotional and Behavioral Disorders. JOSEPH WEHBY (Peabody College of Vanderbilt University)

#471 International Paper Session
12:00 PM - 1:20 PM
Back Bay C
AUT

Behavioral-Cognitive Approaches to Promote Social Interaction
Chair: Emily Jones (Southampton College)

Joint Attention Intervention for Children with Autism. EMILY JONES (Southampton College), Edward Carr (SUNY, Stony Brook) and Kathleen Feeley (Southampton College)

The Effects of Theory-of-Mind and Social Skills Training Program on Social Interaction for Fifth-Grade Students with Autism. HUA FENG and Shu-ling Tsai (B .F. Skinner Foundation for Taiwan)

Teaching Adolescent Students to Respect Social Boundaries. ELIZABETH MARTINEAU and Alysun Stephens (Nashoba Learning Group)

#472 International Paper Session
12:00 PM - 1:20 PM
Commonwealth
EAB

Changeover
Chair: Ángel Jiménez (University of Guadalajara)

Stay and Switch Reinforcers When Using a COD: Within-Subjects Comparisons. JAMES S. MACDONALL (Fordham University)

Haloperidol, Choice Behavior, and Dynamic Fixed-Ratio Changeover Requirements. CARLOS F. APARICIO, Francisco Velasco and Jorge A. Balderrama (University of Guadalajara)

Varying the Changeover Requirement in Dynamic Reinforcing Environments. ÁNGEL JIMÉNEZ and Carlos F. Aparicio (University of Guadalajara)

#473 Symposium
12:00 PM - 1:20 PM
Back Bay B
AUT/VRB

Empirically Supported Strategies to Get to Meaningful Outcomes for Children with Autism (Data-Based Presentation)
Chair: Kevin P. Klatt (University of Wisconsin, Eau Claire)
Discussant: Shahla S. Ala'i Rosales (University of North Texas)

The Effects of Deprivation/Satiation and Preferences on Manding for Children with Autism. ELLIE C. MAUEL and Kevin P. Klatt (University of Wisconsin, Eau Claire)

Utilizing Functional Assessment and Behavior Support to Decrease Challenging Behaviors in a Young Child with Autism. AMANDA L. TYRRELL, Nanette L. Perrin, Katie L. Zerr and Jamie D. Price (Community Living Opportunities, Inc.), James A. Sherman and Jan B. Sheldon (University of Kansas)

Helping Families Evaluate Fad Treatments for Children with Autism. SHANNON KAY (The May Institute)

#474 Symposium
12:00 PM - 1:20 PM
Beacon H
CSE/DDA
CE

Establishing Quality Outcomes for Individuals with Severe Challenging Behaviors (Data-Based Presentation)
Chair: Stephen Anderson (Summit Educational Resources)
Discussant: Paul Dores (Private Practice)

Periodic Use of Brief Functional Analysis to Manage Behavior Maintained by Changing Environmental Variables. JOHN STOKES and Patricia Finney (Vinfen Corporation) and Michael F. Dorsey (Simmons College)

A Multiple Treatment Approach to Address Challenging Behaviors in a Young Boy with Autism. FRANK L. BIRD (Melmark New England)

A Multidimensional Approach to Reducing Behavior Problems in a Young Child with Autism. MARCUS THOMEER, Douglas King, Christopher Nalbach, Gretchen Costantino and Stephen Anderson (Summit Educational Resources, Inc.)

#475 Symposium
12:00 PM - 1:20 PM
Constitution B
DDA/CBM
CE

Manipulating Response and Reinforcement Parameters in the Treatment of Problem Behavior (Data-Based Presentation)
Chair: Iser G. DeLeon (Kennedy Krieger Institute)

Treatment of Escape Maintained Behavior and Reinforcer Choice. TIFFANY KODAK, Dorothea C. Lerman, Mandy P. Parden, Laura R. Addison, Nicole Trosclair and Valerie M. Volkert (Louisiana State University)

Examination of Reinforcement Parameters in the Assessment and Treatment of Attention Maintained SIB. CHRISTOPHER J. PERRIN and April S. Worsdell (Bancroft NeuroHealth)

Acquisition, Efficacy, and Relative Response Strength of Selection- and Topography-Based Mands During FCT. LISA M. TOOLE, Iser G. DeLeon, Cindy Terlonge and Sherry L. Spencer (Kennedy Krieger Institute) and Ingibjorg Sveinsdottir (University of Maryland, Baltimore County)

Comparison of Maintaining Versus Arbitrary Noncontingent Reinforcement Procedures Without Extinction. EILEEN M. ROSCOE and Nancy A. Perhot (The New England Center for Children)

#476 Symposium
12:00 PM - 1:20 PM
Back Bay A
DDA/AUT

Relational Frame Theory: Implications for Training and Treatment
Chair: David Rourke (Fransican Children's Hospital)

The Role of Relational Frame Theory in Staff Training. ROBYN STEWART (Simmons College)

Relational Frame Theory: Implications for Parent Training. HEATHER LEWIS (Simmons College)

Using Antecedent-Based Strategies to Expand a Child's Repertoire of Accepted Foods: The Application of Relational Frame Theory. KARA MUIRHEAD (Simmons College)

Relational Frame Theory for the Treatment of Asperger's Syndrome. Akari Hayashi and DAVID ROURKE (Franciscan Children's Hospital)

#477 Symposium
12:00 PM - 1:20 PM
Fairfax A
EAB
Relations Among Stimuli in Equivalence Classes (Data-Based Presentation)
Chair: Lanny Fields (Queens College/SUNY)

The Nodal Structure of Equivalence Classes: Background. LANNY FIELDS and Mari Wantabe (Queens College/CUNY)

Effects of Nodal Structure on the Bifurcation of Equivalence Classes. MARI WATANABE and Lanny Fields (Queens College/CUNY)

Stimulus Control During the Acquisition of Conditional Discriminations: A Kernel Analysis. MICHELLE GARRUTO, Lanny Fields and Mari Watanabe (Queens College/CUNY)

#478 Symposium
12:00 PM - 1:20 PM
Back Bay D
AUT/EAB

The Effects of Fluency-Based Training on Young Children with Autism (Data-Based Presentation)
Chair: Helen Bloomer (Crossroads Center for Children)
Discussant: Laura Lynch (Crossroads Center for Children)

Effects of Fluency on the Retention of Speech Goals in a Child with Autism. MEGAN L. DAIGLE and Helen Bloomer (Crossroads Center for Children)

Increasing Retention of Speech and Language Goals Using Fluency Procedures. MICHELLE GOLDMAN, Helen Bloomer and Megan L. Daigle (Crossroads Center for Children)

The Effects of Fluency Procedures on Social Skills of Children with Autism. KELLY A. YOUNG, Jillian Dennick and Helen Bloomer (Crossroads Center for Children)

#479 Symposium
12:00 PM - 1:20 PM
Clarendon
EDC/VRB

The Effects of Observational Learning on Textual and Speaker Repertoires of Verbal Behavior (Data-Based Presentation)
Chair: Denise Ross (Columbia University Teachers College)

Preschool Students with and Without Observational Learning and Generative Verbal Behavior Repertoires. JEANNE MARIE SPECKMAN, Mapy Chavez Brown, Anjalee Nirgudkar and Lauren Stolfi (Columbia University Teachers College)

The Generalization and Collateral Effects of Verbally Governed Behavior in Mathematical Operations Under Peer Tutoring Conditions. R. Douglas Greer and GRANT GAUTREAUX (Columbia University Teachers College)

The Listener Role in Textual Responding. DANA VISALLI and R. Douglas Greer (Columbia University Teachers College)

Observational Learning of Sequelics and Conversational Units as a Result of Verbal Emersion. Robin Nuzzolo Gomez and JANET SOLORZANO (Columbia University Teachers College)

#480 Symposium
12:00 PM - 1:20 PM
Berkeley
EDC

Using Behavior-Based Interventions with an Instructional Focus to Decrease Problem Behavior and Strengthen Academic Performance
Chair: Mack D. Burke (University of Georgia)
Discussant: Philip L. Gunter (Valdosta State University

Making PAR: Using Effective Instructional Strategies to Promote Positive Academic Responding. SHANNA MILLEN, Teri Lewis-Palmer and Robert H. Horner (University of Oregon)

Effects of Academic Interventions for Escape-Maintained Behaviors on the Task Engagement of an Elementary Student. MARIA F. WYNNE (University of Georgia), Shanna Hagan-Burke (University of Oregon) and Mack D. Burke (University of Georgia)

Effects of an Academic Self-Monitoring Strategy on the Escape-Maintained Behaviors of an Elementary Student. CLAY CROWDER and Mack D. Burke (University of Georgia) and Shanna Hagan-Burke (University of Oregon)

#481 Symposium
12:30 PM - 1:50 PM
Gardner
EDC/OTH

Training and Supporting Teachers to Implement Effective Classroom Management Practices
Chair: Teri Lewis-Palmer (University of Oregon)
Discussant: Ronnie Detrich (Spectrum Center)

The Use of Real-Time Observation Feedback on Pre-service Teachers Instructional Behaviors in Elementary Special Education Classroom Settings. EMMA J. MARTIN, Teri Lewis-Palmer, Kathy Jungjohann and Shanna Millen (University of Oregon)

The Classroom Check-Up: a Brief Intervention to Reduce Student Problem Behaviors Through Classroom Teaching Practices. WENDY REINKE and Teri Lewis-Palmer (University of Oregon)

The Relation Between Problem Behavior, Achievement, and Teacher Distribution of Attention. KATHERINE B. FALK and Joseph Wehby (Vanderbilt University)

#482 Special Event

12:30 PM - 3:30 PM
Off-Site

Tour the New England Center for Children
Chair: Katherine E. Foster (The New England Center for Children)

The New England Center for Children, an applied educational organization serving children with autism for close to thirty years, is offering tours of its central school facility.

Come see applied behavior analysis in action across all our programs, from the intensive preschool to the day school to the residential school to the specialized unit for children with extreme challenging behaviors. NECC is top to bottom one of the most complete behavioral programs in the US with all 600 employees sharing a strong commitment to behavior analysis. An overview of our active research program and graduate education programs will also be presented.

Located 20 miles from the convention, NECC will provide round-trip transportation. To see this exceptional applied setting contact Mary Ellen Parzych at (508) 481-1015 ext. 3076 or via e-mail at mparzych@necc.org. Visit our website at www.necc.org to learn more about The New England Center for Children.

#483 Paper Session
1:00 PM - 1:50 PM
Beacon A
TBA

Professional Standards in Behavior Analysis
Chair: Jose A. Martinez-Diaz (Florida Institute of Technology)

Raising the Bar: A Case for Raising Professional Standards. JOSE A. MARTINEZ-DIAZ (Florida Institute of Technology)

Achieving Training That is Standard for the Field. LISA GURDIN and Karen Gould (The May Institute)

It was said by those who took the courses, that Israel Goldiamond's University of Chicago two quarter sequence in Behavior Analysis & Programs was equivalent to a Ph.D. program elsewhere. While perhaps somewhat of an exaggeration, the effect of the courses was indeed profound. Those who worked with Dr. Goldiamond knew that much of the course content came from a text developed at the Institute for Behavioral Research under contract with the U. S. Surgeon General. This text is now being made available by the **Cambridge Center for Behavioral Studies**, and has been prepared and edited for current use by Dr. Paul Andronis.

Come to the ABA bookstore to see this amazing work:

Goldiamond & Thompson's
The Functional Analysis of Behavior
Edited by Paul Thomas Andronis, Ph.D.

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Harold Lobo (West Virginia University)

Casey Ludwick (Western Michigan University)

Kerrie Lum Lock (Florida International University)

Kirsty MacIver (University of North Texas)

Amber Maki (St. Cloud State University)

Julie Marckel (The Ohio State University)

Julie Marusich (University of Florida)

Amantha Massey-McLaughlin (University of Nevada, Reno)

Ellie Mauel (University of Minnesota)

Amanda McAllister (University of North Texas)

Elizabeth McCallum (University of Tennessee)

Jennifer McDonald (Washington State University)

Louise McHugh (National University of Ireland, Maynooth)

Kent McIntosh (University of Oregon)

Eric Messick (University of Waikato)

Monica Miller (University of North Carolina, Charlotte)

Dipti Mudgal (University of Southern Mississippi)

Heather Mummaw (Florida State University, Panama City)

Corinne Murphy (Ohio State University)

Shobana Musti-Rao (The Ohio State University)

Adel Najdowski (University of Nevada, Reno)

Nidal Najjar (The Graduate Center, CUNY)

Alice Nanda (Georgia State University)

Jennifer Napp (The Institute of Professional Practice)

Elizabeth Nulty (Southern Illinois University, Carbondale)

Renee Oliver (University of Tennessee)

Elizabethann O'Shields (West Virginia University)

Darian Parker (University of Nevada, Las Vegas)

Susan Parker-Singler (Southern Illinois University, Carbondale)

Anna Petursdottir (Western Michigan University)

Anna-Lind Petursdottir (University of Minnesota)

Amanda Philyaw (University of Arkansas at Little Rock)

Erin Pitts (James Madison University)

Christopher Podlesnik (Utah State University)

Jenna Pollard (University of North Texas)

Diana Posadas-Sanchez (Arizona State University)

Katherine Powers (Mississippi State University)

Jason Prenoveau (University at Albany, SUNY)

Barzan Rahman (University of Birmingham, UK)

Bethany Raiff (University of Florida)

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The Masters of Science in Psychology

Concentration in Behavior Analysis

California State University, Stanislaus

Turlock, California

- integration of theory, research, and practice
- scientist practitioner model
- clinical work informed by empirically-validated treatment literature
- accredited for graduate training by the *Association for Behavior Analysis*
- meets requirements for licensure as a California ***Marriage Family Therapist*** and certification as a ***Board Certified Behavior Analyst®***

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Bruce E. Hesse, Ph.D., BCBA (Western Michigan University)
Jane S. Howard, Ph.D., BCBA (Western Michigan University)
Gary Novak, Ph D , BCBA (State University of New York at Stony Brook)
Gina M. Pallotta, Ph D. (West Virginia University)
William F. Potter, Ph D., BCBA (Western Michigan University)

TRAINING MODEL & MENTORING PRACTICES

- continuum of learning experiences to ensure beginning professional competencies
- systematic use of effective instructional methodologies
- close mentoring by faculty during practica and research activities

INFORMATION AND CONTACT

Bill Potter, Ph.D., Director, Graduate Program
(209) 667-3518 phone
(209) 664-7067 fax
wpotter@athena.csustan.edu
http://psyc.csustan.edu/Program/graduate/behavior_analysis/

California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, CA 95382

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ABA 2004 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 initial)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS 2

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area and/or country codes)

HOME TELEPHONE # (please include area and/or country codes)

FAX # (Include area and/or country codes)
❑ Home ❑ Work

E-MAIL

Convention Name Badge

Print your name as you would like it on your badge

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

Method of Payment

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

☐Amex ☐ MasterCard ☐ Visa ☐ Discover

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

Name as it appears on you card

Card Number

Expiration Date

Signature

Note: To register for the convention at the member rates, you must be a member for the 2004 calendar year. If you do not wish to renew your membership for 2004, you must register as a non-member. ***All presenters and authors must register for the convention.***

Pre-registration will end May 17. No registration forms received by the ABA office After this date will be processed. On-site registration will open at 7:00am Friday, May 28.

Convention Registration

A discount is available for early payment of registration fees. If your registration is postmarked before March 15, 2004, send the amount listed in the "before" 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 the Entire Convention

(Saturday 5/29 – Tuesday 6/1) ***Circle*** your membership category from the list below.

Fill in the appropriate amount:
$_____

Category	**Before 3/16**	**After 3/15**
Sustaining, Supporting, Full or Affiliate	☐$106.00	☐$126.00
Emeritus and Student	☐$53.00	☐$63.00
Chapter-Adjunct	☐$137.00	☐$157.00
Non-member	☐$253.00	☐$273.00

One-Day Registration.

Circle day(s) attending:

Saturday 5/29 Sunday 5/30

Monday 5/31 Tuesday 6/1

Circle your membership category from the list below and fill in the appropriate amount (fee X # of days):
$_____

Category	**Before 3/16**	**After 3/15**
Sustaining, Supporting, Full or Affiliate	☐$53.00	☐$63.00
Emeritus and Student	☐$53.00	☐$63.00
Chapter-Adjunct	☐$71.00	☐$81.00
Non-member	☐$94.00	☐$104.00

Sweatshirts with Boston 2004 Design
-Adult Sizes: M L XL XXL / $34 ea. .....$_____

Hooded Sweatshirts with Boston 2004 Design
-Adult Sizes: M L XL XXL / $38 ea. .....$_____

Short-Sleeved T's with Boston 2004 Design
-Adult Sizes: M L XL XXL/ $24 ea. .....$_____
-Youth Sizes: S M L / $18 ea. .....$_____

Long-Sleeved T's with Boston 2004 Design
-Adult Sizes: M L XL XXL / $28 ea. .....$_____

Boston 2004 Mug / $12 ea. .....$_____

Donation to Support Student Presenters .....$_____

Total Workshop Payment (from p. 298) .....$_____

Total Payment Enclosed: $_____

Note: A $25 processing fee will be charged for registration refunds up to May 2, 2004. After May 2, no refunds will be granted.

ABA 2004 Workshop Registration Form

Enter the total fees on the reverse of this form and on page 296 under "Workshop Fee Total". DO NOT SELECT overlapping workshops. All fees may be paid by check or credit card. Receipts and registration materials will be at the Pre-registration desk at the convention. You will not receive a receipt by mail. All workshops are subject to cancellation due to insufficient enrollment.

Friday, May 28, 10 a.m. – 5 p.m.

1. **A Curriculum for an Intensive, Early Intervention Program for Children with Autism...**
   Members: $160 Non-members: $175
2. **Childhood Psychiatric Disorders: Assessment and Treatment from a Behavioral Perspective**
   Members: $135 Non-members: $150
3. **Educating Through Movement...**
   Members: $140 Non-members: $155
4. **Examination of the Intermediate Bridge, with Applications**
   Members: $145 Non-members: $160
5. **Intensive Early Intervention: A Comprehensive Staff Training System for Behavior Therapists**
   Members: $137 Non-members: $152
6. **Learning and Teaching Mathematics with the Morningside Model of Generative Instruction**
   Members: $225 Non-members: $240
7. **Professional and Research Ethics for Behavioral Psychologists**
   Members: $135 Non-members: $150
8. **Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services**
   Members: $130 Non-members: $145
9. **Promoting Speech and Language in Children with Autism...**
   Members: $170 Non-members: $185
10. **Relational Frame Theory: Implications for Clinical Behavior Analysis**
    Members: $125 Non-members: $140
11. **The Client-Therapist Relationship in Psychotherapy: The Pot of Gold at the End of a Functional Analysis**
    Members: $140 Non-members: $155
12. **The Smart and Sensitive Parenting Program (SSPP): Teaching Parents Behavior Analytic Skills**
    Members: $130 Non-members: $145
13. **Using Organizational Behavior Management Skills to Develop Programs for Human Services**
    Members: $130 Non-members: $145
14. **Values, Defusion, and Mindfulness in Acceptance and Commitment Therapy**
    Members: $145 Non-members: $160
15. **Verbal Behavior Practices Applied to Children with Developmental Disabilities**
    Members: $175 Non-members: $190

Friday, May 28, 10 a.m. – 1 p.m.

16. **Behavior Intervention Plans: Guidelines, Clinical Accuracy, and Implementation**
    Members: $78 Non-members: $93
17. **Clinical Management of Tourette's...**
    Members: $70 Non-members: $85
18. **Consulting the Behavioral Way: ...**
    Members: $70 Non-members: $85
19. **Evaluating the Efficacy of Autism Programs: Making Evidence-Based Decisions**
    Members: $95 Non-members: $110
20. **Graphing with Excel**
    Members: $75 Non-members: $90
21. **Writing a Quality Behavioral Intervention Plan Based on a Functional Behavior Assessment**
    Members: $90 Non-members: $105

Friday, May 28, 2 p.m. – 5 p.m.

22. **Capacity Building: Expanding Autism Services**
    Members: $95 Non-members: $110
23. **Creating Academic Programs for Children with Autism and other Disabilities Using Microsoft PowerPoint**
    Members: $75 Non-members: $90
24. **Everyday Ethics of Behavior Analysts Serving People with Mental Retardation and Related Disabilities**
    Members: $80 Non-members: $95
25. **Improving Quality of Life for People with Profound Multiple Impairments**
    Members: $70 Non-members: $85
26. **Using CyberRat Effectively: Instructor Workshop on Assignment Designs and Student Progress**
    Members: $70 Non-members: $85
27. **Using Skinner's Verbal Behavior to Analyze Pure and Impure Verbal Operants to Improve Communication-Training Interventions**
    Members: $95 Non-members: $110

Friday May 28, 6 p.m. – 9 p.m.

28. **Correcting Student Errors During Instruction**
    Members: $190 Non-members: $205
29. **Designing Organizational Change Initiatives**
    Members: $70 Non-members: $85
30. **Developing ABA Programs for Children with Autism in the Public Schools**
    Members: $90 Non-members: $105
31. **Developing Effective Teaching Strategies Using The Assessment of Basic Language and Learning Skills (The ABLLS)**
    Members: $75 Non-members: $90
32. **Discrete and Sequential Data Collection and Analysis Strategies Using Computer Technology...**
    Members: $195 Non-members: $210
33. **Doing the Research: Strategies and Designs for Conducting...**
    Members: $90 Non-members: $105
34. **Ethical Issues in Home-Based Behavioral Intervention**
    Members: $85 Non-members: $100
35. **Implementation of Behavior Strategies Through Team-Building**
    Members: $85 Non-members: $100
36. **Implementation of Stimulus Preference Assessments for Individuals with Developmental Disabilities**
    Members: $75 Non-members: $90
37. **Improve Your Oral Presentations**
    Members: $75 Non-members: $90

38. **Intensive Early Intervention: Basic Expressive, Receptive, and Operant Language Programming**
Members: $82 Non-members: $97

39. **OBM Part II: Performance Improvement Methods in Behavior Health Care Organizations**
Members: $75 Non-members: $90

40. **One Good Way to Teach a College Content Course**
Members: $80 Members: $95

41. **Overview of Behavioral Assessment in Applied Settings**
Members: $75 Non-members: $90

42. **Reinforcer Identification for Students with Autism and Other Disabilities**
Members: $95 Non-members: $110

43. **Review of Observation and Measurement Methods in Applied Settings**
Members: $85 Non-members: $100

44. **Seeing the World with X-Ray Eyes...**
Members: $95 Non-members: $110

45. **Supervisory Techniques in Home-Based Early Intensive Behavioral Intervention Services**
Members: $82 Non-members: $97

46. **Teaching Prerequisite and Early Reading and Writing Skills 2**
Members: $160 Non-members: $175

47. **The ABC's of Consulting in School Districts**
Members: $95 Members: $110

48. **The Use of Video/Computer Technology in Teaching Children with Autism**
Members: $100 Non-members: $115

49. **Using ABA Technology to Create an Inclusive Preschool Program for Children with Autism...**
Members: $140 Non-members: $155

50. **Using Video Modeling to Teach Play to Young Children with Autism**
Members: $70 Non-members: $85

51. **Utilizing ABA Strategies with Toddlers with Autism**
Members: $70 Non-members: $85

52. **Working Effectively with Parents to Provide Quality ABA Services to Families of Children with Autism**
Members: $70 Non-members: $85

Saturday May 29, 8 a.m. – 11 a.m.

53. **"We're Here to Help Each Other Through This Thing...Whatever It Is:" Teaching ABA Concepts Through Literature**
Members: $70 Non-members: $85

54. **Advances in Treating Children with Habit Disorders, Motor and Vocal Tics, Tourette's Syndrome...**
Members: $90 Non-members: $105

55. **Changing Roles of Behaviorists in Schools: Roles, Responsibilities and Bedside Manner...**
Members: $70 Non-members: $85

56. **Combining Direct Instruction and Precision Teaching to Enhance Academic Programs**
Members: $70 Non-members: $85

57. **Developing and Implementing Behaviorally-Based Interventions for Young Children with Down Syndrome**
Members: $90 Non-members: $105

58. **Educational Applications of Relational Frame Theory**
Members: $70 Non-members: $85

59. **Fluency-Based Instruction for Learners with Autism**
Members: $190 Non-members: $205

60. **How to Teach a Course in Child Development: Theory and Applications**
Members: $75 Non-members: $90

61. **How to Train Caregivers in Functional Behavioral Assessment and Treatment Development**
Members: $80 Non-members: $95

62. **Incorporating Discrete Trial Teaching and Natural Language Paradigm Teaching Within Early Intervention Sessions for Children with Autism**
Members: $95 Non-members: $110

63. **Intensive Early Intervention: Advanced Comprehension...**
Members: $82 Non-members: $97

64. **Life-Quality Programming for People Unable to Provide Preferred Experiences to Themselves**
Members: $90 Non-members: $105

65. **Overview of the Standard Celeration Chart**
Members: $220 Non-members: $235

66. **Repairing a Behavior Plan That Isn't Working**
Members: $80 Non-members: $95

67. **Skinner's Analysis of Verbal Behavior**
Members: $80 Non-members: $95

68. **Teaching Behavioral Techniques to Violent Criminal Offenders**
Members: $70 Non-members: $85

69. **The Discrete Trial Tracking System: An Integrative and Analytic Approach to the Implementation of Discrete Trial Teaching Technology**
Members: $80 Non-members: $95

70. **Traumatic Brain Injury: Mechanisms, Management, and Training**
Members: $80 Non-members: $95

71. **Using Microsoft Excel to Monitor and Graph Behavior Data**
Members: $75 Non-members: $90

72. **What Does "Research-Based" Really Mean? Evaluating and Predicting the Likely Success...**
Members: $95 Non-members: $110

Sunday May 30, 7 p.m. – 9 p.m.

73. **Early and Intensive Behavioral Intervention for Autism**
Members: $70 Non-members; $85

Enter workshop number(s) and prices Below, and on convention registration form (p290).

Your Name: _____

Workshop #____ _____ $_____

Workshop #____ _____ $_____

Workshop #____ _____ $_____

Workshop #____ _____ $_____

After 3/15, add $25 per workshop ___ $_____

Total for Workshops _____ $_____

ABA 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, Costa Rica, Denmark, Finland, Georgia, Germany, Guam, Hong Kong, Iceland, India, Ireland, Israel, Japan, Malaysia, Netherlands, Norway, 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 less than 25% of the US'. These countries include: **Bangladesh, Brazil, China, Colombia, Jordan, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, 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.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 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

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 *2004 ABA Program*, subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees.

Requirements:

Sustaining Full and Supporting Full: See Full member requirements.

Sustaining Affiliate and Supporting Affiliate: See Affiliate member requirements.

Full Members

Full members are eligible to vote an 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.

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 2004 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.** You may also apply for membership online at: http://www.abainternational.org

Voting Member Status Determination

First time applicants for full, supporting, or sustaining membership must show evidence of at least a Master's degree in psychology or a related discipline. Your application must include your vita and the following completed check list (please check one and include the requested information):

☐ 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. Applicant's vita must include a description of supervised experience, as well as specific topic areas to which the applicant was exposed.

Name of supervisor:

_____

Organization in which supervised experience occurred:

_____

☐ I have had two or more years of supervised experience in experimental or applied behavior analysis. Applicant's vita must include a description of the experimental or applied experience, as well as specific topic areas to which the applicant was exposed.

Name of supervisor:

_____

Organization in which supervised experience occurred:

_____

☐ I have made significant contributions to the knowledge in behavior analysis as evidenced by research publications, presentations at professional conventions, or by other comparable means, as reflected in my attached vita.

Please note That additional information regarding the nature of supervised experience may be requested Before voting member status can be determined.

Name: _____

Affiliation: _____

ABA 2004 Membership Form

Mail form and payment to: 1219 South Park Street; Kalamazoo, MI 49001-5607
Telephone: (269) 492-9310; Fax: (269) 492-9316

Membership Dues

Please circle:	Category A		Category B		Category C		Category D	
Membership Type:	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr
Sustaining Affiliate Sustaining Full	$267	$773	$203	$588	$162	$469	$108	$314
Supporting Affiliate Supporting Full	$145	$420	$109	$317	$87	$253	$59	$171
Affiliate or Full	$109	$306	$83	$232	$66	$185	$44	$123
Chapter-Adjunct	$38	$106	$38	$106	$38	$106	$38	$106
Emeritus	$43	$121	$39	$109	$39	$109	$39	$109
Student	$43	NA	$39	NA	$39	NA	$39	NA

Category A: **United States** and all other countries not listed in categories B, C, and D.
Category B: For countries with income per capita of 50%-75% of the US, including **France, Italy, New Zealand, Saudi Arabia, Singapore, Spain**
Category C: For countries with income per capita of 25%-50% of the US, including **Argentina, Greece, South Korea**
Category D: For countries with income per capita of <25%-of the US, including **Bangladesh, Brazil, China, Colombia, Jordan, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, Portugal, Russia, Turkey, and Venezuela**

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: _____

Postal Zip Code: _____

Country: _____

Citizenship: _____

Work Telephone #: _____

Home Telephone #: _____

Fax #: _____

E-Mail: _____

Website: _____

Journal Subscriptions

Journal	Student	Individual
Analysis of Verbal Behavior	❑ $17.85	❑ $25.20
*The Behavior Analyst****	❑ $17.00	❑ $39.00

Shipping: Int'l orders add $4 for AVB or $8 for TBA

May we have your permission to contact your institution or university library on your behalf to request the journals?
❑ Yes ❑No

Library: _____ ***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*.

Student Member Information and Verification

Student Type: High School | Undergrad | Masters | Doctoral | Post Doc

Name of School You Attend: _____

Program Name: _____

Expected Graduation Date: _____

I, _____, certify that _____ is a full-time student, intern, or resident at (insert name of institution) _____.

Faculty Signature: _____

Date: _____

Method of Payment

Total Amount for Dues & Subscriptions $_____

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.

**Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.*
***Full Supporting and Full Sustaining members contribute to the development of ABA through higher fees, and meet the requirements of Full membership.*

Reason for 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)
☐ Spanish-Speaking
☐ 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)
☐ ABA of Brazil
☐ 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
☐ Connecticut ABA
☐ Delaware Valley ABA
☐ Experimental Analysis of Behaviour Group, UK and Europe
☐ Florida ABA
☐ Georgia ABA
☐ German Society for Behavioral Medicine and Behavior Modification
☐ Greater Boston ABA
☐ Hawai'ian ABA
☐ Italian Association for the Analysis and Modification of Behavior
☐ Japanese ABA
☐ Kansas ABA
☐ Korean ABA
☐ Maryland ABA
☐ Mid-American ABA
☐ Middle East ABA
☐ Midwestern Association of Behavior Analysis & Therapy
☐ Mississippi ABA
☐ Missouri ABA
☐ Nevada ABA
☐ New England Society of Behavior Analysis & Therapy
☐ New Jersey ABA
☐ New York State ABA
☐ New Zealand ABA
☐ North Carolina ABA
☐ Northwestern ABA
☐ Norway ABA
☐ Ontario ABA
☐ Pennsylvania ABA
☐ Philippines ABA
☐ Russian ABA
☐ Sociedad Mexicana de Analisis de la Conducta
☐ Southeastern ABA
☐ Swedish ABA
☐ Tennessee ABA
☐ Texas ABA
☐ Venezuelan ABA
☐ Virginia 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

ABPMC & ABA International Conference

Campinas, Brazil

August 12-15, 2004

Royal Palm Plaza Hotel Resort

Brazilian Association for Psychotherapy and Behavioral Medicine (ABPMC)

Associação Brasileira de Psicoterapia e Medicina Comportamental (ABPMC)

Association for Behavior Analysis International (ABA)

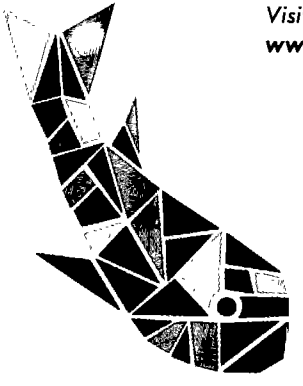
Associação Internacional de Análise Comportamental (ABA)

www.abainternational.org/brazil

The Associação Brasileira de Psicoterapia e Medicina Comportamental (ABPMC) and the Association for Behavior Analysis International (ABA) are proud to offer what might be the most significant conference in the advancement of behavior analysis in Latin America. All are invited to join us for this outstanding event.

Conference Schedule

Thursday, August 12:	Workshops; Opening Reception
Friday, August 13:	Opening Event; Sessions; Posters; Social Event
Saturday, August 14:	Sessions; Posters; Social Event
Sunday, August 15:	Sessions; Closing Event



Visit the bilingual conference website at ***www.abainternational.org/brazil*** *to view:*

- Conference Registration
- Regional Information
- Hotel and Travel Information
- Discounted Rates for Leisure Travel to Rio de Janeiro and Salvador de Bahía

Campinas
BRAZIL2004

2004 ABPMC/ABA Conference in Campinas, Brazil
Registration Form

August 12-15, 2004

Register on the ABA website at www.abainternational.org/brazil, or mail form and payment to:
ABPMC/ABA Conference Registration; 1219 South Park Street, Kalamazoo, MI 49001, USA
Telephone: (269) 492-9310, Fax: (269) 492-9316

Registration Prices

Please circle the rate That applies to you

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Professional	R$330	US$116	R$396	US$140	R$476	US$168	R$99	US$35
ABA Student Member	R$180	US$64	R$216	US$77	R$260	US$93	R$54	US$19

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ADDRESS

ADDRESS

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area/country codes)

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WORK FAX # (please include area/country codes)

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Conference Name Badge

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

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

Call for Papers

The call for papers deadline for all submission types except poster is February 19, 2004. The deadline for poster submissions is July 1, 2004. A preliminary program schedule will be posted on the ABPMC/ABA Conference web site in April.

Conference Registration

Registration discounts are available for payment on or before May 31st. Please see chart above to find the rate that applies to you.

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Society for the Advancement of Behavior Analysis

The Society for the Advancement of Behavior Analysis (SABA) was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities and other areas.

SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA). The eight Directors of SABA are also members of the Executive Council of ABA.

Funds to Support Behavior Analysis

Janet and Sidney Bijou Fellowship

In December 1996, Dr. Sidney W. and Janet R. Bijou donated a substantial amount of money to the Society for the Advancement of Behavior Analysis to establish the Sidney W. and Janet R. Bijou Fellowship Program. In 2003, Dr. Sidney Bijou made a second major donation to the fund. The objective of the program is to enable doctoral students to study child development from a behavior-analytic perspective. The Fellowship provides two $5,000 grants annually for students in a doctoral program in psychology or education, in which it is possible to conduct research in behavioral child development.

SABA Experimental Fellowship

Thanks to the generous donations of many ABA members, the SABA Endowment Fund recently exceeded $100,000, allowing the establishment of the SABA Experimental Analysis of Behavior Fellowship Program. The Experimental Fellowship provides a grant for one student annually in a doctoral program in psychology or behavior analysis, in which it is possible to conduct research in the experimental analysis of behavior. For the academic year of 2004-2005 the Fellowship will provide a grant of $2,000. The recipient may apply for renewal of the Fellowship for one additional year.

International Development Fund

Further contributions will go to support the International Development Endowment Fund, established to provide financial assistance for individuals and organizations wishing to pursue research or organize workshops and meetings internationally. When the principal of this fund reaches $100,000, SABA will use the return on the principal to provide $5,000 in annual grants to successful applicants who make proposals that fulfill the mission of the fund, "to support the dissemination of behavior analysis internationally." SABA is currently accepting contributions to the endowment fund for this purpose.

Student Presenters' Fund

SABA has established a fund to provide registration to student members presenting at the annual convention. In order to sustain this service, it is essential that this fund be replenished. Please consider a donation to the Student Presenters Fund.

Tax Status

As a non-profit organization, SABA is exempt from federal income tax under Section 501 (c)(3) of the 1986 Internal Revenue Code as amended.

Contributions to SABA qualify for tax deductions to the full extent provided by law. The IRS identification number assigned to SABA is 38 2325364.

Ethical Standards

The Society is deeply committed to the philosophy, science, and practice of behavior analysis and will support only those activities and programs consistent with this commitment. Behavior analysis activities and program supported by SABA must in turn conform to the ethical guidelines promulgated by the Association for Behavior Analysis. Such programs also must be consistent with the Association's policy on social justice.

To make a contribution to SABA please include the following information:

Name: _____

Address: _____

City, State, ZIP: _____

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Area to which you wish to contribute:

- ❑ International Development Endowment Fund
- ❑ Student Presenters' Fund
- ❑ Unrestricted Donations

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

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Gifts can be made to: SABA, 1219 South Park Street, Kalamazoo, MI 49001. SABA welcomes inquiries about gifts of any type by writing to the above address or by calling (269) 492-9310. Additionally, gifts may be made at the secure SABA Web site: www.abainternational.org.

The Analysis of Verbal Behavior Order Form

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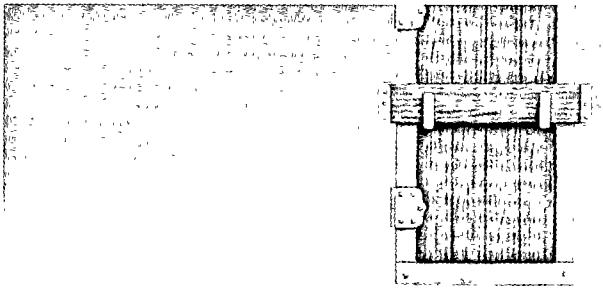

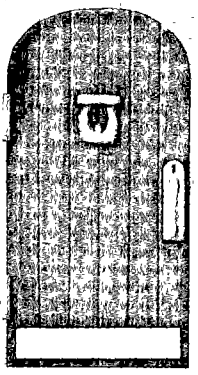

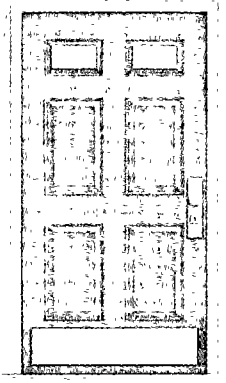

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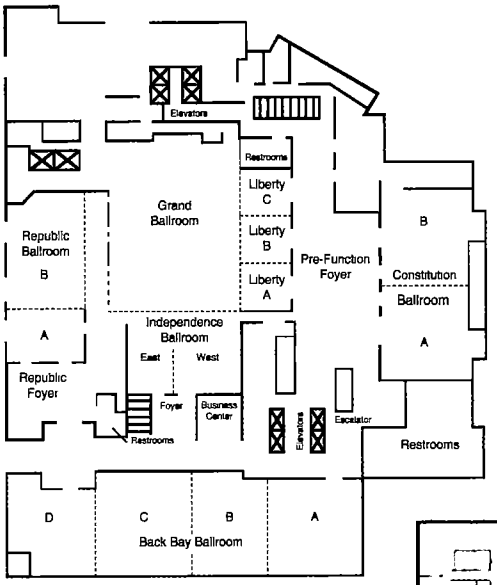
Personal Planner

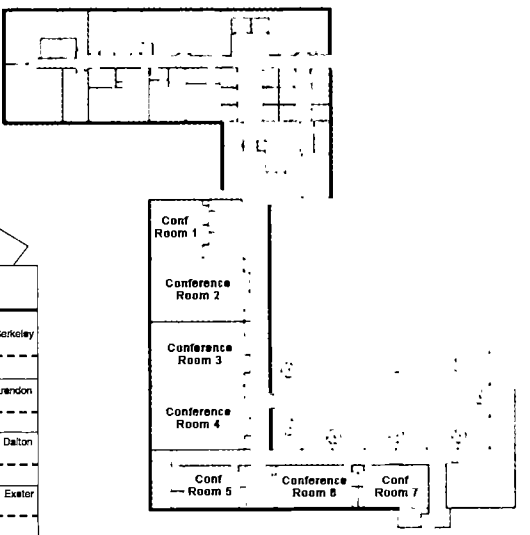
ABA 2004	Friday	Saturday	Sunday	Monday	Tuesday
7:30 AM					
8:00 AM					
8:30 AM					
9:00 AM					
9:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
1:00 PM					
1:30 PM					
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
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					

ABA Convention Meeting Space

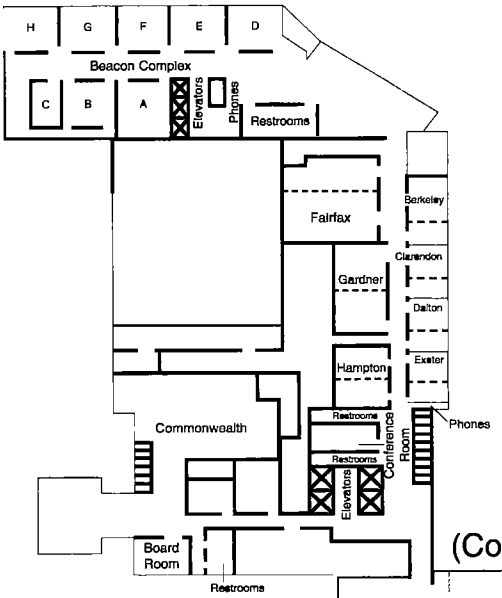
Second Floor - Plaza Level



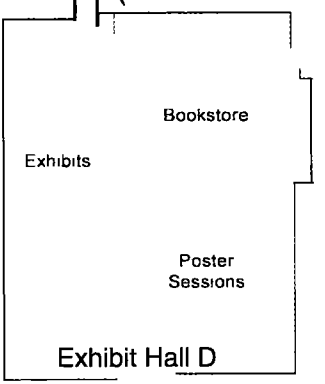
Fifth Floor



Third Floor



Hynes Convention Center (Connected to Sheraton 3rd Floor)



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