

**Association for Behavior Analysis
International**

CHICAGO 2005

ABA Convention Program



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ABA Program



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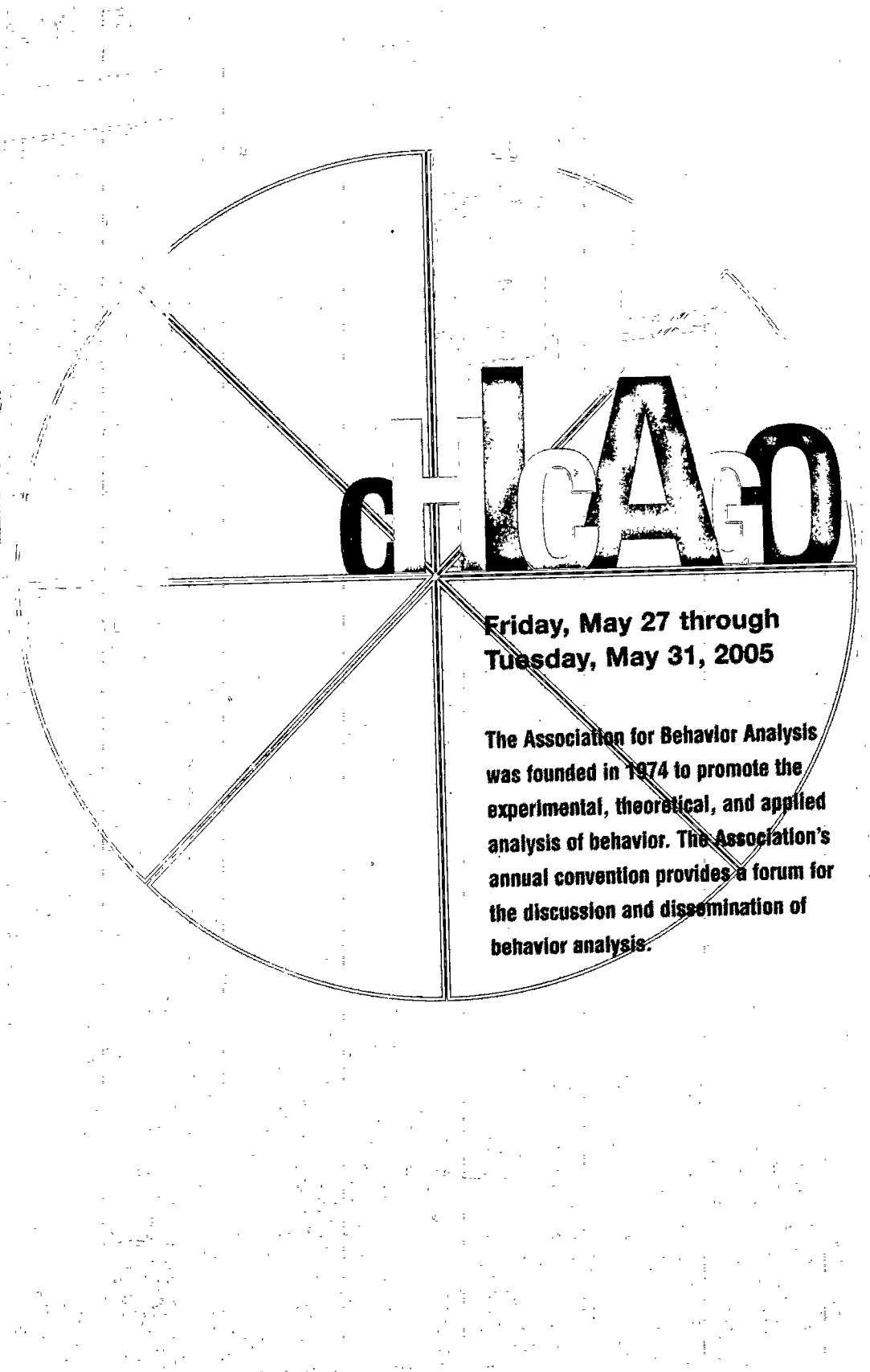
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CHICAGO

**Friday, May 27 through
Tuesday, May 31, 2005**

**The Association for Behavior Analysis
was founded in 1974 to promote the
experimental, theoretical, and applied
analysis of behavior. The Association's
annual convention provides a forum for
the discussion and dissemination of
behavior analysis.**

Acknowledgements

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Community Interventions; Social & Ethical Issues: Janet Ellis, Ph.D. (University of North Texas) and Maria Ruiz, Ph.D. (Rollins College)

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

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

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

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Convention Assistance

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ABA Convention Presenters

This program contains the contributions of 2,950 participants from over 30 countries. Thanks to their work, ABA is able to offer a program with 80 workshops, 81 paper sessions (including 208 papers), 212 symposia, 24 panel discussions, 708 posters, 66 Expo posters, 46 business meetings, 16 reunions/receptions, 23 invited presentations, and 27 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 2005 convention program. Special thanks to the Program Committee and the ABA staff for their dedication and quality work.

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About the Association for Behavior Analysis

Purpose

The Association for Behavior Analysis (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 53 affiliated chapters located around the world, and organizes an annual convention. ABA publishes two scholarly journals, distributes a newsletter three times a year, provides support for continuing education credits and accredits behavioral programs.

Background

ABA was founded in May 1974 at the University of Chicago. The first annual convention was held the following year. Past presidents include: Nathan H. Azrin, Donald M. Baer, Sidney W. Bijou, Marc N. Branch, A. Charles Catania, Barbara C. Etzel, Judith E. Favell, Richard M. Foxx, Sigrid S. Glenn, Israel Goldiamond, Gina Green, Don F. Hake, Philip N. Heline, Brian A. Iwata, James M. Johnston, Kennon A. Lattal, Ogden R. Lindsley, M. Jackson Marr, Jack Michael, Jay Moore, 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 4,500 members, including a significant international representation. Membership information and applications are provided on pages 313-316.

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.

Executive Council

President (2003-2006)

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

President-Elect (2004-2007)

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

Past President (2002-2005)

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

Applied Representative (2003-2006)

Janet Twyman Ph.D. (Headsprout)

International Representative (2002-2005)

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

At-Large Representative (2003-2006)

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

At-Large Representative (2004-2007)

William Heward (Ohio State University)

Experimental Representative (2002-2005)

Thomas S. Critchfield, Ph.D. (Illinois State University)

Past Student Representative (2002-2005)

Rachel S. F. Tarbox (University of Nevada, Reno)

Student Representative (2003-2006)

Shawn Charlton (University of California, San Diego)

Student Representative-Elect (2004-2007)

Christy Alligood (West Virginia University)

Executive Director/Secretary-Treasurer (1993-2006)

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

Schedule and Program Book Information

Schedule

Friday, May 27

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

Saturday, May 28

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 - 10:00 PM	Reunions
10:00 PM - 12:00 AM	Behavioral Follies

Sunday, May 29

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 - 10:00 PM	Reunions
10:00 PM - 12:00 AM	ABA Expo

Monday, May 30

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

Tuesday, May 31

9:00 AM - 1:50 PM	Sessions
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*Presenters should set up their posters at 10:00 AM for noon sessions and 3:30 PM for evening sessions. Posters may be viewed for two hours prior to each session.

Understanding Program Entries

To help you understand the organization method used in this book, the next few sections will explain the various terms and codes that you will find throughout. A sample entry may also be found on the next page.

Session Formats

Workshops (Pre-convention) review recent research, discuss current theoretical issues and present new methods for the application of behavior analysis. Registration for individual workshops is required, either prior to the convention or on-site. There is an additional fee for attending workshops.

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 2005 convention will include eleven tutorials, invited by the Program Committee Senior Co-Chair with input from Area Coordinators. All may attend invited tutorials.

Symposia consist of a series of moderated related speeches by different people with no interaction between the speakers. Sessions may also include a discussant.

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

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

International Poster Sessions are displays of information relevant to data-based research projects; authors are available during 90-minute sessions to discuss the projects.

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.

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

Note: 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.

Program Areas and Codes

The following program area codes appear in the session listings in the program schedule, and indicate the general topic under which the presentation falls. 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
OBM: Organizational Behavior Management
TBA: Teaching Behavior Analysis
TPC: Theoretical, Philosophical, and Conceptual Issues
VRB: Verbal Behavior
OTH: Other

Categories of Content

For the first time in 2005, presenters have been asked to categorize their session as experimental analysis, applied behavior analysis, service delivery, or theory (replacing the designations of "data-based" or "other" that have been used in prior years).

Experimental Analysis: representative response (can include verbal behavior in humans); any species; theoretically driven; data-based; activity carried out under auspices of research protocol; ultimate function: disseminate artifact (contingent on peer review) that contributes to generalizable knowledge about fundamental processes.

Applied Behavior Analysis: deals with behavior selected on basis of its social significance; human emphasis; intervention driven with cure orientation; data-based; activity carried out under auspices of research protocol; development of new technology; ultimate function: disseminate artifact (contingent on peer review) that contributes to generalizable knowledge about how/why interventions, service delivery systems, or their components achieve desired goals; function of any manipulation/analysis is to go beyond demonstrating that environmental manipulations will produce desired goals by identifying how/why interventions, service delivery systems, or their components achieve those goals.

Service Delivery: deals with behavior selected on basis of its social significance; human emphasis; intervention driven with cure orientation; frequently but not necessarily supported through fee for service arrangement/staff position; extension of existing technology to new setting or population; not predominantly undertaken to disseminate an artifact that contributes to generalizable knowledge-even though it may include data-based decision making; predominantly a case history/illustration/description/demonstration rather than analysis of how principles may be applied in interventions, service delivery systems, or their components to achieve desired goals; function of any manipulation/analysis is to apply environmental manipulations to produce desired goals rather than to identify how/why interventions, service delivery systems, or their components achieve those goals.

Theory: abstract; conceptual; integrative statements about organizations of facts; interpretations; mathematical models/quantitative analyses; can also include historical and philosophical analyses or reviews.

Sample Program Entry

To help you navigate the program book, below is a sample entry:

#492 Symposium

4:00 PM - 5:20 PM

Continental A (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Joe Smith)

(Event number & session format)

(Time)

(Room and floor - see maps inside back cover)

(Program area = Autism; Category = Applied Behavior Analysis)

(BACB CE credits available - see page 8 for details)

Registration and Continuing Education

General Information

On-site and Pre-registration are located in the 8th Street Registration area on the lobby level (1st floor) 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 may be made at the **On-site Registration Counter**. Hours are:

Thursday, May 26	5 PM – 8 PM
Friday, May 27	7 AM – 7 PM
Saturday, May 28	7 AM – 5 PM
Sunday, May 29	8 AM – 5 PM
Monday, May 30	8 AM – 5 PM
Tuesday, May 31	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 13, 2005. On-line registration will be closed at 8:00 AM Eastern Standard Time on May 13th. **ABA will not be able to process pre-registration documents received in the office after this date. Those wishing to register after this date may do so on-site at the convention.**

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

Attendees who register before May 13, 2005 may pick up their convention packets at the **Pre-registration Counter** on the lobby level (1st floor) of the hotel.

Cancellations and Refunds

You may cancel convention or workshop registration prior to May 2, 2005, 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 advance registration is advised. You may register for workshops by mail using the form on page 311, or on-line at www.abainternational.org/convention/workshops.aspx.

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 8th Street Registration area on the lobby level (1st floor) of the Hilton Chicago.

Ethics

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

Continuing Education

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

ABA CE for Behavior Analysts

ABA is approved by the Behavior Analyst Certification Board (BACB) to offer Type 2 continuing education (CE) for Board Certified Behavior Analysts and Board Certified Associate Behavior Analysts.

Workshops

CE for behavior analysts will be offered for pre-convention workshops designated as "BACB CE" in workshop descriptions. 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, in addition to the workshop registration fee, payable at the On-site Registration Counter or the Continuing Education Desk.

Convention Sessions

ABA will offer CE for approved sessions during the convention (designated as "BACB CE" in session listing). There is a \$10 per credit hour fee for convention sessions. Information packets will be available on-site at the **Continuing Education Desk** located in the 8th Street Registration area on the lobby level (1st floor) of the Hilton Chicago. 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" in their descriptions. 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, in addition to the workshop registration fee. **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.



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Exhibitors and Organizational Members

Be sure to visit the ABA Exhibit at the convention! ABA exhibitors will be located in the **Southwest Exhibit Hall** on the Lower Level of the Hilton Chicago, just below the registration and CE area.

Exhibit Hours:

Friday, May 27 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Saturday, May 28 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Sunday, May 29 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Monday, May 30 10:00 AM – 2:00 PM/3:00 PM – 7:00 PM
Tuesday, May 31 9:00 AM – 12:00 PM

Following are descriptions of some of the 2005 exhibitors, as well as non-exhibiting Organizational Members of ABA. Exhibitors marked with **START ▶** are employers registered in ABA employment services. START stands for Service to Apply, Recruit, and Train. If you are interested in exhibiting, please contact Jennifer Whaley at (269) 492-9314.

Accelerations Educational Software

Booth #35

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

The Discrete Trial Trainer, created by Accelerations Educational Software, helps even very low-functioning students become independent learners while building skills areas such as counting, colors, spatial relationships, and more. It is especially effective for individuals with autism and other learning disabilities, but most young children love to learn with this system.

(AI)², Inc.

Booth #36

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

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

Anderson School

Booth #24

START ▶

4885 Route 9
PO Box 367
Staatsburg, NY 12580
845-889-4034 x594
humanresources@andersonschool.org
www.andersonschool.org

Anderson School is a not for profit organization dedicated to providing the highest quality programs possible for children and adults with autism and other developmental disabilities. As an evidence-based organization, we always strive to provide an enriched and positive climate filled with educational, cultural, and recreational activities designed to foster continuous growth, independence and social interaction. We are dedicated to being an outcome-oriented forerunner of agencies by offering the most current state-of-the-art program opportunities.

START ▶ Our team of motivated individual achieves the highest level of excellence in everything we do for children with Autism and Developmental Disabilities. We also provide a truly satisfying work experience for our employees on a beautiful wooded estate overlooking the Hudson River. So join an organization that integrates the job you want with the lifestyle you need. Our expansion and innovative programs created the need for the following professionals:

Behavioral Specialists: The qualified candidate will be responsible for data analysis, training and behavioral plans. Master's degree in Psychology or related field required. Bachelor's level candidates pursuing Master's will be considered. ABA experience a must. Certification preferred.

Special Education Teachers – 12 month program: B.A. degree with Initial/Provisional New York State certification in Special Education; Master's degree with Permanent New York State certification in Special Education.

Speech & Language Therapists and Occupational Therapists: Experience and knowledge of autism and ABA a plus.

Salaries commensurate with education and experience. We offer a generous comprehensive benefits package including education incentives, medical/dental & life insurance, and paid time off. Please submit resume indicating position to our Employment Coordinator at the address listed above. EOE.

Applied Behavior Consultants

Booth #25

START ▶

4540 Harlin Drive
Sacramento, CA 95826

916-364-7800

jmorrow@appliedbehavior.com
www.abcreal.com

Applied Behavior Consultants (ABC) is an 18-year-old company that employs about 300 persons doing Applied Behavior Analysis – primarily with children with autism – throughout California. We are informed by Radical Behaviorism. We operate day schools in Sacramento and Los Angeles, consult with group homes and school districts, and do in-home programs.

START ▶ Applied Behavior Consultants (ABC) of Sacramento and Los Angeles, California are seeking a Clinical Administrator, doctoral level. Additionally, we have openings for BCBA's or BCABA's or persons eligible for the Certification exam. Salary, commensurate with academic and hands on experience. Excellent benefits (including an employee stock ownership program-ESOP). Contact Joseph E. Morrow, Ph.D, BCBA at: jmorrow@appliedbehavior.com

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.

Autism Education Network

Booth #30

686 Regas Drive
Campbell, CA 95008
408-558-9404

mwaterman@autismeducation.net
www.autismeducation.net

The Autism Education Network (AEN) provides outreach programs to improve special education programs and influence public policy. AEN connects and empowers the autism community with online resources, seminars on special education rights, and conferences on best practices in autism

treatment. AEN was founded on the belief that until we find a cure, education is our best hope for people affected by autism.

B. F. Skinner Foundation

Booth #26

12 Arrow Street, Suite #303

Cambridge, MA 02138

617 661-9209

info@bfskinner.org

www.bfskinner.org

The B. F. Skinner Foundation promotes the basic science first developed by Skinner — that of the contingency relations between behavior and other events. In addition to reprinting classics in the behavioral field, the Foundation provides information over its website, bfskinner.org. We are currently working on obtaining copyrights in order to put Skinner's works in searchable form onto the web and to produce an audio CD set of Skinner himself reading *Walden Two*. The Foundation provides an interactive version of Holland and Skinner's *The Analysis of Behavior* that is used by individuals throughout the world.

Bancroft NeuroHealth

Booth #20

START ▶

425 Kings Highway East

P.O. Box 20

Haddonfield, NJ 08033

1-800-774-5516

cmartella@bnh.org

www.bnh.org

Bancroft NeuroHealth is a multi-faceted organization with facilities in New Jersey, Delaware, and Louisiana. Based in Haddonfield, NJ, the organization serves more than 1,000 individuals and families annually. Bancroft offers a wide range of state-of-the-art services to children and adults with developmental disabilities, brain injuries, and other neurological impairments. Services include educational, vocational, residential, rehabilitation, and therapeutic interventions based on the individual needs of each person the organization serves.

START ▶ Bancroft NeuroHealth is seeking Masters and Doctoral level Behavior Analysts to work in their Haddonfield, New Jersey location. The ideal candidate will have experience in conducting experimental functional behavior assessments with children with developmental disabilities. These children display many challenging behaviors, such as physical aggression, property destruction, and self-injury. Additional responsibilities include developing behavior intervention plans, and staff and parent training. Experience serving individuals with developmental disabilities is required and Board Certification (BCBA) is preferred.

Behavior Analyst Certification Board

Booth #16

Metro Building - Suite 102

1705 Metropolitan Boulevard

Tallahassee, Florida 32308

info@bacb.com

www.bacb.com

The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit corporation established to develop, promote, and implement a professional international certification program for behavior analyst practitioners. The Behavior Analyst Certification Board credentials practitioners at two levels: Board Certified Behavior Analysts™ (BCBA®) and Board Certified Associate Behavior Analysts™ (BCABA®). Certificants must meet degree, coursework, and experience requirements, and pass written examinations. See www.BACB.com for additional information.

Behavior Development Solutions

Booth #23

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

www.behaviordevelopmentsolutions.com

Our products include: CBA Learning Module Series—mastery training on material covered in the certification exam; FAB for School Settings—self-instructional package including a model for a seven category diagnostic system; Earn 6 CEU's; SIDD—instructional simulations of applied behavior analysis with individuals with developmental disabilities; Teaching and Learning in Plain English—tutorial on standard celeration charting; Standard Celeration charting 2002—for the aspiring precision teacher. ChartEXT—a powerful graphing tool for behavior analysis.

Brighter Starts, LLC

Booth #1

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 toys and products that promote fine motor coordination, receptive and expressive language skills, memory building, and pretend play.

Center for Autism and Related Disorders, Inc

Booth #9

START ▶

19019 Ventura Blvd, Suite 300
Tarzana, CA 91356
818-345-2345
info@centerforautism.com
www.centerforautism.com

Center for Autism and Related Disorders, Inc. (CARD) is among the largest and most experienced organizations providing individualized behavioral intervention programs for children with autism. CARD currently provide services to hundreds of families across the world. CARD is continually engaged in development initiatives, including the publication and dissemination of our materials, in order to extend top-quality behavioral services to the maximum number of children world-wide.

The Columbus Organization

Booth #2

START ▶

1012 West Ninth Avenue
King of Prussia, PA 19406
800-229-5116
recruit@columbusorg.com
www.columbusorg.com

The Columbus Organization is the nation's leading provider of on-site and consultative services for individuals with special needs. Columbus' national reputation has been built on an outcome-oriented approach, coupled with a commitment to support all of our employees, to insure their success. Columbus currently employs over 70 behavior analysts, and provides behavior analysis services in five states.

START ▶ Looking to optimize your salary potential, advance your career and earn excellent benefits? Then The Columbus Organization is for you! Current openings for Behavior Analyst, Master's or Ph.D. with coursework in Behavior Analysis, to join our team of BAs providing services at residential facilities or community-based initiatives. Current openings may include Tennessee, Kentucky, Indiana, Iowa, and Connecticut.

Individuals hired by Columbus will develop, implement, and monitor treatment plans for developmentally disabled individuals. Treatment plans will involve extensive behavioral assessment multi-disciplinary input, and participation on an interdisciplinary team. Implementation strategies will be developed and staff training will be provided on an ongoing basis. Some positions require oversight of other members of the team.

Connecticut Center for Child Development, Inc.

Booth #11

START ▶

925 Bridgeport Ave.

Milford, CT 06460

203-882-8810

info@cccdinc.org

www.cccdinc.org

The Connecticut Center for Child Development (CCCD) is dedicated to improving the lives of people with autism and related disorders by providing educational opportunities utilizing empirically validated teaching strategies. CCCD operates a private school, consultation services including an early intervention program, an after school program, a vacation camp, and a community education program. CCCD also operates a subsidiary organization, the Institute for Educational Planning, which provides diagnostic services and conducts behaviorally-based educational placement evaluations.

Geneva Centre For Autism

Booth #12

112 Merton Street

Toronto, Ontario M4S 2Z8

416-322-7877

info@autism.net

www.autism.net

For over 30 years, Geneva Centre for Autism has been delivering clinical intervention services to children with autism, their families, and the professionals who support them.

Vision: Successful Community Inclusion; Mission: Geneva Centre for Autism empowers individuals with an ASD and their families to participate fully in their communities; Values: Geneva Centre for Autism is committed to:

- collaborative partnerships with families and other service providers, to ensure services meet individual needs,
- leadership in the continuing development of a range of community-based services;
- increased awareness of autism spectrum disorders;
- the right of all individuals with an autism spectrum disorder to be treated with dignity and respect.

HMEA

Booth #32

START ▶

101 Constitution Blvd.

Franklin Industrial Park

Franklin, MA 02038

508-528-8635

hmea@hmea.org

www.hmea.org

HMEA (Horace Mann Educational Associates, Inc.) is a leading provider of community-based supports to children and adults with developmental disabilities. We are committed to creative strategies that increase community inclusion and independence. We have a long history of providing special education, residential, employment, and case management services. We have long believed in the "power of dreams": helping people to realize their dreams and to become active and productive members of their community.

START ▶ HMEA is seeking an Educational Coordinator to join our Children's Services team. The Children's Division provides clinical and educational services to children diagnosed with an Autism Spectrum Disorder or with other challenging behaviors. Services are provided in home, school, and community-based settings. Responsibilities of the Educational Coordinator include developing educational and clinical programs for a caseload of children, school consultation, parent training, staff supervision and training and direct provision of services. Master's degree preferred; Bachelor's degree required. Two years experience educating children with autism including one year supervisory experience. Travel required within Central Massachusetts.

Judge Rotenberg Educational Center

Booths #3 & 4

START ▶

240 Turnpike Street

Canton, MA 02021

781-828-2208

judgerc@judgerc.org

www.judgerc.org

The Judge Rotenberg Educational Center (JRC) is a special needs school in Canton, Massachusetts serving both higher-functioning students with conduct, behavior, emotional, and/or psychiatric problems and lower-functioning students with autistic-like behaviors. Some of our key features include consistent behavioral treatment; no or minimal psychotropic medication; near-zero rejections/near-zero expulsions; powerful, varied rewards; one computer per student; behavior charts on-line, digital video monitoring, and beautiful school and residences.

START ▶ The Judge Rotenberg Educational Center (JRC) is a fast-growing, highly structured residential special needs program located within commuting distance of Boston and Providence. JRC's program involves the consistent application of a wide range of effective behavioral principles to education and treatment. Each JRC psychologist oversees the behavioral treatment of a caseload of students. We are looking for full-time psychologists who are committed to using or learning the behavioral model. Salaries start at: Master's level (\$65,000+) Doctoral level (85,000+). Negotiable hours, excellent benefits, and a happy, motivated environment. Please send resume to: m.pinto@judgerc.org or Ms. M. Pinto at the above address, or fax to 781-828-7547. Visit our website at www.judgerc.org.

Liberty Healthcare Corporation

Booth #19

401 E. City Line Ave, Suite 820

Bala Cynwyd, PA 19004

610-668-8800

loris@libertyhealth.com

www.libertyhealthcare.com

No other organization can equal Liberty Healthcare's background supporting individuals with MR/DD in residential facilities and in the community. We have over fifteen years of national experience in this field. Our services include total facility and program management and comprehensive primary care-driven medical services; we coordinate with specialists and hospitals in the community, ensuring the quality and cost effectiveness of medical treatment. In addition, we offer comprehensive nursing services, focused on improving consumers' autonomy and self care capabilities, and clinical and administrative leadership.

Mangold Software & Consulting GmbH

Booths #27 & 28

Graf von Deym Str. 5

Arnstorf 94424

Germany

+49 8723 97833 0

info@mangold.de

www.behavioural-research.com

Mangold Software & Consulting offers leading solutions for the observation on human and animal behavior. From ready to go light-weight mobile solutions to fully equipped stationary labs. We offer turnkey solutions in the field of completely configured systems, on site installation, training and long term technical support. Our products have been used since 1991 by the most renowned institutes all over the world.

The May Institute

Booths #37 & 38

START ▶

1 Commerce Way

Norwood, MA 02062

781-440-0400

info@mayinstitute.org

www.mayinstitute.org

For 50 years, the May Institute has set a national standard for providing comprehensive, research-validated services to children and adults with autism, brain injury, mental retardation, pervasive developmental disorder, and behavioral healthcare needs. May's educational, behavioral, and

rehabilitative programs blend science with service to help make progress possible for thousands of individuals every year. We offer services in more than 190 sites throughout the country.

START ▶ May Institute is one of New England's largest and most respected behavioral health organizations. We've also expanded into Georgia and Florida. May offers competitive salaries, outstanding benefits, and career development potential, but most importantly, we provide our employees with the opportunity to make a difference in the lives of children and adults with special needs. In addition to a generous benefits package, May Institute offers an array of exceptional benefits that includes flexible scheduling; fully paid in-house training, certifications, and degree programs; an internal mentoring program; an employee referral program; internal transfers and promotions; generous time off; and opportunities to work towards earning a master's degree in special education, applied behavior analysis, or psychology.

We are always looking for qualified employees at all levels.

Med Associates Inc.

Booths #21 & 22

Georgia Regional Industrial Park
Industrial Park Rd #31
P.O. Box 319
St. Albans, VT 05478
1-802-527-2343
info@med-associates.com
www.med-associates.com

MED Associates Inc. is the leading manufacturer, software developer, and supplier of products for behavioral psychology, pharmacology, neuroscience, and related research and teaching areas. Established in 1971 as a small research and development company, MED Associates Inc. now employs over 70 people and manufactures over 400 products. Our locations include the main manufacturing and R&D facility located in Georgia (St. Albans) Vermont, the MED Associates Science Center in St. Albans Vermont, and representation by several dealers and distributors throughout the world.

Melmark

Booths #42 & 43

START ▶

2600 Wayland Road
Berwyn, PA 19312
610-325-4913
admissions@melmark.org; recruiter@melmark.org
www.melmark.org

Melmark, a comprehensive multi-service agency with locations in suburban Philadelphia and Woburn, Massachusetts. Melmark provides residential, educational, therapeutic, and recreational services for individuals with developmental disabilities.

START ▶ We seek talented, enthusiastic professionals to join our team. We specialize in training and mentoring teachers and therapists in the field of special education. Programs use an interdisciplinary team approach based upon the principles of applied behavior analysis and positive behavioral supports. We offer a competitive salary and comprehensive benefits package, including tuition reimbursement. EOE.

To learn more about the career opportunities that await you visit: www.melmark.org for Pennsylvania and www.melmarkne.org for Massachusetts.

Minnesota Autism Center

Booth #31

START ▶

3001 Broadway St. N.E., Suite 185
Minneapolis, Minnesota 55413
612-767-4200
info@mnautism.org
www.mnautism.org

The Minnesota Autism Center, a non-profit organization, is staffed by behavioral specialists who provide individualized home-based intervention to children and youth with autism and supportive services to families, under the direction of six experienced doctoral level professionals. Using

evidence-based practices and therapy that is individually designed for each child, we work to prevent or eliminate the signs and symptoms of autism through structured behavioral intervention.

START ▶ The Minnesota Autism Center, a Minneapolis based not-for-profit organization is seeking a Psychologist, Ph.D. or Psy.D. licensed or license eligible in the State of Minnesota.

Primary treatment is team provided home-based behavior therapy for children with autism. Treatment modalities include discrete trial, verbal behavior, components of SCERTS and related functional language approaches, and behavior therapy methods. Secondary treatment is focused on behavioral challenges of school age children based on functional assessments.

Candidates must have experience working with children with developmental disabilities; conducting and supervising functional assessments and psychological testing; and applying behavior therapy methods. Excellent people, organizational, and supervisory skills are essential. Salary starting at \$70,000 with excellent benefits provided. EOE. If interested, contact Heidi Wolverton at HRD@mnautism.org.

Mobile Thinking, LLC

Booth #13

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

Mobile Thinking® introduces mTrial® – a complete and customizable solution for recording, storing and reporting discrete trial, cold probe, and verbal behavior data. Use mTrial® as a stand-alone software on a PC. Or, use mTrial® on your network. You can even collect data in a parent's home and save it to a secure database on your network.

Come by the Mobile Thinking booth for more information.

The National Autism Center

Booth #33

START ▶

One Commerce Way
Norwood, MA 02062
781-440-0400
781-440-0401 (fax)

The National Autism Center, and our affiliated organizations, supports basic and applied research; provides information, training, and consultation for parents, teachers, and therapists; models best practices for nationwide implementation; and works to shape public policy concerning autism and its treatment. Bringing ABA to the broadest possible audience as the national standard is at the core of our mission.

Nexus Gate, LLC

Booth #5

227 Langdon Street
Somerset, KY 42501
606-676-8823
fred.schmidt@nexusgate.com
www.nexusgate.com

Nexus Gate Software presents Nexus Crossroads 2.5. Nexus Crossroads is a "multi-modular" system designed for the human services field. Each module is a building block that can exist and function by itself or work in conjunction with other modules to provide more comprehensive and unified information. Each module is designed to focus on a different area of service provision to clients of human services facilities (ICF/MR, community facilities, mental health agencies, etc.). Nexus Crossroads is designed to give unified information from all areas involved in providing services, giving a more unified and comprehensive view of client functioning, client services, and service areas. For more information, visit our website at www.nexusgate.com.

The New England Center for Children

Booths #17 & 18

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 ▶ For anyone charting a career course in the dynamic field of autism and developmental disabilities, there is no better place to work than The New England Center for Children, Inc. (NECC). Nowhere else will you attain the same kind of experience, expertise, and opportunity for growth from an internationally recognized center for the treatment and study of autism spectrum disorders.

NECC provides a supportive work environment, an outstanding benefits package, and professional development opportunities that are unequalled in our field. In the past five years alone, more than 400 NECC staff members have graduated from one of three on-site degree programs in special education, behavioral psychology (ABA), or counseling.

NECC is a recipient of the National Award for Model Professional Development from the US Department of Education and the 2005 SABA Award for Enduring Contributions to Behavior Analysis.

To learn more about NECC and to speak to a representative please visit our display in the main exhibit area during the 2005 ABA convention or visit our web site at <http://www.NECC.org>.

NSU's Mailman Segal Institute for Early Childhood Studies

Booth #39

3301 College Avenue
Ft. Lauderdale, FL 33314
954-262-7113
rdockal@nova.edu
www.nova.edu/msi

The programs composing Nova Southeastern University's Autism Center share the common mission of improving the quality of life for individuals with autism and their families through direct service, professional development, community education, and parent training and support. Expertise is integrated across programs to provide state-of-the-art service to individual children, families, classrooms, school districts, and community agencies. Center staff work collaboratively to develop innovative service models that respond to evolving research in the area of best practice for assessment and intervention in autism.

Pacific Child and Family Associates, APC

Booth #29

START ▶

410 West Arden Avenue, Suite 203
Glendale, CA 91203
818-241-6780 x212
robinandrews@pacificchild.com
www.pacificchild.com

Pacific Child and Family Associates, APC specializes in providing treatment to autistic children and their families. The center has been serving these children for 16 years.

START ▶ A rewarding and valuable experience is gained while providing services to autistic children in their home and school setting. Training is provided; growth opportunities; driving required.

Pathways Strategic Teaching Center

Booth #34

START ▶

3445 Post Road

Warwick, RI 02910

401-739-2700

careers@kentcountyarcc.org

www.kentcountyarcc.org

Pathways Strategic Teaching Center (PSTC) is a comprehensive behavior analytic education and treatment program serving children with developmental disorders in Center and Community-Based Programs. Founded in 1998, PSTC is a program of Kent County Arc, J. Arthur Trudeau Memorial Center, which has been providing quality services to individuals with varying disabilities and their families for over 40 years.

START ▶ We are currently accepting applications for the following career opportunities:

The Director will manage the clinical and administrative direction of Pathways Strategic Teaching Center, and serve as clinical director over a staff of behavior analysts and teachers serving 20-25 children. Behavior analytic graduate training program (Ph.D. strongly preferred), five years experience with children with pervasive developmental disorders, and two years experience training/supervising staff required. Behavior analyst certification or meeting criteria preferred. Salary range: \$80-90K.

The Behavior Analyst will develop individual student curricula and treat problem behavior; train and supervise staff; design and assist in the management of research projects; provide parent training and consult to public schools. Behavior analytic graduate training program, three years experience with children with pervasive developmental disorders, and one year experience training/supervising staff required. Salary range: \$45-55K.

An excellent benefits package is available. PSTC is located in Warwick, RI between Providence and Newport, a one-hour drive from Boston and three hours from New York City.

Shema Kolainu - Hear Our Voices

Booth #10

START ▶

4302 New Utrecht Ave

Brooklyn, NY 11219

718-686-9600

skautismcenter@aol.com

www.shemakolainu.org

Shema Kolainu "Hear Our Voices" (SK-HOV) is a school and center for children with an autism spectrum disorder that reside in the five boros of NYC. SK-HOV is a NYS Education Department approved and funded, non-profit, non-denominational school that provides comprehensive behavior analytic services to children age 18 months to eleven years. The mission at SK-HOV is to help students maximize their potential at school and in their communities. Our scientific approach to teaching helps students achieve these goals.

Sing to Speak - Songs for Language Development

Booth #6

5700 Wimbledon Way

Fort Worth, TX 76133

817-294-9441

questions@singtospeak.com

www.singtospeak.com

Sing to Speak uses the power of music to help children gain language and new skills. Based on developmental sequences and ABA drills written by Maurice and Freeman, our songs incorporate a simple four step method to build a bridge from singing to speaking. CD's, Picture Books, Information and additional resources are available on-line at www.singtospeak.com.

Step By Step Academy

Booth #15

START ▶

1496 Old Henderson Rd

Columbus, OH 43220

614-273-0630

stepbystepacademy@ameritech.net

Step By Step Academy (SBSA) strives to become a model program for children with ASD by employing research-based strategies. ABA is the root of all treatment methods used. SBSA features intensive 1:1 and 1:2 treatment sessions building to group sessions in a full day, year-round program. SBSA integrates typically developing children to create a bridge between 1:1 intervention and typical school programs.

Teach Your Children Well

Booth #41

208-210 Front St. Second Floor

P.O. Box 908

Belleville, ON K8N 5B6

Canada

877-368-1513

michael.maloney2@sympatico.ca

www.teachyourchildrenwell.ca

Teach Your Children Well creates curriculum in reading and math integrating three major proven methods; behavior analysis, direct instruction and precision teaching. Current offerings include Teach Your Children to Read Well, The Toolbox Series for Literacy and Teach Your Children Math Well.

BFG Performance creates and markets Grammar and Math programs authored by Art Wimby and Brad Frieswyk.

The TreeHouse Trust

Booths #7 & 8

Woodside Avenue

London, England N10 3JA

004-420-8815-5430

sbeck@treehouse.org.uk

www.treehouse.org.uk

The TreeHouse Trust is an educational charity for children, based in London. Founded in 1997 by a group of parents, TreeHouse was the first school in the UK to use Applied Behavior Analysis. In addition to its school, TreeHouse runs a national centre to share the work of the school and promote the development of a professional infrastructure for autism practitioners in the UK.

A Not For Profit Organization

MINNESOTA

Autism

CENTER

From Hope To Achievement

3001 Broadway Street NE
Minneapolis, MN 55413
612-767-4200
www.mnautism.org

contact us for information on our mission and employment opportunities

Organizational Members (Non-exhibiting)

Aubrey Daniels International



3353 Peachtree Rd. NE, Suite 920

Atlanta, GA 30326

678.904.6140

info@aubreydaniels.com

www.aubreydaniels.com

Conditions change. People change. But the scientific laws of human behavior are constant For more than 25 years, Aubrey Daniels International (ADI) has been preparing leaders to use Applied Behavior Analysis to promote *profitable habits™*—persistent behaviors beneficial to business and to the people doing the work. We help organizations build leaders who cultivate profitable habits by consistently pinpointing, measuring, and reinforcing the work behaviors vital to achieving sustainable business success.

Coyne & Associates



Education Corporation

741 Garden View Court, Suite 104

Encinitas, CA 92024

760-634-1125

pdcoyne@coynemail.com

www.coyneandassociates.com

Coyne & Associates, Inc. is a group of psychologists and educators with expertise in Applied Behavior Analysis. A variety of services are provided: An In-Home Early Intervention Program for children with Autism and related disorders; In-school services for children with Autism and other disabilities; A center based social skills program for young children (PALS); and Psychological, Educational and Behavioral Assessments.



We have positions available for interventionists (tutors), supervisors, and a speech pathologist. We provide services in Orange County and San Diego County. If you are interested in joining our group please email your resume to pdcoyne@coynemail.com. For more information visit our website: www.coyneandassociates.com.

The Institute of Professional Practice, Inc.



Corporate Office, P.O. Box 1249

Montpelier, VT 05601

802-229-9515

www.ippi.org

The Institute supports children and adults with developmental disorders, mental health problems, and complex medical needs. Founded in 1980, we operate in Maryland, Connecticut, New Hampshire and Massachusetts, and offer round-the-clock services that include several residential options, day programming, vocational training, private special education, transitional support and comprehensive consultative services.



Southern
Illinois University
Carbondale

Doctoral Training Now Available in Behavior Analysis and Therapy

**For over 30 years, the Rehabilitation Institute of SIUC
has offered quality Masters-level training in Behavior
Analysis and Therapy.**

**Starting in 2005, we will also offer a Ph.D. degree with
advanced training opportunities in behavior analysis.**

**Check out our web site for more information about the faculty,
research, and growing educational opportunities at
www.siu.edu/~rehab**

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 31st annual convention in Chicago. The ABA Cooperative Bookstore will be located in the Southeast Exhibit Hall on the Lower Level of the Hilton Chicago. Bookstore catalogues will be available on-site. 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

Bookstore Hours

Friday, May 27th	9:00 am - 7:00 pm
Saturday, May 28th	9:00 am - 7:00 pm
Sunday, May 29th	9:00 am - 7:00 pm
Monday, May 30th	9:00 am - 7:00 pm
Tuesday, May 31 st	9:00 am - 12:00 pm

Meet and Greet

Author signings will be scheduled in the bookstore during the poster sessions. Check the on-site schedule for names and times.

On-line Store

www.abainternational.org/onlinestore

The on-line store is the place to order ABA publications and DVDs all year. In addition, bookstore titles will also be available from June 1 through July 15. An additional fee will be added to all orders for shipping and handling costs.

Promotional Items

Promotional items will be available at the bookstore, including convention t-shirts, sweatshirts, and mugs.

Videos and DVDs

Videos and DVDs from past ABA conventions will be available in the on-site bookstore as well as on-line.

Contact

For any inquiries regarding the ABA Cooperative Bookstore, contact Margaret Eisele in the ABA office at (269) 492-9311, or via e-mail at bookstore@abainternational.org.



SING TO SPEAK

– songs for language development –

www.singtospeak.com

ABA drills set to music



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The B. F. Skinner Foundation was established in 1987 to publish significant literary and scientific works in the analysis of behavior and to educate both professionals and the public about the science of behavior. Beyond publishing, the Foundation collects and categorizes works by and about B. F. Skinner.

Current publications available for purchase through the Foundation:*

- ❖ ***The Behavior of Organisms: An Experimental Analysis***
- ❖ ***Cumulative Record: Definitive Edition***
- ❖ ***Principles of Psychology***
- ❖ ***Schedules of Reinforcement***
- ❖ ***Verbal Behavior***
- ❖ ***The Technology of Teaching***
- ❖ ***Beyond Freedom and Dignity*** (Available through arrangement with Hackett Publishing.)

Visit the B. F. Skinner Foundation Booth to learn more!

*Books also available for purchase in the ABA Bookstore

For More Information & To Order

The B. F. Skinner Foundation
12 Arrow Street, Suite 303
Cambridge, MA 02138
Phone: 617.661.9209 Fax: 617.499.0012
Email: info@bfskinner.org

www.bfskinner.org

BEACON SERVICES

Behavioral Education, Assessment, and Consultation, Inc.

BEACON Services is a private group practice of Behavior Analysts, Special Educators and Early Childhood Professionals experienced in providing programs serving early childhood and school age children with autism and other developmental and behavioral challenges.

BEACON's mission is to work in alliance with families and school systems to develop essential life skills among children with disabilities, especially those with autism and pervasive developmental disorders. In order to achieve these goals, BEACON staff and the child's family collaborate to provide up to 40 hours per week of educational and clinical services using a behavior analytical model.

BEACON has been established to provide five important services:

- 1.) Intensive Home-Based Educational Services
- 2.) Behavioral Consultation/Assessment
- 3.) Case Conferencing
- 4.) Inclusion Support Staff
- 5.) Staff Development and Training Services

CONTACT US AT OUR MAIN OFFICE:

BEACON Services

321 Fortune Blvd - Milford, MA 01757

TEL: 508-478-0207 | FAX: 508-634-6984

EMAIL: abaservices@beaconservices.org

WEBSITE: www.beaconservices.org



chicago

Friday, May 27

**Day Schedule
Workshops**

Friday, May 27[illegible]

Friday, May 27

ROOM	2 PM :00 :30		3 PM :00 :30		4 PM :00 :30		5 PM :00 :30		6 PM :00 :30		7 PM :00 :30		8 - 10 PM				
SW Exhibit Hall			2004 ABA Exhibit													Lower Lvl	
SW Exhibit Hall	ABA's Service to Apply, Recruit, and Train (START)														First Floor		
SE Exhibit Hall	ABA Cooperative Bookstore																
8th Street Registration	Pre- and On-Site Registration; Continuing Education																
Continental A	#W5 SUNDBERG, cont'd							#W44 BARBERA					CE/PSY				
Continental B	#W9 McELWEE, cont'd							#W49 PARTINGTON					CE/PSY				
Continental C	#W10 GERENSER, cont'd																
International South	#1 SQAB														Second Floor		
Boulevard A	#W20 GOLDEN, cont'd							#W42 METZGER & Poletti					CE/PSY				
Boulevard B	#W17 CELIBERTI, cont'd							#W39 R. RAY & J. Ray					CE				
Boulevard C	#W25 DWORKIN, cont'd							#W40 SANCHEZ, et al.					CE/PSY				
Williford A	#W1 WEINBERG, cont'd							#W31 STARLIN, et al.					CE	Third Floor			
Williford B	#W4 McDONALD, cont'd							#W32 PEELER					CE/PSY				
Williford C	#W8 ANDRONIS, cont'd							#W34 HUNDERT & Walton-Allen					CE/PSY				
Waldorf	#W16 McGREEVY, cont'd							#W50 STEELE, et al.					CE/PSY				
Astoria	#W23 TWIGG, cont'd							#W35 SHARPE, et al.					CE				
Private Dining Room 1	#W28 OSNES					CE/PSY			#W30 STENHOFF & Davey						CE		
Private Dining Room 2	#W12 FABRIZIO, cont'd							#W37 COHEN-ALMEIDA, et al.					CE/PSY				
Private Dining Room 3	#W29 SCHELL					CE/PSY			#W33 LETSO & Roost						CE/PSY		
Private Dining Room 4	#W2 MOORE, cont'd							#W54 McGRALE-MAHER, et al.					CE/PSY				
Private Dining Rooms 6 & 7	Speaker-Ready Room																
Joliet	#W15 METZGER, cont'd																
Marquette								#W38 Clevenger & GRAFF					CE/PSY				
4A	#W24 SALTZMAN, cont'd							#W41 DAVIS, et al.					CE/PSY	Fourth Floor			
4B	#W3 MURRELL, cont'd																
4C	#W7 CORCORAN, cont'd							#W48 FLOOD, et al.					CE/PSY				
4D	#W14 WATKINS, cont'd							#W43 EL-ROY &Gerenser					CE/PSY				
4F	#W6 ROSS, cont'd																
4K	#W18 DAHL, cont'd							#W51 HUTCHISON & Constantine					CE/PSY				
4L	#W19 WILLIAMS, cont'd							#W52 MEYER, et al.					CE/PSY				
4M	#W22 JOHNSON, cont'd							#W53 Ahearn & GALIATSATOS					CE/PSY				
5F	#W13 KOHLENBERG, cont'd																
5G	#W11 TOOGOOD, cont'd												Fifth Floor				
5H	#W21 AUSTIN, cont'd																
Lake Erie								#W45 JOHNSON, et al.						CE			
Lake Huron								#W46 BOSCH & Maier					CE/PSY	Eighth Floor			
Lake Michigan								#W47 MOORS & Malmquist					CE/PSY				
Lake Ontario								#W36 CARTER, et al.					CE				

Workshop #1**BACB & PSY CE**

10:00 AM - 5:00 PM

Williford A (3rd floor)

CE Instructor: Michael Weinberg, Ph.D., BCBA

Using Organizational Behavior Management Approaches in Human Services Settings

Joseph Cautilli (Children's Crisis Treatment Center) and MICHAEL WEINBERG Ph.D., BCBA (Southbury Training School)

Description: This workshop will provide a theoretical framework for utilizing behavior analysis principles of organizational behavior management, combining it with methods from Quality Management 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 focus 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; participants will practice use of various organizational assessment instruments in evaluating their own or hypothetical human services agencies.

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 3/11 Member: \$155 Non-member: \$170

Workshop #2**BACB & PSY CE**

10:00 AM - 5:00 PM

Private Dining Room 4 (3rd floor)

CE Instructor: Timothy R. Moore, M.S., BCBA

Enhancing Understanding of the Behavioral Approach to the Treatment of Autism

TIMOTHY R. MOORE M.S., BCBA and Julie A. Waldoch (Minnesota Autism Center)

Description: Autism, a condition more prevalent than ever before, is a developmental disorder whose most valid treatment options (those that are behaviorally-based) are not as widely used or understood as we might hope. Workshop participants will learn about cardinal and secondary characteristics of autism, and behavioral approaches to treatment. Specifically, we'll discuss theory and practice in several areas: what Applied Behavior Analysis is and is not, approaches to functional assessment, the use of reinforcement and punishment, family and support staff involvement in treatment, prompting, and the management of dangerous behavior.

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

- Describe the three cardinal characteristics of autism.
- Outline essential components of the behavioral approach to the treatment of autism.
- Conduct a functional assessment (indirect component).
- Conduct a direct functional assessment (direct component).
- Develop a reinforcement and behavior management program.
- Use prompt hierarchies to teach a simple skill.
- Make decisions based on safety during a crisis.

Activities: Case studies with video samples: Small groups will identify cardinal characteristics of autism; Case studies with written descriptions: Small groups will conduct a brief functional assessment interview with a participant role playing the parent; Case studies with video samples: Small groups will identify important setting events, antecedents, and consequences to behavioral scenarios; Based on the functional assessments with case studies, small groups will discuss and plan treatment, complete with antecedent and consequence programming; Small groups will develop a teaching plan, complete with prompt

hierarchy, for a skill to replace a negative behavior; Case studies with written descriptions: Small groups will make decisions on interventions during crisis scenarios.

Audience: This workshop is appropriate for clinical staff and educators at teaching or supervisory levels, as the discussion of theory, and practice of application, may be novel or an expansion on a skill set. Parents will also benefit as they wish to enhance their understanding about the behavioral approach to the treatment of autism.

Level: Intermediate

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #3**PSY CE**

10:00 AM - 5:00 PM

4B (4th floor)

CE Instructor: Amy R. Murrell, M.A.

Acceptance and Commitment Therapy (ACT) with Children, Adolescents, and Their Families

AMY MURRELL, M.A. (University of Mississippi)

Description: One in ten American children has a mental illness that is severe enough to cause impairment in daily living (NIMH, 2002). Over the last decade, there has been a rise in the use of medication to treat such illness; however, recent concerns about the lack of benefits and high risks associated with many medications (e.g., FDA, 2004) have illuminated the need for well-grounded psychotherapy for children and adolescents. Behavioral treatments have historically yielded positive results for youth (Chambless & Ollendick, 2001). Acceptance and Commitment Therapy (ACT) is a behavioral treatment that integrates traditional techniques like exposure and behavioral activation with third-wave strategies including mindfulness and values work. This workshop will introduce ACT work as it applies to the youth population. Functional and other assessment, case conceptualization and treatment planning from an ACT perspective (considering direct and verbal conditioning processes) will be reviewed. Clinical examples will be used to illustrate therapeutic techniques. Discussion of criticisms and special process issues concerning the use of ACT with youth will be incorporated. The workshop will be primarily didactic, although participants will be encouraged to discuss cases, role-play, and participate in experiential exercises as well.

Objectives: At the end of the workshop the participant will be able to:

- Identify ways in which verbal conditioning relates to human suffering.
- Compare/contrast targets of traditional and ACT-consistent functional assessment.
- Evaluate the use of acceptance-based measures for youth populations.
- Formulate a brief ACT-consistent conceptualization of a case.
- Identify the treatment goals and six core components of ACT work.
- Demonstrate understanding of those components in work with youth populations.
- Discuss the role of family participation in ACT treatment of youth.

Activities: Activities will include lecture, role-plays, and small group discussion. Participants will be encouraged to present hypothetical or appropriately disguised cases with which they are struggling or have concerns.

Audience: As this is an introductory workshop, students and those unfamiliar with or new to the ACT model are encouraged to attend. This workshop may benefit behavior analysts, psychologists, social workers and others who conduct or supervise applied work with children and adolescents.

Level: Introductory

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #4	BACB & PSY CE
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10:00 AM - 5:00 PM

Williford B (3rd floor)

CE Instructor: Mary E. McDonald, Ph.D., BCBA

Using Diverse Strategies to Teach Advanced Social Skills to Children with Autism

MARY E. McDONALD Ph.D., BCBA (The Genesis School), Catherine Fallo (Personal Touch), and Ruth Donlin (Private Practice)

Description: Children with autism exhibit many deficits in the area of socialization. It is difficult for children with autism to respond to peers in social situations as well as to initiate to others. There are many other areas of socialization that children with autism have great difficulty with, such as ending a conversation, listening to another conversation to obtain information and knowing how to join in a conversation. This workshop will discuss a variety of innovative strategies that have been successful for improving social skills in children with autism. Specific strategies to be discussed will include topics such as: the use of behavioral rehearsal, role playing, using video modeling and video

rehearsal, and conducting ABC analyses of social situations. Carol Gray's comic strip conversations and social stories will be also be reviewed.

Objectives: At the completion of the workshop, participants will have learned:

- A minimum of 3 new methods for increasing social skills in children with autism.
- How to operationalize advanced concepts such as friendship when teaching a child with autism.
- How to use behavioral rehearsal with children with autism to improve social skills.
- How to use self-monitoring for children with autism to help them to monitor their social skills.

Activities: Participants will watch video clips of a variety of strategies that can be used to increase social skills in individuals with autism. Specific activities will include writing a story about a social situation for a student, conducting an ABC analysis on a social situation and operationalizing a variety of advanced social concepts.

Audience: Psychologists, Special educators, social workers, speech pathologists, parents

Level: Intermediate

Member: \$160 **Non-member:** \$175

After 3/11 Member: \$185 **Non-member:** \$200

Workshop #5	BACB & PSY CE
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10:00 AM - 5:00 PM

Continental A (1st floor)

CE Instructor: Mark Sundberg, Ph.D., BCBA

An Updated Version of the Verbal Behavior Assessment and Curriculum for Children with Autism

MARK SUNDBERG, Ph.D., BCBA (STARS School)

Description: Skinner's analysis of verbal behavior has proven to be a valuable tool for language assessment and intervention for children with autism. This workshop will provide an overview of the basic elements of Skinner's analysis of verbal behavior, and will present an updated version of several aspects of the application of the analysis to language assessment and intervention. Specifically, updated versions of the language assessment sequence, the barriers to language acquisition, the verbal behavior curriculum, and the training procedures for each elementary verbal operant will be presented. A strong focus of the workshop will be on the importance of

conducting verbal behavior analyses at all levels of a language intervention program.

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

- Define the elementary verbal operants (i.e., echoic, mand, tact, intraverbal, textual, and transcriptive).
- Describe several barriers to language acquisition and explain how to remove them.
- Provide a brief task analysis of each of the verbal operants.
- Describe procedures for teaching each of the verbal operants.
- Explain how typical language development can serve as a guide for a language intervention program.
- Describe what constitutes a “verbal behavior analysis.”
- Conduct “verbal behavior analyses” of various language acquisition problems.

Activities: Attendees will participate in didactic presentations, discussions, and exercises in the analysis of verbal behavior. A 300 plus page handout will be provided to each attendee that will contain extensive information on each topic.

Audience: Participants should have a strong working knowledge of behavior analysis and some interest in its application to language assessment and intervention.

Level: Introductory

Member: \$160 **Non-member:** \$175

After 3/11 Member: \$185 **Non-member:** \$200

Workshop #6

BACB & PSY CE

10:00 AM - 5:00 PM

4F (4th floor)

CE Instructor: Robert K. Ross, M.S., BCBA

Direct Instruction: Curriculum Overview and Implementation with Children with Autism Spectrum Disorder (ASD)

Wendy Kozma (Evergreen Center) and Ann Filer, and ROBERT ROSS, M.S., BCBA (BEACON Services, Inc.)

Description: This workshop will provide a comprehensive overview of two Direct Instruction (DI) curriculum components; Language for Learning and Reading Mastery. The relevance for use with both typical learners and those with developmental disabilities will be demonstrated. Participants will receive curriculum materials and have hands on practice in the implementation of DI teaching practices.

Throughout the course of the workshop, strategies to enable both typical children and individuals with disabilities to access traditional curriculum, while operating within the structures of behavioral teaching, will be highlighted and practiced.

The methods and structure of DI incorporate behavioral principles into instruction, including prompt fading, use of multiple exemplars and frequent measurement of efficacy. The instructors will provide in depth review of the types of instructional modifications required to implement DI with atypical learners. These modifications will include the use of token systems, visual schedules, additional visual prompts, presenting tasks in isolation and pre-teaching. These modifications although not specified in traditional DI scripts and trainings will be discussed in detail and practiced in this workshop. In addition, participants will review a model to provide program wide implementation training and effective implementation in home-based and school-based settings.

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

- Demonstrate beginning knowledge of Direct Instruction, as a teaching process with specific techniques and strategies.
- Be able to implement at least three or more Direct Instruction instructional practices.
- Demonstrate beginning knowledge of Direct Instruction, as a curriculum designed to teach reading decoding, comprehension, and language development skills.
- Describe the data supporting successful implementation of Direct Instruction programs with children with a diagnosis of Autism Spectrum Disorder.
- List at least five modifications effective in the implementation of Direct Instruction programs with children with a diagnosis of Autism Spectrum Disorder.
- Be able to implement at least three of the modifications of Direct Instruction programs with children with a diagnosis of Autism Spectrum Disorder.
- Describe the implications of parent training and participation in the implementation of Direct Instruction programs.
- Be able to implement the DI structures and procedures in a range of settings and to increase generalized compliance in natural settings.

Activities: Review efficacy data related to Direct Instruction and its curriculum components; Review the Reading Mastery curriculum and practice implementation of lessons and exercises; Review the Language for Learning curriculum and practice implementation of lessons and exercises; Review, observe and practice the modifications of curriculum necessary for effective implementation of DI for children with Autism Spectrum Disorders; View videotapes demonstrating structured DI sessions encompassing modifications for children with Autism Spectrum Disorders; Practice implementation of both curricula with modifications in place; Practice using DI data collection systems and teacher feedback forms.

Audience: Individuals who are working with children with Autism Spectrum Disorder and developmental disabilities.

Level: Introductory

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #7	BACB & PSY CE
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10:00 AM - 5:00 PM

4C (4th floor)

CE Instructor: David Corcoran, M.S., BCBA

Activity Schedules: Beyond Independent Activities

DAVID CORCORAN, M.S., BCBA and Joe Vedora (BEACON Services)

Description: The purpose of this introductory workshop is to train participants in the use of various forms of visual activity schedules. Activity schedules will be described and explained, and instruction on how to effectively establish stimulus control using activity schedules. Activity schedules have been employed with individuals with autism to promote independence and increase on-task behavior. In addition to addressing their use with individuals with autism, this workshop will describe their expanded use to a variety of conditions at home and school. The first half of the workshop will include a lecture and training on how to design schedules and teach students to use this versatile tool using basic close ended activities. The second half will focus on novel uses of activity schedules including the use of activity schedules to increase social and play skills, food acceptance, self-help skills, community behavior, and the use of computerized activity schedules.

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

- Design and implement basic 3-4 task activity schedules.
- Identify settings and occasions to use them and learners with which to use them.
- Describe various forms and modalities of activity schedules and match them to individuals learning styles.
- Demonstrate the teaching procedures necessary to implement basic activity schedules.
- Troubleshoot challenges in designing and teaching activity schedules.
- Describe modifications enhancing usefulness of activity schedules.
- List variations on the basic activity schedule and apply them to real world situations.

Activities: Describe and set up basic activity schedules; Identify settings and occasions to use them and learners to use them with; Describe various forms and modalities of activity schedules and match them to individuals' learning styles; Implement basic activity schedules; Troubleshoot and describe modifications enhancing usefulness of activity schedules; Expand upon basic activity schedules.

Audience: Individuals who are working with adults and children with disabilities who are interested in effective methods of teaching a wide range of skills and behaviors that are traditionally difficult to teach this population.

Level: Introductory

Member: \$150 **Non-member:** \$165

After 3/11 Member: \$175 **Non-member:** \$190

Workshop #8	BACB & PSY CE
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10:00 AM - 5:00 PM

Williford C (3rd floor)

CE Instructor: Paul Thomas Andronis, Ph.D.

Assembling Case Presentations Using Goldiamond's Constructional Approach

PAUL THOMAS ANDRONIS, Ph.D. (Northern Michigan University)

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. Goldiamond (1974, 1975, 1976, 1977, 1979, & 1984) elaborated a thoroughgoing method for the functional analysis of behavior, called the "Constructional Approach," that includes linear and nonlinear

contingency relations, and that may be addressed explicitly to both topical and systemic treatment programs. In short, Goldiamond's approach affords a comprehensive, coherent, and fundamental basis for the functional analysis of behavior.

This workshop will provide a brief overview of Goldiamond's (1974) Constructional Approach to social and personal behavior problems, including a brief review of the Constructional Questionnaire, used like an intake interview to gather initial information to guide the functional analysis. The focus will be on the presentation of material collected in this interview (or other formats), in a way that portrays the individual as a competently functioning person, and the problem behavior as an effective, adaptive operant given the individual's personal history and natural ecology. Examples from clinical and organizational casework, as well as any offered by participants, will illustrate the method.

The theoretical model used in this workshop treats human behavior as a rational and adaptive outcome of individuals' unique personal histories (including both social and biological endowments). Accordingly, we will discuss ways in which the material gathered in the Constructional Questionnaire, as well as other forms of intake interviews, can be assembled to reveal how troublesome behavior can nonetheless benefit individuals in personal ways, and how framing behavior problems within a Constructional approach can "makes sense" of behavior that, from other perspectives, is classified as senseless, irrational, maladaptive, dysfunctional, pathological, and so on.

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

- Describe a contingency-based view 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.
- Describe the kinds of basic information that are useful for Constructional programming.
- Identify important assessment and programming variables gathered by means of the Constructional Questionnaire or other intake interview formats.

- Define disturbing behavior patterns in terms of their functions as successful operants.
- Identify different kinds of ordinary outcomes that can nonetheless maintain disturbing patterns of behavior.
- Identify strengths a client/patient/student may possess at the start of the program.
- Write a brief description of a client's behavior problem using Goldiamond's Constructional Case Presentation Guide.

Activities: After a presentation of the model, participants will discuss key elements of the Constructional Approach, its differences from those procedures that characterize conventional functional analysis, and the importance and utility of distinguishing between linear and nonlinear contingency relations, and between topical and systemic treatment procedures. With materials supplied to them, or information they themselves have contributed, the participants will work in small groups to analyze clinical or other applied vignettes, identify the appropriate contingency matrices, and then present their analyses to the workshop as a whole in Constructional terms (using *Goldiamond's Constructional Case Presentation Guide*). If time allows, participants may suggest and discuss outlines for Constructional interventions in those cases.

Audience: Participants for this workshop should have a basic understanding of the consequential governance of behavior. Familiarity with Goldiamond's Constructional Approach, through previous workshops in the area, would greatly enhance the value of this workshop to participants. The subject and activities would probably appeal most to 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.

Level: Intermediate

Member: \$140 **Non-member:** \$155

After 3/11 Member: \$165 **Non-member:** \$180

Workshop #9**BACB & PSY CE**

10:00 AM - 5:00 PM

Continental B (1st floor)

CE Instructor: Ian Stewart, Ph.D.

Early Intensive Behavioral Intervention and Relational Frame Theory

Ian Stewart, Ph.D. (National University of Ireland, Galway), JOHN McELWEE (Step-By-Step), and Eric Fox (Arizona State University)

Description: Early Intensive Behavioral Intervention (EIBI) is an effective behavior analysis based approach to remediation of deficits for Autistic Spectral Disorder (ASD) where communication is the core deficit. Relational Frame Theory (RFT) is a modern behaviour analytic approach to human language and cognition, which extends Skinner's analysis of verbal behavior by conceptualizing language as generalized relational responding, thus providing new directions for behavioral research and intervention. The purpose of this workshop is to demonstrate how insights and procedures generated by the RFT approach might be applied in the EIBI domain.

The first part of the workshop will involve defining and explaining the core concepts of RFT. It will explain the history that gives rise to the core generalized operant of arbitrary relational responding or relational framing and outline the defining properties of this operant, as well as providing research evidence of the link between arbitrary relational responding and language. It will explain how the analysis of verbal behavior in terms of relational framing can explain the extraordinary generativity characterizing language and will outline findings from RFT-based work that has used laboratory generated relational framing to model a diversity of linguistic and higher cognitive skills, with particular emphasis on those most obviously relevant to EIBI such as derived naming, hierarchical relational responding and perspective taking. Finally, this initial portion of the workshop will examine existing EIBI curricula and show how core training protocols might be reinterpreted and extended using Relational Frame Theory, putting particular emphasis on the importance of the RFT-based concepts of multiple exemplar training, contextual control and derived relational performance outcomes.

The second part of the workshop will examine how RFT may be combined with the area of Early Intensive Behavioral Intervention to provide a comprehensive framework for teaching relational framing beginning with basic conditional discriminations and progressing

through various stages of non-arbitrary and arbitrary relational responding. Starting with simple non-arbitrary auditory and visual identity matching, the framework will progressively target auditory-to-visual matching-to-sample, mutually entailed sound-object/object-sound relations, contextually controlled (SAME versus DIFFERENT) non-arbitrary visual and auditory matching, flexibility of contextual control and combinatorial entailment. This half of the workshop will involve greater participation by the audience than the first. The audience will be divided into groups and guided in key features of the implementation of successive stages of the framework.

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

- Understand how RFT approaches language.
- Understand key theoretical concepts of RFT.
- Be familiar with several of the areas of the RFT empirical research programs that are relevant to Early Intensive Behavioral Intervention.
- Understand core principles of RFT as they apply in the arena of early intensive intervention.
- Understand and use techniques designed to train relational framing from a basic level.
- Be knowledgeable with how existing EIBI curricula and core training protocols might be reinterpreted and extended using Relational Frame Theory.
- Implement a short Relational-Frame-based training protocol in an EIBI context.

Activities: Didactic instruction, small group work, and brief exercises will be utilized.

Audience: Therapists with expertise in the analysis of verbal behavior and the implementation of EIBI programs that are interested in applying principles of Relational Frame Theory in the EIBI domain.

Level: Introductory

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #10**PSY CE**

10:00 AM - 5:00 PM

Continental C (1st floor)

CE Instructor: Helen Bloomer, M.A., BCBA

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

JOANNE GERENSER (Eden II Programs) and Helen Bloomer, M.A., BCBA (Crossroads Center For Children)

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

After 3/11 Member: \$170 **Non-member:** \$185

Workshop #11**BACB & PSY CE**

10:00 AM - 5:00 PM

5G (5th floor)

CE Instructor: Sandy Toogood, Ph.D., BCBA

Promoting Participation in Activity Among People with Severe Intellectual Disabilities Through the Active Support Model

SANDY TOOGOOD, Ph.D., BCBA and Vaso Totsika (University of Wales, Bangor)

Description: Active support (AS) describes an empirically tested group of procedures for organizing small community homes to maximize opportunities for adults and young persons with severe or profound intellectual impairments to participate fully in everyday, life-defining activity and social interaction. Active support has integrated procedures for Activity support planning, individual program planning, community access logs, opportunity planning, structured teaching, data-based team meetings and interactive training. Interactive training is a structured behavioral approach to on-site staff training that is individually tailored to each staff-client combination. Interactive training

typically covers a) activity preparation and presentation, b) providing support and assistance, c) making participation rewarding, and d) managing personal behavior and the social environment. AS exploits the relationship between active participation and effective antecedent assistance from staff. AS also generates rich data for routinely monitoring service effort (inputs) and individual client experience (outcome). AS complements bespoke behavioral intervention (e.g. via establishing operations) and augmented communication systems where they are clinically relevant.

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

- Relate the ethics and theoretical basis of ABA to the philosophical orientation and core values of active support.
- Describe the components of active support functionally and structurally.
- Develop activity support plans in his/her own services settings.
- Operate a system of opportunity planning using behavioral objectives.
- Cite applied research into active support as it relates to core concepts and methods in ABA.
- Relate, compare and contrast active support with other applied behavior analytic approaches (e.g. positive behavior support).

Activities: Data-based presentation and discussion; Multi-media description and discussion; Rehearsing a selection of training exercises; Discussing and reviewing Active Support and other applied approaches. In addition, participants will have the opportunity to take part in, or observe and critically evaluate, a simulated behavioral observation and on-site training exercise.

Audience: Behavior analysts and other professionals working into small community homes for adults with intellectual disabilities.

Level: Intermediate

Member: \$185 **Non-member:** \$200

After 3/11 Member: \$210 **Non-member:** \$225

Workshop #12

BACB & PSY CE

10:00 AM - 5:00 PM

Private Dining Room 2 (3rd floor)

CE Instructor: Michael A. Fabrizio, M.A., BCBA

Fluency-Based Instruction for Children with Autism

MICHAEL A. FABRIZIO, M.A., BCBA, Kristin N. Schirmer, Alison L. Moors, Krista Zambolin (Fabrizio/Moors Consulting), and Shane D. Isley (University of North Texas)

Description: This six-hour workshop will introduce participants to Fluency-Based Instruction as applied to learners with Autism. Fluency-Based Instruction, an instructional system derived from the discipline of Behavior Analysis and its subfield Precision Teaching, is a highly effective and efficient system for arranging instructional contingencies. Participants will learn the components of Fluency-Based Instruction, its 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.

Objectives: At the conclusion of the workshop, the participant 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 clinical and measurement advantages offered by measuring rate of response rather than percent correct.
- Describe the levels of data-based decisions that clinicians can make when monitoring Fluency-Based Instruction.
- Describe the procedures used to empirically validate skill retention, endurance, application, and stability.
- Describe the support systems needed to implement Fluency-Based Instruction in both school and private clinical arrangements

Activities: The presenters will use a combination of lecture, small group discussion, and large group discussion to ensure that participants learn the skills described in the workshop's objectives. Throughout the workshop, participants will be encouraged to ask questions as the material is presented.

Audience: This workshop is appropriate for parents and professionals involved in the design and monitoring of behavior analytic intervention programs for children with autism and related disabilities.

Level: Introductory

Member: \$150 **Non-member:** \$165

After 3/11 Member: \$175 **Non-member:** \$190

Workshop #13

BACB & PSY CE

10:00 AM - 5:00 PM

5F (5th floor)

CE Instructor: Robert J. Kohlenberg, Ph.D.

Functional Analytic Psychotherapy: Super-Charging the Therapeutic Relationship

ROBERT J. KOHLENBERG, Ph.D., Reo Newring, Christine Terry, Mary Plummer, and Madelon Bolling (University of Washington)

Description: Do you want to learn how to develop intense therapeutic relationships with your outpatient psychotherapy clients? This workshop is for behavior analysts who want to apply functional analytic principles to outpatient mental health treatment and it is for practicing clinicians who want to incorporate functional analysis in their work. We will explain how a functional analysis in psychotherapy leads to a focus on the client-therapist relationship, and overview the basic principles of Functional Analytic Psychotherapy (FAP). Clinicians that are new to functional analysis or FAP are welcome and we aim to present topics that go beyond the basics. Strategies and techniques for using the client-therapist relationship as a therapeutic tool will be introduced and practiced. Emphasis will be placed on experiential learning, in addition to didactics. Finally, we will address issues in training and supervising therapists. Participants will have time to discuss ways of tailoring FAP to their needs and integrating this approach with other treatments, including ACT. In addition, the presenters will address challenges and concerns about focusing on the client-therapist relationship.

Objectives: This workshop will overview the basic principles of Functional Analytic Psychotherapy and introduce strategies and techniques to apply these principles:

- To familiarize clinical behavior analysts with the notion of in-vivo work.
- To demonstrate how the identification, evocation, and modification (i.e., natural reinforcement) of in-vivo behavior can improve clinical outcomes.

- To learn the tools and techniques suggested in FAP.
- To practice strategies and discuss how these principles can be applied with participants' clients.
- To train clinicians to use a functional analysis to assess and interpret client behavior and develop treatment plans.
- To experience the intensity of an in-vivo interaction within the constraints of the workshop.
- To introduce considerations for supervision and discuss difficulties in training therapists and applying the suggested strategies.

By the end of the workshop, attendees should be able to use a number of FAP strategies, including case conceptualizing, identifying and evoking clinically relevant behaviors, assessing the effects of interventions, and focusing on the therapeutic relationship.

Activities: This workshop is a combination of didactic presentation, videotaped clinical case material, and a variety of exercises and activities. Participants will be encouraged to discuss ways to tailor FAP principles to their own clients. Attendees will 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.

Audience: The workshop is aimed at several audiences. One is the behavior analyst who is interested in an introduction to therapy techniques and a behavior analytic interpretation of the therapeutic process. Because FAP is built on behavior analytic principles, anyone who understands BA can learn to supercharge their relationships. Another is the therapist who is interested in applying functional analysis in his/her approach to treatment. Any therapist who is interested in increasing the intensity and/or salience of the therapeutic relationship, regardless of the type of interventions used, is invited to attend. Although the focus of the workshop will be on working with adult, mental health outpatients with generally intact cognitive functioning, we welcome discussion of how these methods may apply to other populations. Because clinical

material is being presented, the workshop is open only to faculty, graduate students, or professionals.

Level: Introductory

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #14

BACB & PSY CE

10:00 AM - 5:00 PM

4D (4th floor)

CE Instructor: Cathy L. Watkins, Ph.D., BCBA

Language for Learning: A Direct Instruction Language Development Program

CATHY L. WATKINS, Ph.D., BCBA (California State University, Stanislaus)

Description: This workshop is designed to provide training in the Language for Learning program. Language for Learning is a comprehensive oral language development program that teaches the essential concepts and skills all children need in order to be successful. The workshop will provide an overview of Direct Instruction programs, emphasizing language development programs. Training will focus on effective delivery of Language for Learning. Participants will practice teaching formats from the program and receive feedback from the workshop presenter. Issues related to using the program with students who have exceptional learning needs will also be addressed. Teacher's Guides for the Language for Learning program will be provided.

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

- Describe the scope and sequence of skills taught in Language for Learning.
- Identify critical design features of the program and explain their importance.
- Demonstrate effective program delivery techniques.
- Demonstrate effective correction procedures.
- Specify the necessary preskills for entering Language for Learning.
- Make placement and grouping decision based on the Language for Learning placement test.
- Describe appropriate adaptation/modifications for students with exceptional learning needs.

Activities: Participants will receive information about the design of the Language for Learning program. Videotapes of lessons will be shown. The presenter will demonstrate how to teach

selected formats from the program. Participants will practice delivering formats and receive feedback from the workshop presenter.

Audience: Anyone who is interested in learning how to teach Direct Instruction programs in general and Language for Learning in particular. No previous experience necessary. The workshop is appropriate for teachers, practitioners, and parents.

Level: Introductory

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #15

BACB & PSY CE

10:00 AM - 5:00 PM

Joliet (3rd floor)

CE Instructor: Barbara Metzger, Ph.D., BCBA

A Curriculum for Intensive, Early Intervention Program for Children with Autism: The First Two Phases

BARBARA METZGER, Ph.D., BCBA and Angela Poletti (Winston-Salem/Forsyth County Schools)

Description: A curriculum for teaching young children with autism will be presented. The curriculum is presented in a flow chart format that specifies the sequence of teaching programs. The curriculum has a heavy emphasis on teaching early language and play skills. The curriculum also covers imitation, school readiness and self-help skills. Teaching methodologies and strategies for beginning programs and advanced programs will be presented.

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

- Read the curriculum flow chart to determine the sequence of skills.
- Identify the programs of the first two phases of the curriculum as well as the overall goal and ideal timeline for each phase.
- Identify the goal of each program.
- Identify potential mistakes of each program.
- Identify teaching tips for each program.
- Demonstrate the steps of discrimination training.
- Demonstrate the left to right visual work system.
- Identify the types of generalization.
- Identify play activities to incorporate into your teaching.

Activities: Watch video clips of specific programs and specific teaching methods/strategies; lecture; question and answer; in vivo practice of teaching methodologies/strategies.

Audience: Parents and professionals who want to learn about the curriculum and methodologies to teach a young child with autism.

Level: Intermediate

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #16

BACB & PSY CE

10:00 AM - 5:00 PM

Waldorf (3rd floor)

CE Instructor: Patrick McGreevy, Ph.D., BCBA

Teaching Sign Language to Hearing Children and Adults with Developmental Disabilities, Including Autism

PATRICK MCGREEVY, Ph.D., BCBA and Troy Fry (Patrick McGreevy, Ph.D., P.A. and Associates)

Description: Many children and adults with developmental disabilities, including autism, do not communicate using spoken words. At the present time, the most popular alternative communication response form includes selecting pictures. This workshop provides participants with a "new" look at the advantages and disadvantages of sign language, demonstrations of learners using signs, and practice teaching learners sign mands, tacts, and intraverbals.

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

- Describe the importance of the echoic repertoire.
- Decide when an alternative communication response form – signing, pictures, or augmentative devices – is necessary.
- Describe the advantages and disadvantages of various alternative communication response forms.
- Describe and implement effective procedures for teaching sign mands.
- Transfer sign mands to tacts and intraverbals.
- Collect data while teaching sign mands, tacts, and intraverbals.
- Adjust teaching procedures when common problems occur in teaching sign mands, tacts, and intraverbals.

Activities: This workshop will provide written descriptions, videotape and live demonstrations, and practice activities for participants.

Audience: The target audience for this workshop includes teachers, behavior analysts, and others who work with children and adults with developmental disabilities, including autism.

Level: Introductory

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #17

BACB & PSY CE

10:00 AM - 5:00 PM

Boulevard B (2nd floor)

CE Instructor: David Celiberti, Ph.D., BCBA

Incorporating Generalization and Maintenance into Skill Acquisition Programming for Learners with Autism and Related Disorders

DAVID A. CELIBERTI, Ph.D., BCBA (Private Practice)

Description: Educators and other providers are often faced with situations in which the skills of learners with autism and related disorders do not generalize or maintain over time. Many providers fail to recognize the steps they should be taking to promote generalization and maintenance; nonetheless, the field of applied behavior analysis possesses a framework and a number of methods that can be implemented to circumvent these challenges. During this workshop, the various forms of generalization (stimulus, response, and temporal generalization) will be described along with specific methods that may increase the likelihood that generalization will be observed. Efforts to address generalization and maintenance need to be individualized for each learner, tailored to the target skill, and planned for in a systematic manner. More specifically, methods will be presented that can be incorporated at three broad phases in the teaching process, during treatment planning and prior to the initial teaching of a target skill, during the process of teaching the particular target skill, and after the target skill is mastered. A model for determining how best to maintain target skills after they are mastered will also be offered.

Objectives: After this workshop, participants will be able to:

- Differentiate the various types of generalization.
- Recognize common obstacles that impede generalization and maintenance.

- Design and implement a variety of strategies to promote generalization.
- Design and implement a variety of strategies to promote maintenance.
- Recognize learner and task characteristics that will inform when such strategies could be implemented.
- Evaluate the effectiveness of efforts to promote generalization and maintenance.

Activities: Although workshop is primarily didactic, participants will be given many opportunities to engage in discussion and will participate in tasks that will concretize and synthesize the didactic information and increase the likelihood of later implementation. Videotape vignettes of teaching interactions will be provided to illustrate an array of generalization and maintenance strategies. Data collection tools and tracking forms relevant to generalization and maintenance will also be shared along with a bibliography of articles related to generalization. Examples will be provided throughout the presentation and adapted to the interests and needs of the participants.

Audience: This workshop will benefit professionals from a variety of disciplines, as well as parents who are significantly involved in the educational programming of learners with autism and related disorders. Participants should be familiar with behavior analytic teaching procedures, such as discrete trial instruction.

Level: Intermediate

Member: \$150 **Non-member:** \$165

After 3/11 Member: \$175 **Non-member:** \$190

Workshop #18

BACB & PSY CE

10:00 AM - 5:00 PM

4K (4th floor)

CE Instructor: Joanne Dahl, Ph.D.

ACT in the Treatment of Chronic Illness: Chronic Pain, Epilepsy, Diabetes, Burn-Out
JOANNE DAHL, Ph.D. and Tobias Lundgren (Uppsala University)

Description: This workshop will illustrate, exemplify, role-play, and have practical exercises around the ACT treatment model and its applications to chronic illness in general and specifically in the areas of chronic pain, epilepsy, diabetes, and burn-out. Participants will go away with a theoretical orientation, insight and practical skills for applying ACT in individual, or group clinical work.

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

- Obtain a theoretical conceptualisation of the ACT model in the treatment of chronic illness
- Obtain an ACT conceptualisation of the actual process of getting stuck in a chronic illness.
- Practice applications of ACT techniques of Acceptance
- Practice applications of ACT techniques of identifying the context of values
- Practice applications of ACT techniques of diffusion.
- Practice applications of ACT functional analysis of language.
- Practice applications of ACT exposure
- Practice application of ACT commitment in a group.

Activities: Role play, group exercises for values, defusion, acceptance and commitment.

Audience: Everyone working in the area of chronic illness

Level: Intermediate

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #19

BACB & PSY CE

10:00 AM - 5:00 PM

4L (4th floor)

CE Instructor: Jack Williams, Ph.D.

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

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

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

practices and strategies, a description of the basic components of a constructional approach, illustrations of these components (including video, and exercises to facilitate acquisition of these skills and perspective (with take-home material to facilitate continued practice).

Objectives: At the conclusion of the workshop, the participant will understand:

- Basic aspects of radical behavioral conceptual analysis and their relationship to counselling approaches.
- The importance and usefulness of maintaining a radical-behavioral semantic framework and eschewing creeping/tempting mentalistic cognitivism.
- The importance of working within a goal-directed framework as opposed to a traditional categorical diagnostic system.
- The basic outlook and repertoire of constructional/solution-focused skills.
- How these skills reflect a different perspective on client situations than do other approaches.
- The skills in use and as they have been used in client situations.
- Trial and practice of constructional skills to enable participants to begin developing a constructional repertoire.
- Timing and choice of skills in client situations.

Activities: Teaching activities include: presentation of conceptual and practical material, self-testing of the acquisition of this material, illustration of the skills and their application, practice in using basic constructional skills via exercises and role-play, discussion of participants' application questions.

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

Level: Introductory

Member: \$134 **Non-member:** \$149

After 3/11 Member: \$159 **Non-member:** \$174

Workshop #20

BACB & PSY CE

10:00 AM - 5:00 PM

Boulevard A (2nd floor)

CE Instructor: Jeannie Golden, Ph.D., BCBA

Childhood Psychiatric Disorders: Assessment and Treatment from a Behavioral Perspective
JEANNIE GOLDEN, Ph.D., 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 conclusion of the workshop, the participant 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 & 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.
- Name some of the antecedents, behaviors and consequences that are unique in children with psychiatric diagnoses.
- Describe how to provide assessment-driven treatment and target specific behaviors that are unique in children with psychiatric diagnoses.
- Explain why structuring and nurturing are necessary components of effective treatments and give examples of how to provide these components.

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: Participants would include 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: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #21	BACB & PSY CE
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10:00 AM - 5:00 PM

5H (5th floor)

CE Instructor: John Austin, Ph.D.

How to Improve Work Performance: The Behavior of Individuals, Work Processes, and Organizations

Joseph R. Sasson (Florida State University) and JOHN AUSTIN, Ph.D. (Western Michigan University)

Description: This workshop will guide participants through various concepts of performance improvement at all levels of the organization. The strategies presented will assist attendees with the tasks of performance analysis and improvement at the organization, process, and human performance levels. This workshop is appropriate for those who conduct human performance improvement activities in

organizational settings, as well owners/operators of small companies or administrators/managers in human services facilities. Participants should come prepared with an actual performance problem from their organization that they would like to work through during the session.

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

- Identify factors that affect their organization's performance.
- Know a collection of strategies to address organizational problems.
- Identify factors that can affect process performance using tools such as process mapping.
- Know a collection of strategies that they can use to improve the way work is performed in their organization.
- Identify the factors affecting human performance in the workplace.
- Know a collection of strategies that they can use to improve human performance.
- Understand the systematic processes involved with targeting the actual cause of a performance problem, and matching the actual cause with the appropriate solution.
- Understand the relationship between all three of the levels of performance and how factors at each level are interdependent.

Activities: The workshop will involve lecture on OBM content, group exercises, and discussions among participants.

Audience: Managers, supervisors, executives, faculty, in any area, including human services and business and industry.

Level: Intermediate

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #22	BACB CE
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10:00 AM - 5:00 PM

4M (4th floor)

CE Instructor: Kent Johnson, Ph.D.

Verbal Foundations for Academic Success in School

KENT JOHNSON, Ph.D. (Morningside Academy), Elizabeth Haughton (Haughton Learning Center), and Kris Melroe (Morningside Academy)

Description: This workshop will focus on the visual and auditory skills and the language and knowledge repertoires that learners need in order to learn to read, write, think, reason, and

solve academic problems in school. Six research and evidence-based curriculum and methods will be presented, one per hour. The first method, phonological coding, prepares students to make the auditory discriminations necessary to learn phonics and word attack skills. The second method, Rapid Automatic Naming (RAN) builds visual discrimination and rate and prepares students to build reading fluency. Third, students need to learn the typical language that teachers use during early academic instruction. We will present a set of terms and phrases and Direct Instruction and Precision Teaching methods to teach these. Fourth, we will teach you a method for teaching students to retell familiar events from their lives, such as making a peanut butter and jelly sandwich, riding a bicycle or tricycle, and other simple directions to follow. The primary goal of the retelling method is to teach verbal description and sequencing skills that do not rely on gestures or other verbal support to communicate. The fifth method is called sentence combining. Through combining short phrases and sentences students can learn all variations of sentence syntax. The method can also be extended to teach the mechanics and other conventions of writing sentences. The sixth area concerns the conventional vocabulary and knowledge that teachers assume students have learned by the time they reach the primary grades. We will introduce the Core Knowledge curriculum for Kindergarten and first grade. We teach you how to use Direct Instruction and Precision Teaching to teach each of the six repertoires described above.

Workshop participants will receive a minimal amount of materials to allow them to participate in practice exercises. We encourage you to purchase Morningside's Early Learning Essentials three-ring binder available in the ABA Bookstore for \$60. It includes all the materials we will present in our slide shows, as well as articles and sample teaching materials which will allow you to implement immediately upon your return home. Your workshop experience will also be enhanced if you purchase this notebook in the ABA Bookstore before you attend the workshop.

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

- Practice teaching auditory sensory behavior with phonological coding materials and methods.
- Practice teaching visual sensory behavior with Rapid Automatic Naming (RAN) materials and methods.
- Practice teaching language of instruction and following directions.
- Practice teaching learners to retell what they know.
- Practice teaching sentence syntax and conventions with sentence combining materials and methods.
- Practice teaching assumed vocabulary and knowledge necessary for school with Core Knowledge materials and methods.
- Understand the research and evidence upon which these six methodologies were derived.

Activities: One hour will be devoted to each of the six research-based methods. During each hour a method will be described and modeled. Prerequisite skills necessary to learn each of the six skills will also be discussed. Then workshop participants will break into small groups and practice using each method to teach other members of their group. Morningside consultants will provide coaching during your practice sessions.

Audience: Teachers, behavior therapists, behavior specialists and others who work with clients who need extra support in the primary grades in school, or who working with clients who are being prepared to enter a school setting. Staff development trainers and college professors who teach teachers and behavior therapists to work with clients who show academic promise will also be interested in this workshop.

Level: Introductory

Member: \$150 Non-member: \$165

After 3/11 Member: \$175 Non-member: \$190

Workshop #23

BACB & PSY CE

10:00 AM - 5:00 PM

Astoria (3rd floor)

CE Instructor: Kim D. Lucker, Ph.D., BCBA

Teaching Advanced Level Skills to Children with Autism

CHERISH TWIGG (Private Practice), Holly Kibbe (Establishing Operations, Inc), and Kim D. Lucker, Ph.D., BCBA (Behavior Management Consultants, Inc)

Description: This workshop is designed for providers of applied behavior analysis services to children with autism. It will focus on teaching advanced skills such as mands for information,

answering novel intraverbal questions, initiating and maintaining conversation, as well as peer socialization and independent play skills. Video examples will be used to demonstrate recommended procedures. It is recommended that the participants are familiar with and bring a copy of the Assessment of Basic Language and Learning Skills (Partington & Sundberg, 1998). An understanding of verbal operants such as mands, tacts, and intraverbals is strongly recommended prior to attending this workshop.

Objectives: At the conclusion of the workshop, the participant will know:

- How to contrive motivation for information in order to teach mands for information.
- Steps to teach children with autism to answer novel intraverbal questions of all types (e.g. why, how, when, etc)
- What prerequisite skills are necessary before teaching conversation skills and how to teach conversation when ready.
- The importance of and procedures to teach manding for the attention of others.
- How to teach advanced tacting skills such as pronouns, prepositions, emotions and composite tacting.
- Helpful procedures to teach advanced receptive skills such as following multiple step directions.
- Steps to increase peer socialization.
- Steps to increase appropriate play skills.

Activities: Workshop activities will include modeling of procedures as well as video examples. Participants will practice developing lesson plans to incorporate procedures discussed during the workshop.

Audience: The target audience for this workshop are parents and professionals who deliver behavioral services to children with autism. Knowledge of the verbal operants is recommended prior to attending.

Level: Intermediate

Member: \$143 Non-member: \$158

After 3/11 Member: \$168 Non-member: \$183

Workshop #24

BACB & PSY CE

10:00 AM - 5:00 PM

4A (4th floor)

CE Instructor: Jonathan Tarbox, M.A.

Language Training for Children with Autism and Related Disorders

MARLA SALTZMAN, Jonathan Tarbox, M.A., Rachel S. F. Tarbox, and Doreen Granpeesheh (Center for Autism & Related Disorders, Inc.)

Description: One of the primary objectives in teaching young children with autism is to establish and maintain verbal repertoires. Discrete trial (DTT) language training has been found effective in teaching a variety of language forms (e.g., object labels, prepositions, size concepts, etc.) of varying levels of complexity but has faced limitations in terms of application of skills learned to a variety of everyday settings. Other instructional procedures such as incidental teaching and natural environment training (NET) overcame some of these shortcomings by contributing a free operant approach to language instruction, yielding higher rates of spontaneous verbal behavior. However, employing both DTT and incidental teaching/NET procedures within the framework of Skinner's analysis of verbal behavior provides the advantage of outlining all of the functional relationships involved in training a complete language repertoire. This workshop will present CARD's beginning and intermediate level language curriculum and demonstrate how several verbal operants (e.g., echoic, mand, tact, & intraverbal) can be established using the procedures described above.

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

- Demonstrate basic language intervention skills to train impure and pure echoics.
- Demonstrate basic language intervention skills to train impure and pure mands.
- Demonstrate basic language intervention skills to train impure and pure tacts.
- Demonstrate basic language intervention skills to train tact-intraverbals and pure intraverbals.
- Discriminate between impure and pure verbal operants and understand the relevance of this distinction in building functional, spontaneous language in children with autism.

- Identify which of Skinner's verbal operants is being taught in videotaped teaching procedures and the relevance of a functional classification of language.
- Select appropriate data collection systems when teaching spontaneous language (e.g., pure mands and tacts).

Activities: The instructors will present the training objectives through lecture, videotaped examples, and practice exercise.

Audience: Parents and professionals working with children with autism and related disorders.

Level: Intermediate

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #25

BACB CE

10:00 AM - 5:00 PM

Boulevard C (2nd floor)

CE Instructor: Stephen I. Dworkin, Ph.D.

Instrumentation and Programming for the Operant Laboratory

STEVEN I. DWORKIN, Ph.D. (University of North Carolina, Wilmington) and Karl Zurn (MED Associates, Inc.)

Description: This workshop will provide a presentation of the behavioral equipment and research paradigms currently being utilized in operant psychology research. The presentation will be followed by instruction on the design and use of Med associates hardware and software programming tutorials for MED-PC IV.

Objectives: At the conclusion of the workshop, the participant will (be able to):

- Learn about equipment that is available for operant research.
- Understand the basics of equipment design.
- Understand basics of laboratory design and setup.
- Have knowledge of the software that is available for operant research.
- Have hands-on experience on experience with equipment.
- Write a simple program in MED-PC IV.
- Work on specific applications for individual laboratories.

Activities: PowerPoint presentation, demonstrations, workbook, programming, and program testing.

Audience: Anyone interested in setting up a new operant laboratory or updating an existing Operant laboratory.

Level: Intermediate

Member: \$130 **Non-member:** \$145

After 3/11 Member: \$155 **Non-member:** \$170

Workshop #26

BACB & PSY CE

10:00 AM - 1:00 PM

Private Dining Room 1 (3rd floor)

CE Instructor: Beth Sulzer-Azaroff, Ph.D., BCBA

A Formal Sequential Program for Shaping Personnel Skills in Educational Programs Serving Children with Special Needs

BETH SULZER-AZAROFF, Ph.D., BCBA (Browns Group of Naples) and Martin J. Pollack (Private Practice)

Description: The pool of personnel skilled in the applied practice of behavior analysis in programs for children with special needs is limited. Even those capable of "talking the talk" of ABA may insufficiently have mastered the capability of "walking the walk." In this workshop, we will present a program that behavior analysts associated with organizations serving children with special needs will be able to use to guide trainees step by step along the path toward competent applied skills. Attendees will receive a sample copy of a printed manual to take to their home sites.

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

- Say why guided and reinforced practice is essential to preparing skilled personnel within applied settings.
- Identify instructional objectives of relevance to the personnel they hope to train.
- Sketch out a plan for designing and implementing that training.
- List a set of methods for assessing the effectiveness of their procedures.

Activities: Overview of objectives; Case examples; Audience contributions of case examples; Step by step sequence of 15 units designed to support trainee progress; Participant plans to introduce at local program; Evaluate learning and satisfaction.

Audience: Behavior analysts concerned with promoting skills of personnel employed within their organizations or those coordinating and/or supervising students in practicum or internship settings.

Level: Intermediate

Member: \$86 **Non-member:** \$101

After 3/11 Member: \$111 **Non-member:** \$126

Workshop #27**BACB CE**

10:00 AM - 1:00 PM

Private Dining Room 3 (3rd floor)

CE Instructor: Gary Novak, Ph.D., BCBA

Teaching a Behavioral Child Development**Course: The Whats and Hows**

GARY D. NOVAK, Ph.D., BCBA (California State University, Stanislaus), Martha Pelaez (Florida International University)

Description: This workshop will prepare you to teach an undergraduate course in child development from a behavior analytic perspective. Basic concepts of a behavioral systems approach to development based on the authors' textbook will be covered. Methods for proposing, organizing and teaching a course will be included.

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

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

Activities: Participants will be given a set of chapter objectives related to the textbook as models. They will be asked to generate their own set of objectives for one chapter. These will be discussed and critiqued. They will create sample quiz questions based on the objectives they create. They will create a syllabus for their own course in child development that can be used as part of a course proposal process. Finally, they will discuss methods that would be relevant to their own teaching situation.

Audience: Graduate students, full-time and part-time faculty interested in teaching a course in child development from a behavioral perspective. Both those who have or have not yet taught a developmental course are welcome.

Level: Introductory

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #28**BACB & PSY CE**

2:00 PM - 5:00 PM

Private Dining Room 1 (3rd floor)

CE Instructor: Pamela G. Osnes, Ph.D., BCBA

Generalization Promotion in Education and Human Services

PAMELA G. OSNES, Ph.D., BCBA (The Ohio State University)

Description: This workshop will present the generalization promotion strategies of Stokes and Baer (1977) and Stokes and Osnes (1989). Participants will compare and contrast the strategies described in each paper, and will discuss application to their work in school and human services settings. Each generalization-promotion strategy will be analyzed individually, and will be discussed in the context of the participants' education and intervention planning. Both the presenter and the participants will provide examples of interventions for analysis in terms of their abilities to promote (or inhibit) generalization. Challenges to generalization-promotion will be described, and participants will provide programming alternatives to address obstacles they have encountered in their work.

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

- Describe, compare, and contrast the generalization-promotion strategies of Stokes and Baer (1977) and Stokes and Osnes (1989).
- Analyze intervention examples provided by the presenter and from their own work to determine the generalization-promotion methods in each.
- Describe obstacles to generalization-promotion that occur in practice.
- Generate generalization-promotion strategies when given intervention examples.
- Suggest modifications to intervention plans to enhance their generalization-promotion capabilities.

Activities: Participants will receive copies of the generalization promotion strategies in Stokes and Baer (1977) and Stokes and Osnes (1989). Using these, they will analyze each strategy individually. Given intervention examples by the presenter, they will analyze the interventions and identify the generalization-promotion strategies inherent in each and any obstacles for generalization-promotion that are apparent. Participants will provide intervention examples

from their work in schools and human services for analysis and problem solving to determine ways to plan intervention to enhance generalization capabilities.

Audience: Behavior analysts, human services providers, educators, parents, and other individuals who plan and implement behavior intervention plans.

Level: Introductory

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #29

BACB & PSY CE

2:00 PM - 5:00 PM

Private Dining Room 3 (3rd floor)

CE Instructor: R. M. (Duke) Schell, Ph.D.

Case Studies in Ethics in Intellectual Disabilities

R. M. (DUKE) SCHELL, Ph.D. (J. Iverson Riddle Developmental 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 focus on the everyday ethical behaviors of clinicians that enhance habilitation and life quality of those served through discussions of cases that involve ethical dilemmas.

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

- Describe how the historical concepts of ethics, values, morals are viewed by 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: People involved in the development and supervision of behavioral teaching and treatment procedures and applied research with people with mental retardation and related disabilities.

Level: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #30

BACB CE

6:00 PM - 9:00 PM

Private Dining Room 1 (3rd floor)

CE Instructor: Bryan J. Davey, M.Ed., BCBA

Using Excel for Graphing Behavior and Academic Performance of Individuals in Applied Settings

DONALD M. STENHOFF and Bryan J. Davey, M.Ed., BCBA (Utah State University)

Description: Visual display of data in single-subject research is imperative when communicating quantitative relationships and behavior patterns to consumers and fellow practitioners. Excel is an application that allows practitioners and consumers to create spreadsheets and graphical displays. Excel graphs convey effect across various single-subject designs (e.g., multiple-baseline, alternating treatment, reversal, cumulative record). While Excel can be difficult to navigate and master, this workshop will provide participants with hands-on training promoting effective use. Workshop mini-lessons include how to set up spreadsheets and input data sets, chart wizard navigation, graph construction of all data or select data sets within a spreadsheet, manipulation of graph components (e.g., axes, data labels, phase change lines), and updating data sets and graphs. Instructors will provide several models, followed by opportunities for participants to practice skills with feedback. Throughout the workshop instructors will explain and demonstrate the subtle nuances of Excel. These tips allow for easier Excel navigation and enhance the graphical presentation. Additionally, workshop instructors will provide an Excel CD tutorial that will continue to guide participants in future Excel projects. Participants are required to bring a laptop with the Excel application and strongly encouraged to bring their own data sets to graph during the workshop.

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

- Set up measurement specific spreadsheets, input data sets, and manipulate data sets within an Excel spreadsheet.
- Create graphs for alternating treatment, reversal, multiple-baseline designs, and cumulative records.
- Use the chart wizard, construct graphs of all data or select data sets within a spreadsheet, and update databases and graphs as data collection continues.
- Manipulate graph components (e.g., axes, data points, data paths, secondary axis), and use drawing tools to insert additional components (e.g., arrows, data labels, phase change lines, boxes).

Activities: Participants will be provided concise instruction and several models, followed by two case examples completed with instructor support to ensure skill acquisition. Finally, participants will complete a comprehensive case example that provides opportunities for participants to solve challenges inherent in the Excel application. The comprehensive case example will consolidate and increase fluency of the skills taught during the instructional phase of the workshop. Additionally, participants will be encouraged to bring questions in regard to previous Excel experiences.

Audience: Practitioners, students, researchers, educational service providers, and others interested in visual display of data in single-subject research and program progress.

Level: Introductory

Member: \$80 Non-member: \$95

After 3/11 Member: \$105 Non-member: \$120

Workshop #31

BACB CE

6:00 PM - 9:00 PM

Williford A (3rd floor)

CE Instructor: Michael A. Fabrizio, M.A., BCBA

Overview of Standard Celeration Charting

CLAY M. STARLIN (University of Oregon),

Abigail B. Calkin (Calkin Learning Center),

Michael A. Fabrizio, M.A., BCBA

(Fabrizio/Moors Consulting), Henry S.

Pennypacker (University of Florida), and Jesus

Rosales-Ruiz (University of North Texas)

Description: This workshop will teach participants to read and chart human performance on the Standard Celeration Chart (SCC). Participants will learn: important features of the chart, the rationale for monitoring

performance frequencies, standard SCC conventions, 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 setting to illustrate key concept 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 Standard Celeration Charting, 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: \$225 Non-member: \$240

After 3/11 Member: \$250 Non-member: \$265

Workshop #32**BACB & PSY CE**

6:00 PM - 9:00 PM

Williford B (3rd floor)

CE Instructor: Colin M. Peeler, Ph.D., BCBA

Too Many Children, Not Enough Time:**Teaching Others to Provide Intensive****Behavior Therapy to Children with Autism**

COLIN M. PEELER, Ph.D., BCBA (Florida State University)

Description: In 1987, Lovaas published the results of the UCLA Young Autism Project, in which 47% of the children receiving intensive behavior therapy (IBT) were mainstreamed into regular education classrooms. Since then there has been an ever increasing demand for well trained therapists that has exceeded the supply. Unfortunately, because of this the quality or quantity of services these children receive is typically below the standard and as such their gains are not maximized. However, it is possible through better training and supervision (i.e., better consultation) behavior analysts can teach almost anyone how to provide quality behavioral services and thereby increase the quantity and quality of therapy a child receives. This workshop will focus on three main sets of skills essential to achieving this outcome: basic therapy skills, consultation skills, and training skills.

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

- Describe findings from the literature on IBT as a treatment for Autism
- Identify critical components of an IBT program that are associated with improved outcomes
- Describe funding/training issues and how they impact one's ability to implement the most effective IBT program
- Describe the sequence of training events to maximize the effectiveness of a new therapist working with a child with Autism
- Describe the 10 Basic Therapist Skills for working with a child with Autism and correctly score them from videotapes
- Learn basic consultation skills each therapist should know that will improve the consistency and efficacy of the therapy across therapists
- Describe how to supervise and manage a team of therapists within current funding issues

Activities: In the first hour the presenter will focus on the difference between best practice as defined by the literature and actual practice as it is affected by training and funding issues. In the second hour the presenter will focus on the key skills all therapists should know and how to assess and train them. In the third hour the presenter will focus on how to efficiently supervise an in home program given a limited amount of time to do so. Video examples will be used throughout.

Audience: Behavior analysts, parents looking to set up and manage an in home program, autism program directors or consultants, autism therapists, direct care staff, teachers and school personnel.

Level: Introductory

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #33**BACB & PSY CE**

6:00 PM - 9:00 PM

Private Dining Room 3 (3rd floor)

CE Instructor: Suzanne Letso, M.A., BCBA

Evaluating the Efficacy of Autism Programs:**Making Evidence-Based Decisions**

SUZANNE LETSO, M.A., BCBA and Erica Roest (Connecticut Center for Child Development)

Description: Until recently, parents and professionals where faced with the task of single handedly creating a 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, or not. Secondly, 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 conclusion of the workshop, the participant will have learned:

- A general description of behavior analytic services for children with autism encompassing a wide range of environments will be provided.
- Availability of assessment tools to determine a particular student's readiness for active participation in different learning environments.
- Basic program criteria including credentials of staff, staffing ratios, training, supervision, and access to peers and the community.
- To 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, school administrators, or other educational service providers working in applied settings with individuals with autism or related disorders. Participants should have knowledge of applied behavior analysis and autism treatment.

Level: Introductory

Member: \$85 Non-member: \$100

After 3/11 Member: \$110 Non-member: \$125

Workshop #34	BACB & PSY CE
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6:00 PM - 9:00 PM

Williford C (3rd floor)

CE Instructor: Joel Hundert, Ph.D., BCBA

ABA-Based Supported School Inclusion of Young Children with Autism

JOEL HUNDERT, Ph.D., BCBA and Nicole Walton-Allen (Behaviour Institute)

Description: Much of the movement of the inclusion of children with autism in regular educational settings based on laudable principles that address why inclusion should occur. Not as much attention has been focused on developing and evaluating procedures to make inclusion for children with autism effective. Numerous studies have indicated that placement of children with disabilities with typically developing children in a regular educational setting, is insufficient by itself, to produce significant gains in social or academic adjustment. Skills and behaviors associated with success in an inclusive setting need to be purposely taught, using systematic interventions

feasible to implement in a regular educational setting.

This workshop will present ABA-based interventions associated with gains in children with autism in the following areas associated with "survival skills" for children with autism in inclusive educational settings: a) the ability to follow school routines independently; b) the ability to communicate independently; c) the ability to initiate and sustain reciprocal peer interaction; d) the ability to learn in group instruction; e) the ability to complete seatwork activities independently; and f) the display of low levels of problem behaviours that interfere with learning (e.g., stereotypy, disruptive behavior, aggression).

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

- Describe key points of the outcome literature on supported inclusion with children with autism.
- Apply a rating form to hypothetical case examples of children with autism in regular class environments.
- Describe alternative strategies associated with having children with autism participate in group instruction and apply those strategies to hypothetical case examples.
- Describe alternative strategies associated with teaching children with autism to interact with peers and apply those strategies to hypothetical case examples.
- Describe alternative strategies associated with teaching children with autism to follow school routines independently and apply those strategies to hypothetical case examples.
- Describe alternative strategies associated with teaching children with autism to communicate and apply those strategies to hypothetical case examples.
- Describe alternative strategies associated with teaching children with autism to complete seatwork assignments independently and apply those strategies to hypothetical case examples.
- Describe how to set-up a collaborative school-parent team.

Activities: Participants will receive written material and exercises on such interventions as prompting and reinforcement procedures of teacher assistants, priming of group participation, peer-based strategies of teaching social skill in regular schools, curriculum-

embedded instruction, adapted incidental language instruction, and school-parent collaborative teams.

Concepts and strategies of ABA-based supported inclusion will be presented using didactic instruction. Participants will clarify points raised in the workshop and apply the skills covered to exercises based on videotapes and case study information. Handouts will be provided on the content of the presentation.

Audience: This workshop is intended for individuals who work with children with autism in school settings, including teachers and psychologists. It would be particularly applicable to individual who consultant on children with autism and their inclusion in schools.

Level: Intermediate

Member: \$85 Non-member: \$100

After 3/11 Member: \$110 Non-member: \$125

Workshop #35

BACB CE

6:00 PM - 9:00 PM

Astoria (3rd floor)

CE Instructor: Thomas Sharpe, Ed.D.

Data Collection and Analysis Using Computer Technology: Hands-On Discrete and Sequential Applications of the BEST System

THOMAS SHARPE, Ed.D. and Daniel Balderson (University of Nevada, Las Vegas) and John Koperwas (Educational Consulting, Inc.)

Description: The workshop will provide hands on application of a sophisticated software package designed to collect and analyze discrete and time-based behavioral data. The program is particularly useful to advanced graduate students and behavioral psychologists interested in analyzing complex configurations of behaviors which are emitted at high rates, oftentimes overlap in time, and which are context dependent. Discussion includes an introduction to (a) recommended procedures when collecting time-based data in the live setting and from videotape records, and (b) computer generated discrete and sequential descriptions, graphic and statistical analyses, and reliability comparisons of discrete and sequential data. Participants will be provided with a complimentary copy of the complete software package on CD ROM, and a.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.

Objectives: 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.

At the conclusion of the workshop, the participant 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

Member: \$200 Non-member: \$215

After 3/11 Member: \$225 Non-member: \$240

Workshop #36	BACB CE
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6:00 PM - 9:00 PM

Lake Ontario (8th floor)

CE Instructor: Ned Carter, Ph.D.

Improve Your Oral Presentations

NED CARTER, Ph.D. (The Swedish Association of Local Authorities and Regions), Thomas E. (Ted) Boyce (Center for Behavioral Safety, LLC), and Kenneth Nilsson (Behavior Analysis Group Sweden)

Description: Oral presentations play an essential role in individual success in both the public and private sectors. The workshop content is based on detailed practical analyses of speaker and audience behavior. Truly effective speakers 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. The workshop has been offered annually since 1999 and the majority of attendees have rated the workshop as excellent.

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

- Identify high probability audience behaviors and requests.
- Use multiple techniques to initiate and promote audience participation.
- Dealing 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, PowerPoint slides and presentation figures will be described. Participants will take part in a series of exercises and structured role-playing sessions.

Course content will be adapted to the interests of participants.

Audience: 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 3/11 Member: \$100 Non-member: \$115

Workshop #37	BACB & PSY CE
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6:00 PM - 9:00 PM

Private Dining Room 2 (3rd floor)

CE Instructor: Daniel Cohen-Almeida, M.A., BCBA

Designing Instructional Curricula for Children with Autism

DANIEL COHEN-ALMEIDA, M.A., BCBA, James Ellis, and Brian Liu-Constant (Melmark New England)

Description: Intensive educational services for children with autism require instructional curricula that are individualized to each learner, adapted to the teaching environment, minimize errors, and incorporate the collection of meaningful objective data to evaluate progress. Workshop participants will review stimulus control and discrimination learning principles, errorless prompting strategies, curriculum components and organization, and data collection systems. Particular emphasis will be placed on adapting curricula to fit the student's learning style and the learning environment. Examples will be provided for teaching academic, communication, and social skills in one-to-one, inclusion, and home-based settings.

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

- Identify basic stimulus control and discrimination learning principles.
- Identify the components of systematic instructional curricula
- Identify instructional strategies and prompting methods
- Write 2 instructional curricula (given case study examples)

Activities: Interactive lecture, group discussion, video review, case studies

Audience: Introductory/Intermediate

Level: Introductory/Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #38

BACB & PSY CE

6:00 PM - 9:00 PM

Marquette (3rd floor)

CE Instructor: Richard B. Graff, M.S., BCBA

Conducting Verbal and Pictorial Preference Assessments

Theresa M. Clevenger and RICHARD B. GRAFF, M.S., BCBA (The New England Center for Children)

Description: Identifying effective reinforcers is crucial for skill acquisition and reduction of challenging behavior for individuals with autism spectrum disorder (ASD) and other developmental disabilities. Although many different types of stimulus preference assessments have been developed and refined over the past 15 years, most of these methods involve exposing an individual to tangible stimuli and measuring approach responses to or duration of engagement with stimuli. Unfortunately, this makes it difficult to assess preferences for large stimuli or community-based activities. In this workshop, participants will learn about two methods to assess these types of stimuli, verbal paired stimulus (VPS) and pictorial paired stimulus (PPS) preference assessments. First, participants will be taught how to conduct pretests to assess whether the individuals possess the appropriate prerequisite skills. Participants will then be taught how to conduct VPS and PPS assessments, and will practice these techniques with feedback from instructors.

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

- Conduct discrimination pretests for VPS and PPS assessments.
- Conduct a VPS assessment.
- Conduct a PPS assessment.
- Generate preference hierarchies based upon the results of VPS and PPS assessments.

Activities: Participants will be instructed on the use of stimulus preference assessments, with particular emphasis placed on the paired stimulus assessment developed by Fisher et al. (1992). Participants will be taught how to conduct discrimination pretests before conducting VPS and PPS assessments. Next, participants will watch instructors conducting VPS and PPS assessments, and each participant

will conduct a VPS and a PPS assessment, with feedback provided by instructors. Participants will be taught how to collect preference assessment data, and how to generate preference hierarchies based upon these assessments. All participants will be provided with hard copies of materials and a compact disk that contains all pretests, VPS and PPS protocols, and blank data sheets, which can be used in any applied setting.

Audience: Parents, special education teachers, and professionals who work with individuals with ASD or other developmental disabilities who use positive reinforcement to teach new skills and/or to decrease challenging behavior.

Level: Introductory

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #39

BACB CE

6:00 PM - 9:00 PM

Boulevard B (2nd floor)

CE Instructor: Roger D. Ray, Ph.D.

Train-to-Code: Using a Software System to Train Behavioral Coding Skills in Students or Staff

ROGER D. RAY, Ph.D. and Jessica M. Ray (Rollins College)

Description: This workshop introduces a software application, called "Train-To-Code," designed to shape behavioral observation and coding skills. Observing behavior is a fundamental part of psychology and at the essence of Behavior Analysis. Yet skills required to be an effective and efficient observer are often under stressed in the process of training and education. Often there is not an efficient way to train reliable behavioral coders in the small amount of time available for staff or student training. This workshop is designed to give participants new ideas on how to conduct sampled and/or sequential descriptive behavioral coding and analysis in a concise manner. Issues in sampling vs continuous coding, sequential analysis, and inter-observer reliability measurement will be discussed. With the aid of this software system, participants will take an active role in constructing a coding scheme and loading it into the software system; will engage in coding a brief video so the file may be used as an "expert reference" for automated training feedback; and will learn how to access the detailed statistical analysis of behavioral sequences observed in the session. Further, inter-observer reliability scores, as measured by Cohen's Kappa, will be demonstrated.

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

- Use software-based shaping procedures to shape observational skills in someone else.
- Apply behavioral principles to teach observational techniques in staff training situations
- Build a simple behavioral coding scheme to use within the software system.
- Link any external digital video file to the software for customizing the coding environment.
- Use the four alternative modes of successive approximation to expert coding of a selected video.
- Explain unconditional and conditional behavioral probabilities and their meaning to others.
- Code and save a sample training file as well as measure the inter-observer reliability between this file and the expert reference file.

Activities: Activities will include an interactive review of observational foundations including methods of sequential analysis; introduction to and detailed use of new software which uses shaping principles to teach observation and coding skills; hands-on experience in creating coding schemes, actually coding behavior via a video, and analyzing session data.

Audience: Teachers and trainers who have a need for teaching others how to reliably identify and describe behavior in various settings.

Level: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #40	BACB & PSY CE
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6:00 PM - 9:00 PM

Boulevard C (2nd floor)

CE Instructor: June Sanchez, M.S.Ed., BCBA

Using Video Modeling to Teach Play to Young Children with Autism

JUNE SANCHEZ, M.S.Ed., BCBA, Rebecca MacDonald, Kristine Wiltz, Shelly Cota, and Sally Roberts (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, as well as to teach cooperative play between children with autism and typically developing peers. In addition, we will present data from our most recent work, teaching children to generate novel play 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 also 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 conclusion of the workshop, the participant will be able to:

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

Activities: The 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: The workshop is designed for 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: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #41

BACB & PSY CE

6:00 PM - 9:00 PM

4A (4th floor)

CE Instructor: Cheryl J. Davis, M.S.Ed., BCBA

How to Assess Progress in Public School

Settings: Data Collection Systems That

Anyone Can Use

CHERYL J. DAVIS, M.S.Ed., BCBA, Nicole Ciotti

Gardenier, Amy Geckeler, and June M.

Sanchez (The New England Center for Children)

Description: Data analysis is a fundamental part of Applied Behavior Analysis. This workshop will provide a review of and practical guidelines for observation and measurement procedures in public school 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 including baseline, treatment and maintenance data collection techniques. Advantages and disadvantages of various measurement methods will be discussed with particular emphasis on selecting the most accurate measurement methods possible given the other responsibilities one has in the public school.

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

- Identify the skill to be targeted.
- 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.
- Summarize, interpret, and evaluate data.

Activities: This workshop will emphasize trainee participation in a series of exercises. For identifying the target skill, trainees will generate skills to be taught from video-taped behavior samples and case studies. 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 using sampling methods with varying procedures to measure the same target

response. Participants will also summarize and interpret data samples and then practice writing progress reports according to the data summaries.

Audience: This workshop is for clinicians, therapists, teachers, parents, students, and anyone else who would like to collect useful data, who are novel to data collection techniques, or who would like a review of data collection techniques. This workshop is also beneficial for behavior analysts who are preparing to take the board certification examination. The workshop will focus primarily on Task List Content area #7.

Level: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #42

BACB & PSY CE

6:00 PM - 9:00 PM

Boulevard A (2nd floor)

CE Instructor: Barbara Metzger, Ph.D., BCBA

A Curriculum for Intensive, Early Intervention Program for Children with Autism: The Third Phase

BARBARA METZGER, Ph.D., BCBA and Angela Poletti (Winston-Salem/Forsyth County Schools)

Description: A curriculum for teaching young children with autism advanced skills will be presented. The curriculum is presented in a flow chart format that specifies the sequence of teaching programs. The curriculum has a heavy emphasis on teaching language and play/social skills. The curriculum also covers imitation/observational learning, school readiness and self-help skills. Incorporating peer play dates and school into a child's program will also be discussed.

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

- Read the curriculum flow chart to determine the sequence of skills.
- Identify the programs of the third phase of the curriculum as well as the overall goal and ideal timeline.
- Identify the goal of each program.
- Identify potential mistakes for each program.
- Identify teaching tips for each program.
- Identify play activities to incorporate into your teaching.

- Identify strategies for increasing peer play success.
- Identify strategies for increasing school success.

Activities: Watch video clips of specific programs and specific teaching methods/strategies; lecture; question and answer; in-vivo practice of teaching methodologie/strategies.

Audience: Parents and professional who want to learn about the curriculum and methodologies to teach a young child with autism.

Level: Advanced

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #43

BACB & PSY CE

6:00 PM - 9:00 PM

4D (4th floor)

CE Instructor: Daphna El-Roy, Ph.D., BCBA

Application of OBM Strategies in Service Settings for Individuals with Autism:

Promoting Quality Outcomes

DAPHNA EL-ROY, Ph.D., BCBA and Joanne Gerenser (Eden II Programs)

Description: The past decade has seen a considerable growth in the incidence of autism and a corresponding development of programs serving individuals with autism. While these programs are essential to meet the needs of the autism community, issues of attracting, training and retaining a qualified workforce becomes very difficult. In addition to the competition among programs serving individuals with autism, these agencies must also compete with employment opportunities that are less stressful and less demanding than working with individuals with autism.

There have been hundreds of articles and many books published on the effectiveness of using the principles of applied behavior analysis to change behavior. The use of applied behavior analysis has been widely supported for the treatment and education of children with autism. Despite the widespread use of behavioral teaching techniques in the field of special education, few providers apply these same principles to address staff behavior change. Organizational behavior management (OBM), also referred to as Performance Management (PM), is the application of applied behavior analysis to organizational improvement (Abernathy & Harshbarger, 2002). The field of organizational behavior management provides us with an empirically validated, data-based

framework to impact employee performance, professional development as well as overall organizational health. The purpose of this workshop is to provide an overview of organizational behavior management and how to utilize behavior management techniques to address common issues within the field of human services and more specifically, to programs serving individuals with autism. Topics to be addressed include issues of staff retention and turnover, staff development as well as issues of quality assurance and improvement.

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

- Understand basic principles of organizational Behavior Management as applied to autism service settings.
- Apply a variety of assessment techniques to identify program strengths, weaknesses and areas in need of improvement.
- Become familiar with components of a quality improvement plan and strategies for implementation.
- Become familiar with data collection procedures and strategies for evaluating efficacy of quality improvement efficacy plan.

Activities: Activities include didactic instruction and small group work. Participants will be given various sample plans and assessment tools for review.

Audience: Program administrators, clinical supervisors and other related professionals.

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #44

BACB & PSY CE

6:00 PM - 9:00 PM

Continental A (1st floor)

CE Instructor: Mary L. Barbera, RN, MSN, BCBA

Where Do We Begin? ABA/VB Programming for Children Newly Diagnosed with Autism

MARY L. BARBERA, RN, MSN, BCBA
(Pennsylvania Verbal Behavior Project)

Description: Children receive the diagnosis of autism at various ages ranging from under two years to over six years of age. Regardless of the age at diagnosis or the severity of the presenting symptoms, newly diagnosed children need effective, individualized programming started as soon as possible.

This workshop will utilize Skinner's Analysis of Verbal Behavior to provide a framework for

assessing and programming for a child newly diagnosed with autism or a related disorder. The Assessment of Basic Language and Learning Skills (Partington and Sundberg, 1998) will be discussed with an emphasis on the areas of receptive language, vocal and motor imitation, tacts, mands, and intraverbals. Initial programming for children based on ABLLS will then be demonstrated.

In addition to providing participants with specific ways to improve positive behaviors such as language, this workshop will also review ABA principles that are used to reduce negative behaviors such as crying and hitting.

Through lecture, video examples, and small group activities, the participants will leave with a better understanding of Applied Behavior Analysis utilizing Skinner's Analysis of Verbal Behavior as it relates to beginning programming for children at various points on the autism spectrum.

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

- Identify three early indicators of autism in young children.
- Define and discuss the importance of pairing with reinforcement and mand training for early learners.
- Give one example of a receptive skill, a motor imitation skill, a mand, a tact, and an intraverbal.
- Name three antecedent and three reactive strategies that may prevent or decrease negative behaviors.

Activities: Lecture, demonstration and discussion; review of video tapes and small group activities.

Audience: Professionals who work with children with autism and related disorders including behavior analysts, speech pathologists, psychologists, special education teachers, administrators, and parents.

Level: Introductory

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #45

BACB CE

6:00 PM - 9:00 PM

Lake Erie (8th floor)

CE Instructor: Kent Johnson, Ph.D.

Teaching Thinking and Reasoning Skills with Thinking Aloud Problem Solving (TAPS)

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

Description: We often tell students to "think," but many are quite unsure what we mean by that. Analytical skill is often an expected ability or talent, and not directly taught. By analytical ability, most teachers mean the set of thinking and reasoning skills that we use to comprehend literature and textbooks, understand lectures, and apply knowledge to solve problems. Analytical ability is also required to score well on tests such as standardized reading comprehension tests, mathematical aptitude tests, and academic aptitude tests such as the SAT. Analytical skills are also important in invention, discovery, creativity and solving interpersonal communication problems. While acknowledging that these analytical skills are very important, most teachers do not have systematic methods for teaching them. Teachers may encourage analytical thinking, and even demonstrate it now and again in their teaching, but such demonstration and encouragement are always deeply embedded in the context of teaching something new in a social or natural science class, or in math or English literature.

So how does one systematically teach analytical skills? In a radical behavior analysis, much of what we call thinking and reasoning involves a private conversation with oneself as a speaker and as a listener and reactor to one's own speaking. These conversation skills can be learned. From a radical behavioral account we can identify key thinking and reasoning repertoires that we can teach to learners in order to teach them analytical skills and improve their skills at figuring out solutions to problems.

One powerful method for improving students analytical ability is called TAPS, Thinking Aloud Problem Solving. It was designed by Arthur Whimbey, and further developed by the Morningside instructional design team. It is a direct, logical extension of a radical behavioral account of thinking and reasoning. TAPS directly teaches teachers how to directly teach students analytical thinking skills. It does this by teaching both teachers and students how to verbalize their thinking—their observations, thoughts, and decisions as a speaker, their reactions and

adjustments as a listener to their own speaking, and how speakers and listeners dialogue. The context for learning these skills may be puzzles and brain teasers, logic problems, mathematical word problems, physics problems, verbal analogy questions, or reading comprehension exercises – whatever the teacher deems appropriate for their learners. In TAPS, teachers model good talk aloud problem solving, and peers practice with each other in pairs. During their talking out loud, students get feedback from their teacher and peers, and often hear themselves more clearly and provide their own self-corrections. Later, students learn to engage in self-dialogue, at first out loud, and then privately as they become expert reasoners and problem solvers. Our data show that students who learn TAPS in addition to basic academic skills make significantly more gains on standardized tests than students who learn only specific academic skills.

Workshop participants will receive a minimal amount of materials to allow them to participate in practice exercises. We encourage you to purchase Morningside's TAPS three-ring binder in the ABA bookstore for \$60. It includes all the materials we will present in our slide shows, as well as articles and teaching materials which will allow you to implement TAPS immediately upon your return home. Your workshop experience will be enhanced if you purchase this notebook in the ABA bookstore before you attend the workshop.

This workshop is offered in honor of Arthur Whimbey, who died this past year. We also have a symposium during the convention to pay tribute to Whimbey's important work in showing that intelligence can be taught.

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

- Learn to say and write the speaker, listener, and dialoguing repertoires of TAPS while solving logic and other problems.
- Practice the speaker, listener, and dialoguing repertoires of TAPS while solving logic and other problems.
- Learn to say and write how to coach others as they practice TAPS.
- Practice coaching others as they practice TAPS.

Activities: We will demonstrate the steps we take to teach students the speaker, listener, and dialoguing behaviors involved in reasoning and analytical thinking. We will model and prompt these behaviors, then you will practice them in

speaker/listener pairs while solving logic, verbal analogy, and math exercises of all kinds. During your talking aloud, you will get feedback from Morningside consultants as well as your peers. Then you will practice the behavior out loud "in the same skin" and eventually privately. You will also learn how to coach these behaviors.

Audience: All teachers, behavior therapists and specialists, staff trainers, college professors, and others who work with learners who need to improve their analytical skills. Students must have the verbal skills necessary to speak their thinking and reasoning out loud.

Level: Introductory

Member: \$85 **Non-member:** \$100

After 3/11 Member: \$110 **Non-member:** \$125

Workshop #46

BACB & PSY CE

6:00 PM - 9:00 PM

Lake Huron (8th floor)

CE Instructor: Sebastien Bosch, Ph.D., BCBA

Behavioral Architecture: Designing Individualized Programs for Children with Severe Mental Disabilities

SEBASTIEN BOSCH, Ph.D., BCBA and Eric W. Maier (California Unified Service Providers)

Description: We will present and discuss curriculum issues and program development. There, we will introduce the concept of behavioral architecture and its applications for program design. We will demonstrate the process of behavioral profiling and how it can be used to develop IEP and IFSP goals and objectives that will best meet the needs of the client. We will also give basic rules of behavioral architecture based on cumulative-hierarchical learning and behavioral cusps for professionals involved in programming.

Objectives: At the conclusion of this workshop, the participant will (be able to):

- Practice conducting a behavioral Cusp Assessment.
- Conduct a behavioral profile assessment.
- Learn/refine their selection of appropriate intervention targets.
- Learn/refine their IEP goals writing skills.
- Refine their treatment recommendation skills.

Activities: The instructors will present the training objectives through lecture, guided observation and guided practice. The activities will include, (1) completing a Behavioral Cusp Assessment, (2) completing a Repertoire

Mapping chart, (3) writing IEP goals, and (4) writing IEP recommendations.

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

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #47

BACB & PSY CE

6:00 PM - 9:00 PM

Lake Michigan (8th floor)

CE Instructor: Alison L. Moors, M.A., BCBA

A Scientific Approach to Validating Academic Outcomes: A Recipe for Abandoning "Cookie Cutter" Assessment Practices

ALISON L. MOORS, M.A., BCBA

(Fabrizio/Moors Consulting) and Susan K. Malmquist (Malmquist & Associates)

Description: With the recent enactment of the No Child Left Behind Act, school districts and clinicians alike have been forced to look at data collection in a whole new light. The contingencies attached to student progress seem to have shifted, resulting in perceived hardship for many teachers to "prove" learning has occurred. Moreover, a school's budget may be impacted by the ability to document these performance outcomes in an acceptable fashion. The focus of this workshop will be to illustrate a Behavioral Problem Solving Approach to academic assessment that is consistent with current federal legislation. Topics covered include: 1) how to use a multi-level assessment system, including both summative and formative evaluation; 2) how to make empirically-validated instructional decisions, such as appropriate curriculum placement; and 3) how to demystify the question, "How do we prove that no child is left behind?"

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

- Describe at least two historical uses of assessment within behavior analytic program models.
- Describe at least five common myths of academic assessment methodology.
- Describe at least three features of a problem solving approach to assessment.
- Describe at least four assessment modules that lead to effective educational programming.

- Describe at least two data collection techniques that efficiently report progress using a Behavioral Problem Solving Approach to assessment.

Activities: During this workshop, participants will demonstrate the above outcomes by presenter-led small group activities which illustrate the following skill sets: See an example of a common myth of assessment use/ list the rationale against; See an example of assessment data usage/state whether most or least effective approach; See a set of assessment data/ Write possible problem identification; See a set of assessment data and problem/write at least one example of a curricular solution within the participant's expertise area; See a scenario utilizing a Behavioral Problem Solving Approach to assessment/describe a possible data collection procedure.

Audience: This is an intermediate level workshop designed for behavior analysts, clinical psychologists, school psychologists, principals, public school teachers, and others who work within a service delivery model where assessment data are used to illustrate progress.

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #48

BACB & PSY CE

6:00 PM - 9:00 PM

4C (4th floor)

CE Instructor: William A. Flood, M.A., BCBA

Creating Academic Programs for Children with Autism and Other Disabilities Using Microsoft PowerPoint

WILLIAM A. FLOOD, M.A., BCBA, Paul Heering, and Stephen North (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 are strongly 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: \$85 Non-member: \$100

After 3/11 Member: \$110 Non-member: \$125

Workshop #49

BACB & PSY CE

6:00 PM - 9:00 PM

Continental B (1st floor)

CE Instructor: James W. Partington, Ph.D., BCBA

Using The Assessment of Basic Language and Learner Skills (The ABLLS) to Develop a Language-Based Curriculum for Individuals with Autism or Other Developmental Disabilities

JAMES PARTINGTON, Ph.D., BCBA (James W. Partington, Ph.D., A Psychological Corporation)

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. The workshop will provide participants with the necessary information to use The ABLLS to develop and monitor educational programs. Participants will gain a thorough understanding of the multiple uses the information gained from The ABLLS can provide in the development and adjustment of an intervention program. Specific topics will be covered with relevant examples including administering and interpreting The ABLLS, analysis of the learner's skills, curriculum development, educational planning, the evaluation of priorities, and determining IEP objectives.

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

- Identify basic learner skills that are important to include in a curriculum for young children with autism.
- Identify examples of B. F. Skinner's verbal operants.
- Describe how curricular variables affect the motivation of young children with autism.
- Identify how teaching a child to mand for reinforcers results in the development of several other important learner skills.
- Identify components of a behavioral language assessment that should be reviewed in order to determine the most appropriate elements to be included in a language intervention program for young children with autism.

Activities: Information regarding the development of The ABLLS and the concept of basic learner skills will be provided in a lecture format. Scoring of The ABLLS to determine skill strengths and deficits in the 25 assessment

areas will be described and practiced. In addition, procedures for transferring the scoring information to the skills tracking grids will be illustrated. Video examples of a child's skills over the course of her intervention program will be used to show how the child's progress is captured by the ABLLS. Discussions regarding the analysis of skills, evaluation of educational priorities, and determination of IEP objectives for two students will be conducted.

Audience: This workshop would be appropriate for behavior analysts, teachers, speech and language pathologists, or other individuals who are responsible for implementing, developing, or monitoring educational programs for children with autism or other developmental disabilities.

Level: Introductory

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #50

BACB & PSY CE

6:00 PM - 9:00 PM

Waldorf (3rd floor)

CE Instructor: Holly Steele, Ph.D., BCBA

Working with Developmentally Disabled Sex Offenders in Community-Based Settings

HOLLY STEELE, Ph.D., BCBA (Psychological Management Group) and Kimberly Church and Holly Arnold (HDC, Inc.)

Description: In recent years, increasing focus has been placed on the risks and difficulties associated with treating people with mental retardation who engage in sexual misconduct and live in non-secure, community-based settings. The purpose of this workshop is to provide participants with behavioral strategies which have been demonstrated to decrease the relapse/recidivism rate of individuals who are sex offenders and who have developmental disabilities. The subjects are twenty-three adult males with mental retardation, all of whom participate in behaviorally-oriented group treatment in an independent practice setting. Of this number, ten live in community-based group homes, and seven live in non-secure but segregated group homes in a rural setting. Two subjects are in supported independent living, in staffed homes or apartments, and the remaining two live in their own apartments with minimal staff contact. Eleven subjects have engaged in sexual misconduct with both children and adults (rape, coerced sex, sexual battery, lewd and lascivious behavior, etc.), while ten have histories of sexual misconduct with children only. Four subjects have engaged in other types of inappropriate sexual behavior, such as sex with

animals, rectal digging associated with using feces as a masturbatory lubricant, fetishism, public masturbation, and exposure. Clients' ages range from 19 to 65, and all function within the mild or moderate ranges of mental retardation.

Techniques used in treatment of these individuals include direct instruction, modeling, behavioral rehearsal, and guided feedback. In addition, treatment includes sex education, extensive analysis of remote and immediate antecedents to sexual misconduct, consequence anticipation, acquisition of replacement behaviors, identification of risk factors for re-offending, learning the effects of sexual abuse upon victims, and impulse management strategies. Of clients who participate in group treatment, 21 of 23 also receive behavioral programming directly addressing sexual misconduct in their residential and vocational settings. Data from these individual programs will be presented. Measures used by staff to assess clients' responses to high-risk situations in community settings will be distributed. An agency policy regarding clients' sexual behavior will be presented, and ramifications of its use discussed. Difficulties encountered in collecting data on behavior which is both dangerous and covert will be examined, as will the effects associated with treating this population on clinicians and staff.

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

- Name and describe basic behavioral techniques for use with developmentally disabled sex offenders.
- Describe the process of obtaining extensive information about antecedents to episodes of sexual misconduct.
- Develop and implement a behavior program which includes both reduction procedures for sexual misconduct and acquisition procedures for replacement behaviors.
- Use measures (distributed in the workshop) for assessing the responses of sex offenders in high risk situations.
- Identify difficulties associated with conducting behavioral research with sex offenders.
- Identify difficulties described in the literature as being encountered frequently by therapists, staff, and other caregivers providing services to sex offenders.

Activities: Each participant will receive a handbook of training materials that includes examples of a functional behavior assessment, a behavior analysis service plan, and risk assessments. Various interventions and assessment measures will be reviewed in detail with participants. Participants will have the opportunity to ask questions and discuss the material presented.

Audience: The target audience includes psychologists and other mental health professionals, behavior analysts, administrators, and individuals involved in the provision of services to individuals who have engaged in sexual offending behaviors.

Level: Introductory

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #51

BACB & PSY CE

6:00 PM - 9:00 PM

4K (4th floor)

CE Instructor: William R. Hutchison, Ph.D.

Implementing Behavioral Models in Robots:

What a Learning Robot Can Teach Us

WILLIAM R. HUTCHISON, Ph.D. (Behavior Systems) and Betsy J. Constantine (Context Systems)

Description: The workshop will introduce participants to robot technology and its uses in behavioral research. Participants will be given an overview of robot technology, including sensor types, sensor preprocessing, motors and actuators, and alternative approaches to controlling robot motors. Instructors will present an existing quantitative/computational model of operant learning—the Seventh Generation system—that is currently being used to control robots capable of operant conditioning. By studying the design and operation of the operant model interacting directly with the real world, participants will have an opportunity to reexamine some basic behavior analytic principles, such as primary reinforcement, conditioned reinforcement, punishment, stimulus control, transfer of stimulus control, etc. Participants will explore these principles by working with an actual robot whose behavior is learned and controlled by the Seventh Generation behavioral model. After observing demonstrations of a variety of teaching procedures and the effect each has on the robot's learning behavior, participants will analyze those processes at a level of detail unachievable with living subjects. Participants will have a hands-on opportunity to develop a

simple teaching procedure with the Seventh Generation operant learning system and use it to teach a small mobile robot—the Garcia robot from Acroname, Inc.—to perform a simple behavior.

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

- Describe basic learning processes at a level appropriate for control of a robot.
- Describe key issues and problems in implementing behavior analytic models in robots.
- Discuss parallels and differences between teaching robots and teaching living organisms.
- Describe several areas of current research in robotics and machine learning relevant to behavior analysis.
- Develop a simple example of computerized training and an example of live training for a Garcia robot with the Seventh Generation operant learning system.

Activities: Classroom presentation and discussion. The class will break into 2 or 3 lab groups after each topic, each with a robot and instructor to demonstrate the topic. By the last stage of the workshop, the groups will be able to demonstrate a simple training procedure with the robot.

Audience: Psychologists and behavior analysts interested in computational models of learning and how working with robots can improve our teaching procedures. Behavior analysts who are interested in developing computational behavioral models and robotics are particularly welcome.

Level: Advanced

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #52

BACB & PSY CE

6:00 PM - 9:00 PM

4L (4th floor)

CE Instructor: Julie R. Fisher, CSW, BCBA

Preparation for Adult Years: Transitioning Individuals with Autism from School to Community

LINDA MEYER, Erin Richard, Angela Rodriguez, Peter F. Gerhardt, and Julia R. Fisher, CSW, BCBA (Alpine Learning Group, Inc.)

Description: Consistent with federal mandates (e.g., IDEA, 1990) the IEPs of learners 14 years of age and older must include a statement of transition needs. For this reason, educational

goals for these learners need to focus on preparation for adult life (e.g., functioning fully in community settings, developing relevant job skills, and increasing self-care and domestic skills). Some of the skills prioritized include the production aspects of a job (e.g., sorting mail or data entry) as well as skills to address successful integration into the work environment (e.g., using a public restroom, taking a break). Two successful models, supported volunteer and supported employment programs, will be described. The programs' goal is to help teenage and adult learners acquire and perform age appropriate, functional skills in a variety of integrated, natural community environments (e.g., a public library, a YMCA). Instructional strategies for teaching job skills and systematic analyses to address problem behavior will be presented. Staff use objective data measures to document the effects of intervention and participants' success. Potential employment sites are identified based on empirical data which illustrate the learner's proficiency in a particular job, and anecdotal data regarding the learner's preferred work environment.

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

- Identify behaviorally-based teaching strategies to teach functional skills required for adolescents and adults with autism to hold community job placements.
- State specific skill acquisition programs (e.g., expressive and receptive language, social skills, number concepts) which are prerequisites to job placement.
- Identify discreet, effective motivational systems used in community job settings.
- Identify data collection procedures and summaries to identify successful interventions.
- Find community volunteer and employment placements.
- Identify successful strategies for problem solving challenging behavior in community job placements.

Activities: Listen to didactic presentation; View videotapes of adults and adolescents on the job; Participate in problem solving sessions addressing challenging behavior in the community.

Audience: Professionals who work with learners with autism ages 14 and older; Parents who have children ages 14 years of age and older.

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #53

BACB & PSY CE

6:00 PM - 9:00 PM

4M (4th floor)

CE Instructor: G. Tracey Galiatsatos, M.S., BCBA

An Overview of Assessing, Classifying and Treating Feeding Difficulties in Children with Developmental Disabilities

William H. Ahearn and G. TRACEY

GALIATSATOS, M.S., BCBA (The New England Center for Children)

Description: Feeding problems are common among children diagnosed with developmental disabilities. The feeding difficulties of these children stem from and are maintained by, numerous biological and environmental factors. This workshop will begin by providing an overview of factors which may trigger feeding difficulties. Biological factors, such as dysfunction of the GI system, and environmental factors, such as child-feeder interactions, will be discussed. The workshop will also address feeding evaluations and the role of a comprehensive feeding team. The classification and assessment of feeding difficulties becomes a critical issue in providing appropriate treatment for these behaviors. Participants will learn to classify feeding difficulties. Emphasis will be placed on behavior interventions of three topographical categories: insufficient food intake (i.e. food-type selectivity, food-texture selectivity, insufficient caloric intake), specific skill deficits (i.e. self-feeding, chewing skills), and disruptive behavior emitted during meal times (i.e. crying, food expulsion). Case studies of each category will be discussed. Behavioral interventions that will be reviewed include: food exposure, simultaneous presentation, positive reinforcement, and escape prevention.

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

- Identify the biological and environmental factors which may cause feeding difficulties
- Identify common variables that are related to the development of feeding problems
- Describe assessment tools which may be used to conduct feeding assessments
- Categorize and prioritize feeding needs given a hypothetical case

- Describe environmental factors that occasion and maintain feeding problems
- Identify common behavior principles (e.g. reinforcement, prompting, extinction) used to address feeding difficulties

Activities: Through the use of didactic presentation, handouts, and case illustrations, workshop participants will develop an understanding of feeding difficulties and possible behavioral treatment options.

Audience: This workshop is targeted for clinicians and therapists who have a basic understanding of behavior analytic terms and theory.

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #54

BACB & PSY CE

6:00 PM - 9:00 PM

Private Dining Room 4 (3rd floor)

CE Instructor: Jill E. McGrath-Maher, M.S., BCBA

Developing and Implementing an ABA Program for Students with Autism, PDD-NOS, and Asperger's in a Public School Setting

JILL E. McGRATH-MAHER, M.S., BCBA, Alison Moses, Jennifer Terakedis, Amanda Spitzer, Rob Polsinelli, Josh Koziol, and Kerrie Otipoby (Marlborough Public Schools)

Description: Over the past several years, much progress has been made in the emphasis on and the development of programming for students with disabilities in general education settings. While the incidence of students on the autism spectrum receiving programming in public school settings has dramatically increased, quality programming based on the principles of applied behavior analysis is limited. Furthermore, due to the unique challenge public school environments present, very few school systems have successfully implemented a district-wide ABA program. Many of the public schools that have developed ABA programs have not been able to support a growing number and age-range of students while providing high quality comprehensive programming. In addition, school systems that have developed programs often do not have a centralized system of management as well as the appropriate number of qualified supervisory staff. Much ABA public school programming is based on the skills of individuals, and when the individuals resign, the program no longer exists.

This data-based workshop focuses on the implementation of a district-wide behavioral treatment program for students of various skill levels on the autism spectrum, ranging in age from 3-13. This workshop will provide participants with the knowledge and skills to identify the essential elements of a comprehensive program based on the principles of applied behavior analysis. Participants will be provided with the skills necessary to: 1. Develop program goals; 2. Develop an appropriate organizational structure; 3. Develop a thorough supervision model; 4. Identify the correct number and qualifications of supervisory staff; 5. Develop work performance standards for staff; 6. Develop a comprehensive and competency-based staff training program; 7. Develop a variety of staff training strategies, including feedback, peer review, goal setting, public posting, and video samples; 8. Develop a comprehensive set of teaching programs within the frameworks of general education curriculum; 9. Develop and implement a system for management of student programming; and 10. Develop systems to address/coexist with existing political and administrative policy and protocol.

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

- Identify the essential elements of a comprehensive school-based program based on the principles of applied behavior analysis
- Develop program goals and timelines to evaluate progress on goals
- Identify key components a comprehensive and competency-based staff training program
- Identify the most appropriate staff training strategies for their respective settings
- Develop an appropriate supervision model including organizational structure and job descriptions for staff
- Identify the correct number and qualifications of supervisory staff
- Identify the scope of a comprehensive set of teaching programs
- Identify a system for management of student programming
- Identify possible issues with existing political and administrative policy and protocol
- Identify a method for addressing district-specific obstacles

Activities: Didactic instruction; Discuss and develop a list of the essential elements of a comprehensive ABA program; Develop a training outline and a strategy for follow-up/competency-based training; Discuss and brainstorm a list of possible roadblocks and solutions; Develop an outline for implementing a program including goals, organizational structure, clinical supervision, and student

programming; Develop realistic goals and timelines for implementation of a program.

Audience: Behavior analysts working in public school settings; school administrators

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

#1 Special Event

7:00 AM - 10:00 PM

International South (2nd floor)

Society for the Quantitative Analyses of Behavior

Chair: William Baum (University of California, Davis)

THE National Autism Center

Advancing *knowledge*
and *expertise* about autism.



Visit us at booth #33

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

Thursday Evening, May 26

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

Friday, May 27

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

8:30 **William Baum**, President's Introduction

8:45 **Armando Machado & Joana Arantes**, Critical Tests of Timing Models Using a Double Bisection Procedure

9:20 **William A. Roberts**, Number and Time Representation in Pigeons: Studies of Scale Bisection

9:55 **Seth Roberts**, Where Do New Responses Come From?

10:30 *Coffee Break*

10:50 **Keynote address - Michael Kubovy**,
Phenomenological Psychophysics and Mathematical Models of Gestalt Phenomena

12:00 *Lunch Break*

1:30 **Donald Blough**, Random-Walk Simulations of Discriminative Reaction Times

2:05 **John Pearce**, The Discrimination of Structure: Spatial Relations

2:40 **Nestor Schmajuk & Jose Larrauri**, Experimental Challenges to Theories of Classical Conditioning: Application of a Computational Model of Storage and Retrieval

3:15 *Coffee Break*

3:45 **Ronald Weisman, Andrea Friedrich, Thomas Zentall**, Using Behavior Analysis to Study the Evolution of Pitch Perception

4:20 **Robert Cook**, Structure of Avian Memory Systems

4:55 **Olga F. Lazareva, Kate L. Freiburger, and Edward A. Wasserman**, Effects of Stimulus Manipulations on Basic-level and Superordinate-level Categorization

6:30 – 9:00 *Poster Session & Cash Bar*

sqab Society for the Quantitative Analyses of Behavior

Saturday Morning, May 28

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

8:15 **Cynthia Pietras**, Energy-Budget Models and Human Risky Choice

8:50 **Melissa Bateson**, Effects of Energetic State on Risk-Sensitive Decision Making

9:25 *Coffee Break*

9:40 **Gene Heyman**, Some Implications of Preference Dependent Changes in Reward Value: Matching, Maximizing, Addiction

10:15 **James S. MacDonall**, Is There a Variable Missing from the Concatenated Generalized Matching Law?

Saturday Afternoon, May 28

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

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

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

1:00 – 1:50 **Russell Church**, Simulation of Quantitative Models of Behavior

Chair: *Frances McSweeney*

2:00 – 2:50 **Gregory Galbicka**, Response Shaping and Percentile Schedules – or 'How I Stopped Worrying and Learned to Love Rank Orders

Chair: *William Baum*

3:00 – 3:50 **Randolph Grace**, Choice and Value

Chair – *Leonard Green*

4:00 – 4:50 **Daniel Cerutti**, Temporal Regulation of Choice

Chair – *Robert Allen*

For further information, visit the **sqab** website at: <http://sqab.psychology.org> or contact

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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®**



CORE FACULTY

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

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CHICAGO

Saturday, May 28

**Day Schedule
Workshops
Opening Event/SABA Awards
Sessions
Business Meetings
Reunions/Receptions
Behavioral Follies**

Saturday, May 28

		7 AM :00 :30		8 AM :00 :30		9 AM :00 :30		10 AM :00 :30		11 AM :00 :30		12 PM :00 :30		1 PM :00 :30		
Lower Level - Exhibit Halls	SW Exhibit Hall							ABA Exhibitors								
	SW Exhibit Hall					ABA's Service to Apply, Recruit, and Train (START)										
	SW Exhibit Hall															
	SE Exhibit Hall					ABA Cooperative Bookstore										
	Stevens #1					#W68 FABRIZIO, et al.	CE/PSY							#10 DDA CE Ch: Johnson		
	Stevens #2					#W70 OTIPOBY, et al.	CE/PSY							#11 DDA Ch: Smith		
First Floor	Stevens #3					#W71 MOORS, et al.	CE/PSY							#14 VRB CE Ch: Miguel		
	Stevens #4					#W72 BECHNER, et al.	CE/PSY							#26 DDA Ch: Adams		
	Stevens #5					#W59 MONTGOMERY and Cavin	CE/PSY							#24 AUT Ch: Meyer		
	8th Street Registration	Pre- and On-Site Registration; Continuing Education														
	Continental A						#4 International Development Brunch							#13 AUT CE Ch: Magnusson		
Second Floor	Continental B					#W60 BLACKWELL and Conley	CE							#27 AUT CE Ch: Harris		
	Continental C					#W62 POKRZYWINSKI, et al.	CE/PSY							#25 AUT Ch: Tarbox		
	International North									#5 SABA Awards CE				#29 DEV GREER CE		
	International South					#2 SQAB								#9 SQA CHURCH		
	Boulevard A					#W56 NUNN	CE/PSY							#28 EAB Ch: Kowal		
	Boulevard B					#W64 NEWMAN and Hammond	CE							#23 EAB Ch: Lyons		
	Boulevard C					#W73 RIOS, et al.	CE/PSY							#30 EAB Ch: Hamilton		
	Williford A					#W55 KUPFER	CE/PSY							#12 CBM CE Ch: Mozzoni		
	Williford B					#W57 BEN-ZVI	CE/PSY							#17 EDC CE Ch: Barenz		
	Williford C					#W66 ROBBINS and Layng	CE							#16 EDC Ch: Vazin		
Third Floor	Waldorf					#W65 REID and Green	CE/PSY							#7 TPC Ch: McDougall		
	Astoria					#W78 VILLONE and Green	CE/PSY							#6 TPC Ch: Andronis		
	Private Dining Room 1						#3 Newcomers Session							#18 CBM Ch: Gaynor		
	Private Dining Room 2					#W80 STOUT KUBAL, et al.	CE/PSY							#19 EDC Ch: Ellis		
	Private Dining Room 3					#W77 GIFFORD, et al.	CE/PSY							#22 OTH Ch: Mays		
	Private Dining Room 4					#W69 SMALLEY	CE/PSY									
	Private Dining Room 6	Speaker-Ready Room														
	Private Dining Room 7	Speaker-Ready Room														
	Joliet					#W61 McDONALD, et al.	CE/PSY								#20 OBM Ch: Crowell	
	Marquette					#W58 O'CONNOR	CE/PSY								#21 OBM CE Ch: Bruce	
Fourth Flr	4A															
	4C					#W63 ROBERTS, et al.	CE									
	4D					#W67 SHARPE and Balderson	CE/PSY									
Eighth Floor	Lake Erie					#W74 DiDOMENICO, et al.	CE									
	Lake Huron					#W75 GILLIS, et al.	CE/PSY								#8 CSE Ch: Smith	
	Lake Michigan					#W76 LUCE, et al.	CE/PSY									
	Lake Ontario					#W79 McEACHIN and Soluaga	CE/PSY								#15 BPH Ch: Liewing	

 = Special and Invited Events

#W = Workshop

CE = Workshop or session available for BACB CE (for certified behavior analysts)

PSY = Workshop available for CE for psychologists

Ch: = Chairperson

LEGEND

Saturday, May 28

ROOM	2 PM :00 :30	3 PM :00 :30	4 PM :00 :30	5 PM :00 :30	6 PM :00 :30	7 PM :00 :30	8 - 10 PM		
SW Exhibit Hall			ABA Exhibitors						Lower Level - Exhibit Halls
SW Exhibit Hall	ABA's Service to Apply, Recruit, and Train (START)								
SW Exhibit Hall					POSTER SESSIONS				
SE Exhibit Hall	ABA Cooperative Bookstore								
Stevens #1	#10 Cont'd	#48 DDA CE Ch: Green	#69 DDA CE Ch: Pagliaro						
Stevens #2	#11 Cont'd	#40 DDA Ch: Roane	#63 DDA Ch: Sundby						
Stevens #3	#14 Cont'd	#51 VRB CE Ch: Miguel	#72 VRB Ch: Palmer						
Stevens #4	#26 Cont'd	#42 DDA Ch: Sainato	#73 DDA Ch: Wacker						
Stevens #5	#24 Cont'd	#52 AUT Ch: Hayward	#65 AUT Ch: Foxx						
8th Street Registration	Pre- and On-Site Registration; Continuing Ed								First Floor
Continental A	#13 Cont'd	#45 AUT CE Ch: Hagopian	#77 AUT CE Ch: Vargas-Irwin						
Continental B	#27 Cont'd	#46 AUT CE Ch: Harris	#78 AUT CE Ch: MacDonald						
Continental C	#25 Cont'd	#41 AUT Ch: Jahr	#75 AUT Ch: Baron						
International North	#29 Cont'd	#33 OBM CE TWMAN					#112 Behavioral Follies 10p-12a		Second Floor
International South	#32 SQA GALBICKA	#55 SQA GRACE	#64 SQA CERUTTI						
Boulevard A	#28 Cont'd	#36 EAB Ch: Cowley	#79 EAB Ch: Geller				#108 Behavior Analyst Today		
Boulevard B	#23 Cont'd	#38 EAB Ch: Wilson	#70 EAB Ch: Johnston				#110 KU Reunion		
Boulevard C	#30 Cont'd	#53 EAB Ch: Maple	#67 EAB Ch: Marr				#103a MN AUT Center		
Williford A	#12 Cont'd	#39 CBM CE Ch: Guericio	#68 CBM Ch: Yen				#109 U of Fla Reunion		Third Floor
Williford B	#17 Cont'd	#44 EDC Ch: Ross	#80 EDC K. Johnson				#103 FSU/ BMC Reunion		
Williford C	#16 Cont'd	#37 EDC Ch: Daly	#57 EDC Ch: Bursuck	#82 EDC Ch: J. Johnson					
Waldorf	#31 TPC BARNES-HOLMES	#56 TPC Ch: Moore	#71 TPC CE Ch: Gardner				#104 Morningside		
Astoria		#54 TPC STARLIN	#76 TPC Ch: Rutherford				#111 U of Wisc. Reunion		
Private Dining Room 1	#18 Cont'd	#50 CBM Ch: Roche	#66 CBM Ch: Forsyth			#91 Animal Behavior SIG			Fourth Floor
Private Dining Room 2	#19 Cont'd	#47 EDC Ch: Figueroa-Rodriguez	#81 EDC Ch: Bass			#100 Autism SIG			
Private Dining Room 3	#22 Cont'd	#49 OTH Ch: Tarbox	#74 OTH Ch: Alligood			#101 St. Cloud State Event #1			
Private Dining Room 4						#95 EAHB SIG			
Private Dining Room 6	Speaker-Ready Room								
Private Dining Room 7	Speaker-Ready Room								Eighth Floor
Joliet	#20 Cont'd		#59 OBM Ch: Matthews				#102 CABAS/ Columbia U		
Marquette	#21 Cont'd		#58 OBM CE Ch: Sigurdsson				#105 NECC Reception		
4A						#94 Beh/Social Issues Ed Board			
4C						#97 JEAB			
4D						#96 Instruct'nl Design SIG			
Lake Erie						#98 Standard Celebration	#106 Std. Col. Chart Share		
Lake Huron		#34 CSE Ch: Garlock	#60 CSE CE Ch: Hoch			#99 VA ABA			
Lake Michigan		#35 DEV CE Ch: Gewirtz	#61 DEV Ch: Delaney			#93 DEV SIG			
Lake Ontario	#15 Cont'd	#43 BPH Ch: Odum	#62 BPH ZACNY			#92 Clinical SIG	#107 ACT/ RTF Session		

Workshop #55**BACB & PSY CE**

8:00 AM - 11:00 AM

Williford A (3rd floor)

CE Instructor: Jeff Kupfer, Ph.D., BCBA

Schedule-Induced Behaviors: Origins of Excessive Behaviors and Procedures to Minimize Their Influence

JEFF KUPFER, Ph.D., BCBA (Florida Residential Solutions, LLC)

Description: Schedule-induced or adjunctive behaviors (sometimes maladaptive and always excessive) are behaviors that are maintained at a high probability by stimuli that derive their reinforcing properties as a function of parameters governing the availability of some other class of reinforcement. In non-human subjects, some schedules of reinforcement have been shown to generate strange behaviors such as: polydipsia, attack against members of its own species, self-induced escape, pica, and hyperactivity; In human subjects, these same schedules can exaggerate behaviors such as fluid intake, aggression, pacing, grooming, eating, stereotyped behavior, smoking and, quite possibly – “wretched excess.”

This presentation is an introduction to schedule-induced behaviors. A brief video tape will be shown demonstrating various types of schedule-induced behaviors in a rat and pigeon. Studies describing functional relationships with reinforcement schedules and “generator schedules” (i.e., schedules that promote schedule-induced behaviors) will be reviewed, as well as functional assessment and measurement strategies. Alternative reinforcement strategies in applied settings will be reviewed and case studies will be presented comparing fixed- vs. variable-DRO schedules.

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

- Provide introduction into schedule-induced behavior and expand functional analysis approaches
- Review methods to measure and assess schedule-induced behavior
- Describe possible pitfalls in using common schedules of reinforcement
- Provide alternatives to minimize the influence of schedule-induced behaviors

Activities: Participate in discussion regarding contents of literature review; measurement and assessment suggestions; procedures to maximize effects of positive reinforcement and minimize the influence of reinforcement schedules that

induce excessive behaviors; and environmental management strategies to channel excessive behaviors into more productive and adaptive outlets.

Audience: Professionals and paraprofessionals actively involved in developing, implementing and monitoring behavior treatment plans, students that desire a review of schedule-induced behaviors and implications.

Level: Intermediate

Member: \$110 **Non-member:** \$115

After 3/11 Member: \$125 **Non-member:** \$140

Workshop #56**BACB & PSY CE**

8:00 AM - 11:00 AM

Boulevard A (2nd floor)

CE Instructor: Greg Nunn, Ph.D., BCBA

Treating Clients with Maladaptive Habits, Tics, Tourette's Syndrome, and Stuttering Using the Habit Reversal and Regulated Breathing Treatment Program

GREG NUNN, Ph.D., BCBA (National University)

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.

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

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

Activities: In this workshop we will discuss the identification, nature, and treatment of children, adolescents, and adults 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, adolescents, or adults presenting with these types of problems.

Level: Introductory

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #57	BACB & PSY CE
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8:00 AM - 11:00 AM

Wiliford B

CE Instructor: Michael Ben-Zvi, M.A., BCBA

Toilet Training for Autistic and Encopretic Children: Data-Based Bio-behavioral Intervention

MICHAEL BEN-ZVI, M.A., BCBA (NATAV Private Practice, Israel)

Description: While early intensive interventions are widely used to improve communicative, cognitive and other skills, toilet training for autistic children is still a challenge to behavior analysis. Encopresis is a very disturbing illness, not so rare with normal children. The combination of those two is even worse. The use of reflexes and respondent conditioning (in combination with operant conditioning) is needed for complex behaviors that are only partly operant. The purpose of this workshop is to address that need, especially for the acquiring of proper bowl movement on toilet, both for encopretic and autistic children. The workshop will cover the theoretical assumptions behind the intervention, the protocol of treatment and its accommodations to each child. Ethical considerations, data collection and decision making in the course of intervention will be discussed. Case studies will be presented, and the toilet training of urination will be briefly addressed.

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

- Know and understand the protocol of intervention
- Explain the intervention to parent of an untrained child
- Gather the required data for decision making before and through the intervention
- Detect the relevant symptom of encopresis and apply the proper intervention.

- Address ethical considerations and rejections.
- Support parents through implementation of the intervention.

Activities: Activities will include presentation of both rational and practical issues, analyzing data records, practicing the collection of data on relevant data sheets, and discussion of questions.

Audience: Behavior analysts, consultants and program managers of interventions with autistic population, clinicians who address encopresis, parents of encopretic and autistic children.

Level: Intermediate

Member: \$85 **Non-member:** \$100

After 3/11 Member: \$110 **Non-member:** \$125

Workshop #58	BACB & PSY CE
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8:00 AM - 11:00 AM

Marquette (3rd floor)

CE Instructor: Julia O'Connor, Ph.D., BCBA

How to Train Caregivers in Functional Behavioral Assessment and Treatment Development

JULIA O'CONNOR (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 completion 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: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #59

BACB & PSY CE

8:00 AM - 11:00 AM

Stevens #5 (Lower level)

CE Instructor: Robert W. Montgomery, Ph.D., BCBA

Pediatric Sleeplessness: Identification and Intervention

ROBERT MONTGOMERY, Ph.D., BCBA (Reinforcement Unlimited) and Jason Cavin (The Learning Tree)

Description: Pediatric sleeplessness and sleep disruptions are among the most common concerns of parents. Excessive sleepiness in a child is a symptom that is often underrecognized and misinterpreted, but when left untreated can lead to serious behavioral, academic, developmental, and medical consequences. Pediatric sleeplessness is widely prevalent and often behaviorally-based. Research supports that pediatric sleeplessness can be treated effectively with nonpharmacologic interventions. This workshop will review the nature of sleep and sleep disruption (including common pediatric sleep disorders), and introduce the participant to behavioral treatment strategies

(e.g., extinction, parent education, positive routines, sleep hygiene). Finally, behavioral interventions for children with special needs will be discussed (i.e., developmental disabilities, ADHD, and mood disorders).

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

- Recognize the three main types of sleep disruption.
- Analyze the environment, in light of the research, in order to maximize the potential for restful sleep.
- Describe the most common behavioral mistakes made during sleep preparation and list research supported sleep preparation habits that increase the likelihood of productive sleep.
- Have criteria for when to refer those with sleep disruption for medical evaluation.

Activities: Didactic and interactive discussion will be conducted throughout the session. Participants are encouraged to come with questions and case examples as an interactive session will be included.

Audience: BCBAs, BCABAs, consultants, teachers, parents, and anyone interested in how sleep impacts behavior and how to improve the sleep of children and adolescents.

Level: Introductory

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #60

BACB CE

8:00 AM - 11:00 AM

Continental B (1st floor)

CE Instructor: Terence Blackwell, M.A., BCBA

Private Practice Model of Consulting

TERENCE BLACKWELL, M.A., BCBA (CERG Management Inc.) and Paul Conley (Paul Conley Consulting)

Description: The workshop is designed to teach people how to establish their own professional consulting business using a private practice model. Topics include: how to identify clients, pricing of services, leveraging your time, building your business through centers of influence, creating a public presence and getting beyond creating a income, to designing a lifestyle.

Objectives: At the completion of the workshop, participants will know how to:

- Define their niche market
- Determine the structure of a private practice
- Create a public presence
- Assess the viability of their business

Activities: Analyzing behaviors that lead to successful business models for private practitioners; behavior of successful marketing of services; business model review, case study of successful independent private practice models.

Audience: Individuals interested in establishing private practice model consulting business in the field of ABA.

Level: Introductory

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #61

BACB & PSY CE

8:00 AM - 11:00 AM

Joliet (3rd floor)

CE Instructor: Mary McDonald, Ph.D., BCBA

The Use of Computer and Video Technology with Children with Autism

MARY McDONALD, Ph.D., BCBA, Michele Leykum, and Erin Sparacio (The Genesis School)

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 in teaching a variety of new skills. This workshop will provide information on a variety of video-based instructional methods that can be used successfully to teach skills to children with autism. Specific methods to be reviewed will include: video modeling, video rehearsal, video priming. In addition to video-based instruction, computer-based instruction and a combination of the use of video and computer technology will also be discussed.

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 of videomodeling with children with autism.
- Explain how reinforcement contingencies can be used through video contingencies

- Provide a rationale for using computer or video technology for children with autism

Activities: Participants will observe video clips depicting a variety of video-based instructional techniques. Participants will be asked to select a behavior that they would like to increase using video-based instruction and will work on developing a plan to use video-based instruction to teach a skill. Volunteers will also have an opportunity to sample computer-based technology programs.

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

Level: Intermediate

Member: \$105 **Non-member:** \$120

After 3/11 Member: \$130 **Non-member:** \$145

Workshop #62

BACB & PSY CE

8:00 AM - 11:00 AM

Continental C (1st floor)

CE Instructor: John Pokrzywinski, M.A., BCBA

Communication-Based Behavior Interventions

JOHN POKRZYWINSKI, M.A., BCBA and Diana Bradberry (Arlington Developmental Center), Richard Powell, and Irfa Karmali (Shelby Residential & Vocational Services)

Description: This workshop emphasizes positive reinforcement of alternative behaviors to reduce problem behaviors (replacement behaviors). It encourages procedures that increase the contextual fit of behavior support plans; presents procedures that allow identification and manipulation of setting events and discriminative stimuli; discussion includes procedures to encourage a communication-based environment. The procedures described in the workshop are designed to: emphasize nonaversive and naturalistic procedures to reduce the likelihood of problem behaviors; increase the acceptance of behavior support plans, and thus the likelihood of success and generality; and increase collaboration between professional and direct-support staff.

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

- Identify and discuss procedures to reduce problem behaviors by emphasizing positive reinforcement of alternative behaviors (replacement behaviors).
- Identify and discuss procedures to modify antecedent & setting event manipulations which reduce the occurrence of problem behaviors and the need for corrective interventions.

- Identify and discuss procedures that increase the acceptability of behavior support plans and increase the likelihood of success and generality (contextual fit).
- Describe and discuss procedures to encourage a communicative environment.
- Describe and discuss procedures to increase collaboration between all team members and direct-support staff.

Activities: Workshop activities include discussions of eliminative versus educative strategies to deal with problem behaviors; antecedent events & contextual variables; functional behavior assessment & replacement behavior development; discrete trial training (DTT) and natural environment training (NET); and verbal behavior considerations.

Audience: Behavior analysts, speech-language pathologists, direct-support staff and supervisors, psychologists, nurses, advocates, independent support cCoordinators, and others.

Level: Introductory

Member: \$85 **Non-member:** \$100

After 3/11 Member: \$110 **Non-member:** \$125

Workshop #63

BACB CE

8:00 AM - 11:00 AM

4C (4th floor)

CE Instructor: Kimberly A. Schulze, Ph.D., BCBA

Graphing with Microsoft Excel

SARAH E. ROBERTS (Minnesota Autism Center) and Kimberly A. Schulze, Ph.D., BCBA, Emily Rudrud, and Eric Rudrud (St. Cloud State University)

Description: Participants will be provided with systematic instruction on 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 session-by-session learner acquisition data. Participants will be provided with a CD providing detailed text instructions, a streaming video with demonstrations, and templates for learner acquisition data.

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, trend lines).
- Graph learner acquisition data.

Activities: Participants will be provided with instruction and practice in graphing single-case designs. We encourage participants to bring laptop computers to practice entering data and graphing 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: \$80 **Non-member:** \$95

After 3/11 Member: \$105 **Non-member:** \$120

Workshop #64

BACB CE

8:00 AM - 11:00 AM

Boulevard B (2nd floor)

CE Instructor: Bobby Newman, Ph.D., BCBA

Introduction to Data Collection Methods

BOBBY NEWMAN, Ph.D., BCBA (Room to Grow) and Tammy Hammond (Effective Interventions)

Description: Too often, individuals who are attempting to apply behavior analytic instruction have not been trained in the usage of a full range of data collection methodologies. They have one or two particular systems that are in use at their program (e.g., percent correct or frequency), but avoid the use of a myriad of other data collection strategies (e.g., fluency, latency, probe data, etc.).

This is an introductory level workshop that will describe various systems of data collection commonly used within Applied Behavior Analytic settings (e.g., intensive programs for individuals diagnosed with developmental disabilities, mainstream educational settings, adult rehabilitation programs). Various systems of data collection in applied settings will be introduced and explored. These will include: frequency data, rate measures, latency, magnitude, duration, percent correct (in a trial by trial format), and probe data. In addition, specific data sampling techniques such as Partial Interval Recording and Momentary Time Sampling will be discussed.

How and when to use each of the above will be discussed, and practice will be provided from videotaped and audio examples. A "pop quiz" of given scenarios will also be provided, and participants encouraged to discuss which data collection system they would employ for each scenario and why.

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

- Learn the definitions of each of the several types of data collection listed above
- Learn how to use each type of data collection.
- Learn when to use each type of data collection.
- Practice systems of deriving inter-observer agreement
- Teach others data collection strategies.

Activities: Participants will hear lecture and will partake in practice in the various types of data collection described.

Audience: This is an introductory level workshop for parents and direct care providers, as well as staff trainers.

Level: Introductory

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #65

BACB & PSY CE

8:00 AM - 11:00 AM

Waldorf (3rd floor)

CE Instructor: Dennis H. Reid, Ph.D., BCBA

Preference-Based Teaching: Procedures for Helping People with Developmental Disabilities Enjoy Learning Without Problem Behavior

DENNIS H. REID, Ph.D., BCBA (Carolina Behavior Analysis & Support Center, Ltd.) and Carolyn W. Green (J. Iverson Riddle Center)

Description: This workshop will describe a preference-based teaching approach for helping people with developmental disabilities enjoy learning functional skills without problem behavior during teaching sessions. The focus is on how to make teaching programs highly preferred (as indicated, for example, through indices of happiness and absence of indices of unhappiness). A program approach will be described and demonstrated that: (a) enhances the preferred nature of teaching programs to increase learner enjoyment in participating in the programs, and (b) removes the motivation for problem behavior that often occurs in attempts to escape or avoid the programs. Specific strategies to be described include how a teacher or instructor can build rapport with a learner and establish his/her attention as a reinforcer, using preferred events as antecedents and consequences to teaching sessions, interspersing preferred events within instructional trials, incorporating efficient choice

opportunities within the teaching process, and timing the scheduling of teaching sessions to promote learner enjoyment. Summaries of recent behavior analytic investigations will also be provided to demonstrate the evidence base of preference-based teaching.

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

- Describe how to include a preferred event before, during and after a teaching session to enhance the preferred features of the session for a learner with disabilities.
- Describe how to use establishing operations to maximize the preferred nature of at least one aspect of a teaching session.
- Describe how at least one learner choice can be embedded within a teaching session to enhance the preferred nature of the session for a learner.
- Describe three things a teacher can do to establish his/her attention as a preferred event for a learner.

Activities: Activities of participants will include: (1) listening to instructor lecture/presentations, (2) viewing overhead presentation of key points, (3) completing pencil and paper activities relating to scenarios depicting applications of key points, (4) viewing role-play demonstrations of target procedures by instructors, (5) practicing target procedures in role-play situations with performance feedback by instructors (provided until individual participants demonstrate competency in accordance with performance checklists employed by instructors), and (6) opportunities to ask questions of instructors and receive instructor answers.

Audience: The target audience includes anyone who implements skill-acquisition teaching programs with people who have developmental disabilities including autism. Examples of target audience participants include teachers, teacher assistants, residential direct support and supervisory staff, vocational support staff (e.g., job coaches), behavior analysts, behavior specialists and technicians, and parents.

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #66**BACB CE**

8:00 AM - 11:00 AM

Williford C (3rd floor)

CE Instructor: T. V. Joe Layng, Ph.D.

The Teaching of Successful IntelligenceJOANNE K. ROBBINS (Morningside Academy),
T. V. Joe Layng, Ph.D. (Headsprout)

Description: When the environment requires a learner to produce verbal stimuli that sequentially and systematically make one pattern of behavior more likely than another in order to meet a contingency requirement, reasoning is defined. This process is akin to what Skinner (1969) described as an "inspection of reinforcement contingencies" such that an individual can describe behavior that meets contingency requirements without direct shaping or rules. Procedures have been developed that train learners in reasoning and in the inspection of the requirements for reinforcement in most problem solving situations. The workshop will begin with a brief introduction to approaches to teaching intelligence, including Sternberg's analytical, practical, and creative intelligences, and an overview of effective and ineffective thinking skills strategies. The body of the workshop will be spent actively applying a Talk Aloud Problem Solving (TAPS) method derived from Bloom, 1950, and Whimbey & Lockhead, 1999) for teaching effective reasoning, and a method of teaching analytical thinking, Fluent Thinking Skills (FTS), (Robbins and Layng, 2004) based upon generating and answering questions that can be used for elementary school through graduate school and for effectively solving everyday problems at home and in the workplace.

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

- Define and distinguish between reasoning and analytical thinking.
- Describe the relation between reasoning, analytical thinking, and intelligence
- Apply TAPS and FTS to a variety of situations requiring reasoning or analytical thinking.
- Describe how to teach TAPS and FTS to others.

Activities: Discuss reasoning and analytical thinking as described in workshop introduction; Play TAPS game to learn basic concepts; In groups of two, apply TAPS to solve problems with one person taking the role of problem solver and the other the role of active listener.

Both individuals will take turns as problem solver and active listeners; play FTS game to learn basic concepts, apply FTS to quickly learn a difficult subject unfamiliar to most participants.

Audience: Those who work in educational, therapeutic, or business settings where reasoning, thinking or the teaching of intelligence is important.

Level: Introductory

Member: \$100 **Non-member:** \$115

After 3/11 Member: \$125 **Non-member:** \$140

Workshop #67**BACB & PSY CE**

8:00 AM - 11:00 AM

4D (4th floor)

CE Instructor: Thomas Sharpe, Ed.D.

Using Behavior Systems Technology in Teacher Education Programming: Principles, Practice, and Hands-On Applications
THOMAS SHARPE, Ed.D. and Daniel Balderson
(University of Nevada, Las Vegas)

Description: The workshop will provide introduction to, and hands on application of, a data supported protocol for the (a) comprehensive description, (b) discrete and sequential analysis, and (c) feedback and goal-setting activities necessary to effective teacher training in postsecondary classroom and on-site K-12 deliberate practice environments.

Workshop activities include (a) introduction to the importance of a behavior systems approach to teacher training, (b) hands-on observation system construction, and (c) simulated data collection and analysis activities designed for instructional purposes. Additionally, detailed explanation and hands-on interaction with protocols designed for a range of logically sequenced training activities are provided, including (a) classroom video observations, (b) on-site data-based assessment and immediate feedback and goal-setting, and (c) research and development into effective educational practice. Workshop participants will leave with a conceptual and applied familiarity with behavior systems educational protocols designed for effective professional training practice. Participants will be provided with a complimentary copy of the complete software tools and methods procedures on CD ROM, and MSWORD files of all necessary illustration materials in relation to the educational protocols discussed as a function of workshop participation.

*While some computer hardware will be provided, it is recommended that workshop

participants bring their own IBM compatible laptop hardware to facilitate hands-on workshop interactions.

Objectives: Workshop participants will exit with technologically-based instructional skills in the area of applied behavioral teacher training. Skills include the ability to (a) design observation systems that match with training objectives, (b) construct video-based observational learning laboratory experiences in relation to training objectives, (c) implement on-site data-based feedback and goal-setting experiences to determine if training objectives have been met, and (d) develop a set of applied research activities to document the relative effectiveness of professional training activities.

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

- Discuss in conceptual and applied ways the principles and practice of applied behavior systems analysis in relation to professional teacher training.
- Construct observation systems relevant to their particular professional teacher training objectives.
- Design and implement video-based observational learning activities in relation to educational objectives for professionals in training.
- Understand and apply a range of computer-based data collection and analysis techniques in relation to recommended data-based on-site feedback and goal setting instructional protocols.
- Develop an applied research agenda in relation to professional training objectives to determine the relative effectiveness of instructional efforts.

Activities: Activities include review of applied behavior systems analysis in relation to professional training activities; hands-on application of observation system construction designed as compatible with professional training objectives; hands-on application of observational laboratory development in relation to the classroom instruction of relevant behavior analytic professional training objectives; hands-on application of data-based on-site feedback and goal-setting protocols in relationship to deliberate practice activities of professional trainees; and introduction and review of recommended research activity development in relation to

determining the relative effectiveness of recommended professional training activities.

Audience: Advanced graduate students and behavior analysts working in the area of professional teacher education in specific, and in the area of postsecondary training for professional competencies in general. Those working in postsecondary educational settings where focus is on the education, on-site training, and assessment of professional practice competencies, and who are challenged with how to teach, describe, and analyze highly interactive behavioral transactions should find the workshop experience and complimentary materials particularly appealing to a wide range of professional training, assessment, and applied research applications.

Level: Introductory

Member: \$175 **Non-member:** \$190

After 3/11 Member: \$100 **Non-member:** \$215

Workshop #68

BACB & PSY CE

8:00 AM - 11:00 AM

Stevens #1 (Lower Level)

CE Instructor: Michael Fabrizio, M.A., BCBA

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

Holly C. Almon-Morris, Sara Pahl, MICHAEL FABRIZIO, M.A., BCBA, Amy King, and Alison L. Moors (Fabrizio/Moors Consulting)

Description: This workshop will provide participants multiple opportunities to learn how to evaluate service delivery staff performance in three critical areas: verbal behavior about the service being delivered, contingency-shaped behavior involved in delivering the service, and verbally-mediated behavior involved in problem solving related to the service being delivered. Sample forms and feedback systems will be shown, and participants will practice evaluating staff performance via contrived practice and videotape review.

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

- Describe three important repertoires to be developed in service delivery personnel.
- Evaluate examples of service personnel's performance related to verbal behavior about service.
- Evaluate examples of service personnel's performance related to contingency-shaped service behavior.

- Describe at least three sample repertoire areas which relate directly to each participant's own service delivery personnel.

Activities: Throughout this workshop, participants will participate in discussion about topics being addressed; complete evaluations measuring service delivery personnel verbal behavior; complete evaluations measuring service delivery personnel contingency-shaped behavior through the review of multiple videotaped examples; complete evaluations measuring service delivery personnel verbally-mediated behavior using real life sample performance data; and begin to develop instruments to measure each of the above in the work each participant supervises or performs in their professional life.

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

Level: Intermediate

Member: \$85 **Non-member:** \$100

After 3/11 Member: \$110 **Non-member:** \$125

Workshop #69

BACB & PSY CE

8:00 AM - 11:00 AM

Private Dining Room 4 (3rd floor)

CE Instructor: Kimberly Smalley, Ph.D., BCBA

Re-evaluating Practice, the Big Picture, or Why We Really Do What We Do

KIMBERLY SMALLEY, Ph.D., BCBA (Behavior Support Consultation Advocacy)

Description: Take a few minutes and remember why we are in this, what our objectives are, and what our output should achieve. This workshop will present lively discussion around the greater context in which we work, people's lives. With specific regard to individuals with developmental disabilities and challenging behavior we will task analyze our practice to assure that our interventions are socially valid, acceptable, and result in real beneficial quality of life change. Working backwards from where we want to be (LROP) using crowding out, manipulating molar variable to acquire a "goodness of fit" and teaching to strengths, how do we get from here to there? Discussion will hopefully include facilitating contrived and natural networks of support, enriched environments, communication, pivotal skill building, gainful employment, and sex.

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

- Be able to discuss and plan for social validity and acceptability of interventions in schools and families.
- Generate practical examples of manipulating molar variables, 'Crowding out', teaching incompatible and or alternative behaviors, that have practical meaning in a consumers life.
- Self assess outcomes of behavioral practice and long-term implications for the folks you serve.
- Conduct informal ecological assessments (such as circles of support or other social density tools) around the soft and fuzzy components of life (Recreation and leisure skills /friends/ relationships).

Activities: Brief informal self-assessment/survey

Audience: Direct service staff who work with individuals with developmental disabilities (such as individuals with MR/DD ASD), those who design and implement behavior support plans, Teachers, families, consumers.

Level: Introductory

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #70

BACB & PSY CE

8:00 AM - 11:00 AM

Stevens #2 (Lower Level)

CE Instructor: Jill E McGrath Maher, M.S., BCBA

Strategies for Successful Inclusion

Programming in a Public School Setting

KERRIE OTIPOBY, Jill McGrath-Maher, M.S., BCBA, Alison Moses, Jackie Ward, Jennifer Terakedis, Amanda Spitzer, Carrie Robbins, and Ben Bruneau (Marlborough Public Schools)

Description: As a result of the trend toward inclusion in general education settings, many public schools are faced with the task of developing programming for students on the autism spectrum. Many strategies based on the principles of applied behavior analysis, however, have been more likely to occur in more restrictive settings. Specific guidelines and strategies are limited for successful inclusion. Furthermore, the majority of data-based strategies to promote successful inclusion have been conducted in primarily pre-school settings. This workshop will focus on data-based strategies to successfully include pre-school, elementary, and middle school students on the

autism spectrum in general education settings. In addition, strategies for teaching social and age-appropriate leisure skills will be discussed, including social skills groups, social coaching, reverse inclusion strategies, and methods to teach appropriate play skills. Participants will acquire the skills necessary to develop high-quality data-based inclusion programming, including: 1. How to determine which skills to address in inclusion settings; 2. Identification of appropriate inclusion opportunities; 3. Education for general educators; 4. Data collection systems for educational objectives; 5. Development of data systems to determine for individual students the amount and type of support required and data-based strategies to fade staff support; 6. Strategies to fade staff support; 7. Reinforcement system strategies for inclusion settings; 8. When and how to provide modified academic instruction; 9. Social skills training program will be reviewed, including strategies for the development of assessments, teaching programs, and strategies for generalization; 10. Strategies of teaching appropriate per interaction and play skills.

Participants are encouraged to bring actual student profiles to use in exercises.

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

- Identify key considerations in the development of high-quality data-based inclusion
- Develop data systems to determine for individual students the amount and type of support required
- Identify data-based strategies to fade staff support.
- Identify strategies for the development of social skills assessments and teaching programs

Activities: Didactic instruction; discuss and develop a list of essential data; develop a plan for collecting data on educational objectives.

Audience: Behavior analysts and teachers working with students on the autism spectrum

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #71

BACB & PSY CE

8:00 AM - 11:00 AM

Stevens #3 (Lower Level)

CE Instructor: Alison L. Moors, M.A., BCBA

Instructional Design for Students with Special Needs: Identifying Critical/Variable Attributes for Effective Programming

Kelly Ferris, Michael Fabrizio, Holly Almon-Morris, Lesley Lucas-Pahl, and ALISON L. MOORS, M.A., BCBA (Fabrizio/Moors Consulting)

Description: Once teachers have established scope and sequences from students' Individualized Education Plans (IEPs) or assessment reports, they must still create a plan for how they will break up the skills into teachable units. To divide each skill into teachable units, teachers must (1) identify the critical and variable attributes of instructional stimuli and (2) plan for cumulative programming within the instruction. This workshop will help teachers identify critical and variable features to better design appropriate instructional sequences and plan systematically for ongoing cumulative review necessary to facilitate student learning and skill retention of what they have learned thus far within any given instructional sequence.

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

- Identify critical and variable attributes of instruction.
- Identify the boundaries of critical attributes.
- Design instructional sequences based on the identified critical features.
- Plan for cumulative programming within instruction.
- Learn to Fast Cycle through the designed sequence based on students performance.

Activities: Group and individual practice discrimination critical from variable attributes; Individual practice outlining critical attributes of a skill; practice writing instructional sequences; Writing instructional sequences with cumulative programming; drawing Fast Cycle tracks on instructional sequences based on data-based decisions.

Audience: Professionals whose job descriptions include program/instructional design for students with special needs.

Level: Intermediate

Member: \$85 **Non-member:** \$100

After 3/11 Member: \$110 **Non-member:** \$125

Workshop #72**BACB & PSY CE**

8:00 AM - 11:00 AM

Stevens #4 (Lower Level)

CE Instructor: Lori Bechner, M.A., BCBA

Teaching Students with Autism to Respond to Threatening Social Situations in Mainstream Settings

Alexandra Holberton (EPIC School), Julia Fisher, Caren Gans, and LORI BECHNER, M.A., BCBA (Alpine Learning Group)

Description: Children with autism who are included in mainstream settings may encounter threatening social situations such as teasing, name calling, bullying, and being told to do inappropriate things for the humor of others. Without the skills needed to respond appropriately in these threatening social situations, individuals with autism in mainstream settings are often at risk for being taken advantage of which can result in physical and emotional harm, as well as result in limited social relationships with peers.

Research in training self-protection skills has concentrated on teaching typically developing children to respond when presented with physically harmful situations. Research in teaching self-protection skills to individuals with developmental disabilities, although limited, has also focused on teaching individuals to respond when presented with physically harmful situations. There is, however, little research focused on teaching individuals with developmental disabilities to respond to threatening social situations.

This workshop will describe potentially threatening social situations, and discuss strategies to teach students with autism to respond to such situations.

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

- Describe threatening social situations which may be encountered by children with autism in mainstream settings
- List and describe strategies to teach students with autism to respond to threatening social situations
- Understand and discuss use of video review and peer procedures
- Review and explain sample curricula to teach applicable self protection skills.

Activities: Didactic presentation, discussion, video, sample curricula.

Audience: Behavior analysts, educators, other clinicians working with children with autism, graduate students.

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #73**BACB & PSY CE**

8:00 AM - 11:00 AM

Boulevard C (2nd floor)

CE Instructor: Jose D. Rios, M.S., BCBA

Designing and Implementing Effective, Accurate and Comprehensive Behavior Intervention Plans

JOSE D. RIOS, M.S., BCBA (Private Practice), Evangelina Hurtado (Therapeutic Pathways), John Youngbauer (North Los Angeles County Regional Center)

Description: Effective intervention requires well-defined description of procedures, plans must be clinically accurate and they must be implemented with integrity. 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, behavior plans for persons with developmental disabilities 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.

Beginning with the importance of an accurate functional assessment, this workshop will review how to design plans in residential and educational settings. We will discuss and critique poorly designed plans and describe common problems that we have encountered in these plans. The workshop also will address staff's concerns and barriers in the implementation of treatment plans and will also provide some steps to remedy these problems.

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

- Better evaluate treatment intervention plans for individuals with behavior problems. These guidelines include how to define procedures effectively, implement clinical accuracy, and treatment integrity.
- Use the Rights to Effective Treatment when designing plans and understand how they apply to treatment design and implementation.

- Address environmental factors that affect the accurate implementation of treatment plans in residential facilities and educational settings. Participants will learn helpful tips used in consulting with staff and supervisors to improve the effectiveness of treatment plan implementation.
- To recognize common problems found in poorly designed behavior plans and to correct such problems when they occur.

Activities: This workshop will be primarily didactic with a review of some handouts and checklists.

Audience: This presentation is geared for 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.

Level: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #74

BACB CE

8:00 AM - 11:00 AM

Lake Erie (8th floor)

CE Instructor: Justin DiDomenico, M.S., BCBA

Talk the Talk, Walk the Walk: A Training Model for Behavior Analysts to Teach Theory and Clinical Skills to Teachers and Paraprofessionals

JUSTIN DIDOMENICO, M.S., BCBA, Kathleen McCabe-Odri, Laura Kenneally, and Lori Lorenzetti (Partners in Learning)

Description: Developing competencies in Applied Behavior Analysis requires a mastery of both theory and application. Successful behavior analysts require both an in depth knowledge of theory and the ability to apply the skills in clinical and school settings.

This workshop is designed for trainers to teach the competencies of ABA to teachers, paraprofessionals and other clinical staff to master both theory and demonstrate core clinical skills required to enact IEP goals. Participants will be able to identify core competencies in theory and train staff to display these skills to mastery in applied settings. Trainers will receive a manual and DVD with video models and training modules.

Objectives: At the completion of the workshop, participants will have learned:

- The key components of theory required to train teachers and paraprofessionals. This includes paper and pencil mastery exams.
- How to teach and measure clinical skills in applied settings.
- How to develop skills to measure the staff's skill acquisition of clinical skills.
- To create a program to motivate and monitor the staff's skill acquisition.
- To create and design individual core competencies for each staff member tailored to their skill level of both mastery of theory and application.
- How to 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 training protocols for staff to effectively implement ABA-based IEP goals.

Audience: This workshop is designed for behavior analysts who train teachers and paraprofessionals who work with children with autism. This will help teach the staff to understand and demonstrate the core competencies of Applied Behavior Analysis in order to be effective practitioners.

Level: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #75

BACB & PSY CE

8:00 AM - 11:00 AM

Lake Huron (8th floor)

CE Instructor: Sara White, M.A., BCBA

Application of ABA to Learning Disabilities: Strategies for Reading Acquisition and Motivation

JENNIFER M. GILLIS and Sara White, M.A., BCBA (State University of New York, Binghamton) and Raymond G. Romanczyk (Institute for Child Development)

Description: Approximately 5% of children have a learning disability, including reading disorders. Recent research suggests that children who have a reading disability have impaired phonemic awareness and decoding skills, which are necessary skills for beginning reading. Research also suggests that individuals with learning disabilities have deficits in social skills.

This workshop will primarily cover reading disabilities, but will also provide information

and strategies for improving students' social behavior. The first part of the workshop will provide an overview of the current research on reading interventions. A short-term, intensive, after school reading clinic model that utilizes the framework of ABA for both reading instruction and improving social behavior will be described. Topics will focus on implementing a behavioral assessment specifically designed for reading, selecting individualized reading goals for children, implementation of token economy systems within a reading program, and data collection and analysis strategies to assist with monitoring student progress.

This workshop will also review a unique software program to assist teachers, parents, or other professionals, with material selection and construction. This software program contains letters, phonemes, blends, diphthongs, digraphs, nonsense words, and grade-level sight vocabulary words that are printable in flashcard formats. The software was initially developed in 2000 and refined over the past four years.

Objectives: At the completion of the workshop, participants will have learned (about):

- The current research on interventions for reading disabilities.
- An individualized goal selection procedure that includes how to use standardized assessment data and behavioral assessments to select appropriate goals for reading (all levels).
- Effective teaching methods for reading instruction within an ABA framework.
- Motivational strategies that may be effectively implemented for individuals with reading disabilities.
- A database that contains letters, phonemes, blends, diphthongs, digraphs, nonsense words, and grade-level SV words. The database will allow participants to print out flashcards for teaching.
- Reading curricula and receive a goal sequence for reading instruction
- How to incorporate social skills training into reading interventions, as exemplified by the after school reading clinic model that will be presented.

Activities: 1. Lecture on current research on interventions for reading disabilities; 2. Lecture on individualized goal selection; 3. Group exercise on developing goals from standardized and behavioral assessment; 4.

Lecture on behavior analytic teaching strategies as applied to reading disabilities; 5. Overview of software for instructional material development; 6. Lecture on appropriate curricula for students with learning disabilities; 7. Group exercise on the use of reading curricula; 8. Group exercise on incorporating social skills development into instruction for students with learning disabilities.

Audience: This workshop is designed for teachers, parents, and professionals and paraprofessionals providing reading instruction to students (Kindergarten through 6th grade)

Level: Intermediate

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

Workshop #76

BACB & PSY CE

8:00 AM - 11:00 AM

Lake Michigan (8th floor)

CE Instructor: Stephen C. Luce, Ph.D.

A Model for Supporting Individuals with Severe Dysfunctional Behaviors in Community Settings

Angela F. Smith, Jamie Pagliaro, and STEPHEN C. LUCE, Ph.D. (Melmark)

Description: Individuals who exhibit severe dysfunctional behaviors can be successfully maintained in community settings with the proper support. Five components have been identified as essential to a successful program: psychiatric consult services, a behavior support plan, staff training, communication amongst staff, and funding. This workshop will provide an overview of the staff training literature, highlighting the pyramidal model and performance feedback methods. Participants will also learn strategies to facilitate meetings with program stakeholders to identify meaningful behavioral outcomes and to conduct functional behavior assessment. Finally, the five essential components will be reviewed, and case studies will illustrate direct applications that resulted in program success.

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

- Identify the five components of a successful program for maintaining individuals with severe dysfunctional behaviors in community settings.
- Cite research-based staff training methods (performance feedback, pyramidal model, etc.)

- Facilitate meetings with program stakeholders to identify meaningful behavioral outcomes and to conduct functional behavioral assessment.
- Identify maintenance and generalization strategies to ensure long-term program success.

Activities: 1. Lecture and question/answer session on the staff training literature; 2. Practice the task-analyzed steps of facilitating effective meetings with program stakeholders to identify meaningful behavioral outcomes and to conduct functional behavioral assessment; 3. Review the five essential components of successful programming for individuals with severe dysfunctional behavior in community settings; 4. Evaluate case studies.

Audience: This workshop is geared towards program administrators, behavioral consultants and clinicians providing support to individuals with severe dysfunctional behaviors in community-based settings. Participants should be familiar functional assessment procedures and the current literature on reducing dysfunctional behavior.

Level: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #77	BACB & PSY CE
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8:00 AM - 11:00 AM

Private Dining Room 3 (3rd floor)

CE Instructor: Elizabeth Gifford, Ph.D.

Compassion and Behavior Change: Using Relationship to Enhance Acceptance Interventions for Health-Related Behaviors

ELIZABETH GIFFORD, Ph.D. (Center for Health Care Evaluation), Barbara Kohlenberg (University of Nevada School of Medicine), and JoAnne Dahl and Tobias Lundgren (University of Uppsala, Sweden)

Description: This workshop is designed to help clinicians develop usable skills in relational and acceptance-oriented behavior therapies. Specifically, we will focus on using corrective experiences within the treatment session to facilitate client awareness, acceptance, cognitive and behavioral flexibility, and personal fulfillment. Participants will learn skills from Acceptance and Commitment Therapy and Functional Analytic Psychotherapy. The workshop will focus on health related behaviors, including addiction treatment and behavioral medicine.

Objectives: At the completion of the workshop, participants will have learned (about):

- Acceptance-based interventions for health related behaviors, including addiction, epilepsy, and smoking.
- The therapeutic relationship in treatment for medically relevant disorders.
- How to maximize the potential of acceptance-based interventions through relationship processes.
- Enhancing the development of competence in functional analysis through supervision.

Activities: Participants will view tapes, engage in discussion and exercises, and listen to presentation of didactic material.

Audience: Practitioners interested in enhancing their therapeutic relationships, and improving skills in acceptance-based interventions for health related behaviors.

Level: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #78	BACB & PSY CE
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8:00 AM - 11:00 AM

Astoria (3rd floor)

CE Instructor: Kristen M. Villone, Ph.D.

The ABC's of Consulting in School Districts

KRISTEN VILLONE, Ph.D. (Melmark) and Noelle 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." Consultants working in school districts may also be challenged more by the behavior of the service providers than that of the identified student(s). The experiences of a veteran consultant (with sixteen years consulting experience) and a relatively new consultant (with nine years clinical experience) will offer unique perspectives on strategies and approaches 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.
- Identify/address the primary "client" and/or presenting problem(s).
- Understand the importance of body language, staff perceptions, documentation, and communication during classroom observations.

- Have a better sense of a consultant's role (and how to establish boundaries).
- Learn common mistakes made by consultants and how to avoid them.
- Obtain a "blueprint" of how to set up/conduct classroom observations.
- Obtain a "blueprint" of the veteran consultant's basic ABA training seminar.
- Learn strategies that build teamwork and motivate staff when you're a "visitor" in their "home."
- Have a better understanding of the interpersonal dynamics and contingencies in school districts.
- Develop a better understanding of how to address ethical issues which may arise during consultations.

Activities: Participants will receive handouts to aid reviewing the workshop's learning objectives during the first part of the workshop. The second part of the workshop will consist of a problem-solving discussion of different types of obstacles, scenarios and case examples the presenters have experienced. As time permits, audience members will be encouraged to present their own obstacles/issues for problem-solving.

Audience: Anyone interested in consulting in school districts, especially relatively new consultants who have ABA experience teaching children with developmental disabilities and training staff in clinical settings.

Level: Introductory

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #79

BACB & PSY CE

8:00 AM - 11:00 AM

Lake Ontario (8th floor)

CE Instructor: John McEachin, Ph.D.

An In-Depth Look at Prompting and Other Strategies for Teaching Cognitive Skills to Children with Autism

JOHN McEACHIN, Ph.D. and Doris Soluaga (Autism Partnership)

Description: To obtain best outcomes for children with autism it is necessary to identify and develop teaching strategies that enable children with profound learning difficulties to master a body of knowledge that comes easily to typically developing children. Prompting and systematic prompt fading are among the most widely used strategies for enabling children with autism to learn important concepts. There

are a number of different methods of selecting prompts and planning for the reduction of prompts which have been demonstrated to be effective. Unfortunately, in the research literature there are very few head-to-head comparisons of various prompting strategies.

There is, however, a clearly defined body of knowledge that provides us with general principles from which a systematic, but flexible approach can be derived which serves as a sensible starting point for developing teaching strategies. This workshop will describe the advantages and disadvantages of various approaches in widespread use and to provide a conceptual framework for understanding what we are actually doing when we use prompts. We will look at prompts that occur prior to the SD, simultaneously with the SD, and after a delay. We will also discuss strategies for teaching concepts that do not rely on prompts as traditionally conceptualized, but rather rely on arranging a sequence of learning tasks that lead the student to "discovery" of the concept being taught.

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

- Recognize important differences between simple discriminations and conditional discriminations and select appropriate teaching strategies accordingly.
- Identify advantages and disadvantages of pure trial and error learning vs. errorless learning and considerations for deciding what point to aim for along the high error - low error continuum.
- Identify the main sources of possible inadvertent prompts that need to be controlled when conducting discrete trial teaching and methods for eliminating them.
- Choose prompting strategies that not only facilitate correct responding, but lead the student to meaningful understanding of the concept being taught.

Activities: Lecture, discussion, video, role play

Audience: Individuals who use discrete trial teaching to increase cognitive skills of children with autism and related disorders and those who provide supervision and training.

Level: Intermediate

Member: \$75 Non-member: \$90

After 3/11 Member: \$100 Non-member: \$115

Workshop #80**BACB & PSY CE**

8:00 AM - 11:00 AM

Private Dining Room 2 (3rd floor)

CE Instructor: Victoria Stout Kubal, M.S., BCBA

Behavioral Relaxation: Training and Scale

VICTORIA STOUT KUBAL, M.S., BCBA

(Independent Provider) and Vanessa Stout

Huaman (Loyola Center for Health and Fitness at Loyola Medical Hospital)

Description: Relaxation techniques are an integral part of the successful treatment of those exhibiting anxiety-related, pain-related, and/or anger-related behaviors. The sooner a client learns relaxation and other types of self-control techniques, the safer his/her internal and external environments may become. In addition, due to limitations in funding, providers must often demonstrate that extensive treatment progress has been made within a relatively short period of time.

Poppen's (1998) Behavioral Relaxation Scale (BRS) is an assessment tool for measuring the progress of an individual demonstrating the ten overt relaxed behaviors taught to criterion with Behavioral Relaxation Training (BRT). BRT can be an effective part of treatment for individuals with emotional/mental disorders, hyperactivity, schizophrenia, traumatic brain injury, physical limitations, and/or restricted cognitive/intellectual capabilities.

This workshop will provide an opportunity to experience Poppen's (1998) Upright Behavioral Relaxation Training (URT) by means of labeling, modeling, imitation, practice, and corrective feedback. Once workshop participants are proficient in demonstrating URT and can verbally describe these ten relaxed behaviors and corresponding examples of unrelaxed behaviors, then they will be taught assessment of URT using the BRS. Finally, participants will learn how to calculate inter-rater reliability of the BRS across observers as well as between participant and instructor.

Objectives: By the end of the workshop, each participant will be able to:

- Position his/her own body in alignment with the ten overt relaxed behaviors from Upright Behavioral Relaxation Training (URT).
- Write a description of each of the ten overt relaxed behaviors from URT in his/her own words and provide corresponding examples of unrelaxed behaviors.

- Give another individual appropriate feedback so that the other individual can correct himself/herself according to the ten URT postures.
- Observe, record, and assess another individual's performance of the ten relaxed behaviors from URT by accurately using the Behavioral Relaxation Scale (BRS).
- Accurately calculate BRS inter-rater reliability across participant observers and also between participant and instructor.
- Compare and graph BRS inter-rater reliability scores.

Activities: Verbal Behavior: Listen to a presentation regarding the physiological effects of relaxation, the history of using relaxation training to treat psychological disorders, and Poppen's development of Behavioral Relaxation Training and the Behavioral Relaxation Scale.

Labeling and Modeling: View a live demonstration of the ten postures included in Upright Behavioral Relaxation Training (URT). Each relaxed posture will be labeled, described topographically, and demonstrated physically.

Modeling and Imitation: Learn how to breathe diaphragmatically, then imitate the other nine relaxed behaviors of URT while viewing an instructor as model. After each participant has proficiently demonstrated each posture separately, he/she will practice relaxing all ten areas at the same time.

Feedback: Practice silently while the instructors are giving each individual corrective feedback. Later, workshop participants will form pairs and alternate practicing URT and giving each other corrective feedback.

Criterion Tests: Take URT Written Criterion Test; score one another's criterion tests; repeat URT Written Criterion Test. Take BRS Written Criterion Test; score one another's criterion tests; repeat BRS Written Criterion Test.

Assessment: Behavioral Relaxation Scale scoring methodology will be explained and demonstrated. All observers will simultaneously score the model. The instructor will score BRS along with the workshop participants.

Reliability: Calculate inter-rater reliability scores.

Audience: The target audience for this workshop is comprised of BCBAs and BCABAs who work with the following populations: clients with anxiety disorders, pain-related difficulties, or anger management problems; individuals with traumatic brain injury; persons exhibiting

hyperactive or repetitive behaviors; clients exhibiting schizophrenic behaviors; and persons who experience an extreme amount of "stress."

Professionals with a strong interest in Behavioral Medicine, Clinical Behavior Analysis, Family and Child Therapy, and/or Health and Fitness Training will also benefit from attending this workshop.

Level: Introductory

Member: \$75 **Non-member:** \$90

After 3/11 Member: \$100 **Non-member:** \$115

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See pages 8-9 for details,
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#2 Special Event

7:00 AM - 11:20 AM

International South (2nd floor)

Society for the Quantitative Analyses of Behavior

Chair: William Baum (University of California, Davis)

#3 Special Event

9:00 AM - 9:50 AM

Private Dining Room 1 (3rd floor)

Newcomers' Session

Co-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.

#4 International Special Event

10:00 AM - 11:30 AM

Continental A (1st floor)

International Development Brunch

Co-chairs: Ned Carter (The Swedish Association of Local Authorities and Regions) and Maurice Feldman (Brock University)

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

#5 International Special Event

11:30 AM - 1:00 PM

International North (2nd floor)

BACB CE (CE Instructor: Jay Moore, Ph.D.)

Opening Event: Society for the Advancement of Behavior Analysis Awards

Chair: Jay Moore (University of Wisconsin, Milwaukee)

2004 International Grant Awards

Joseph J. Pear, Ph.D. (University of Manitoba, Canada)

Yanqing Guo, M.Ed. (Institute of Mental Health, Peking University, People's Republic of China)

Paolo Moderato, Ph.D. (University of Parma, Italy)

2005 SABA Awards

Award for Distinguished Service to Behavior Analysis: Jon S. Bailey, Ph.D. (Florida State University)



Dr. Jon S. Bailey received his Ph.D. in 1970 from the University of Kansas where he worked with Lonnie Philips and Mont Wolf on the original Achievement Place Project. He took his first and only academic position in the Psychology Department at Florida State University that same year. Jon founded the Florida Association for Behavior Analysis and started Behavior Management Consultants, Inc. with Maxin Reiss and Mary Burch in 1980. 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, FABA, and Division 25 of APA. Dr. Bailey is the past-Editor of the *Journal of Applied Behavior Analysis* and is co-author of *Research Methods in Applied Behavior Analysis, How*

Dogs Learn, and Ethics for Behavior Analysts with Mary Burch. Dr. Bailey is a licensed psychologist and a Certified Behavior Analyst in the State of Florida, has served on the Florida Behavior Management Peer Review Committee and was an Expert Witness for the U.S. Department of Justice. Most recently Dr. Bailey created the Master's program in applied behavior analysis at the FSU Panama City Campus. Dr. Bailey will give a presentation titled ***Time Flies***:

In this presentation I would like to pay tribute to those mentors, colleagues, and students who have inspired me and shaped my behavior over the past 44 years. Lee Meyerson, Jack Michael, and Mont Wolf all played an important role in my early years and my psychology graduate students and Florida colleagues have continued to provide me with a steady stream of challenges, learning opportunities, and reinforcers that have enriched my life in so many ways.

Award for International Dissemination of Behavior Analysis: R. Douglas Greer, Ph.D. (Columbia University Teachers College)



Dr. R. Douglas Greer (Ph.D., University of Michigan, 1969; M.A. and BME Florida State University; CABAS® Board Certification as Senior Behavior Analyst and Senior Research Scientist) is Professor of Education and Psychology at the Graduate School of Arts and Sciences and Teachers College of Columbia University where he heads the M.A. and Ph.D. programs in behavior analysis and the education of students with/without disabilities. He has served on the editorial boards of ten journals, published over 100 research and theoretical articles in more than 20 journals and is the author of seven books in behavior analysis. Greer has sponsored 110 doctoral dissertations (80% have been published in refereed journals), taught over 2,000 teachers and professors, originated the

CABAS® model of schooling in the USA, Ireland, Italy, and England, and founded the Fred S. Keller School. He has done experimental research in schools with students, teachers, parents, and supervisors as well as pediatric patients in medical settings. He is a recipient of the Fred S. Keller Award for Distinguished Contributions to Education from the American Psychology Association and has served as guest professor at universities in Spain, Wales, England, Ireland, USA, and Nigeria. Dr. Greer will give a presentation titled ***Análisis del Comportamiento y Análisis de la Conducta: Two Different Behavior Analyses***:

Behavior analysts remain a happy few, as Skinner said in earlier days of ABA. We are even a few more, as we strive to become truly international. There are, however, two distinctive foci that have developed in our science and these, I argue, are natural, but important distinctions, in our scientific inquires and applications. The two are not basic versus applied, or differences in foci across geographical-cultural boundaries; these are simply artificial divisions. The two behavior analyses are (a) a science of the environmental controls of existing operants and (b) a science of the environmental sources for the formation of operants and higher order operants. The sources for behaving well and acquiring repertoires require distinctions in practice and application. International collaborations gave rise to exciting new findings in the latter effort.

Award for Public Service in Behavior Analysis: Robert F. Mager, Ph.D. (Mager Associates)



Dr. Mager received his B.A. and M.A. degrees in Psychology from Ohio University and his Ph.D. in Experimental Psychology from the State University of Iowa. He has held teaching posts in psychology and human relations at colleges and universities, and served as research scientist for the Human Resources Research Office. He established behavioral research laboratories for Varian Associates and Xerox Corporation, was Technical Director of the Learning Systems Institute in Paris, France, and Director of module development for Project PLAN, American Institutes for Research.

One of his significant contributions is his Criterion-Referenced Instruction (CRI) methodology, applied world-wide to support education and human resource professionals through his successful instructor development programs, including: *Criterion-Referenced Instruction* (with Peter Pipe), *Instructional Module Development*, and *The Training Director Workshop*.

Author of numerous books, technical papers, and articles, Dr. Mager is widely known for his book *Preparing Instructional Objectives*. Other Mager books include *Developing Attitude Toward Learning*, *Analyzing Performance Problems* (with Peter Pipe), *Goal Analysis*, *Measuring Instructional Results*, *Making Instruction Work*, *Measuring Instructional Results*, *Troubleshooting the Troubleshooting Course*, *The How to Write a Book Book*, and *What Every Manager Should Know About Training*. The procedures described in his books provide the bases for many of the courses in instructional design taught in colleges and universities today. Dr. Mager will give a presentation titled **On Elimination of Learning Obstacles**.

During his presentation, Dr. Mager describes aspects of his early research on detection and elimination of instructional obstacles to learning. Specifically, he describes a method he developed for detecting and recording student-generated learning sequences, as well as application of that information to a real-world problem.

This, and subsequent work, led to the *Criterion-Referenced Instruction* model, with which he and his colleagues are able to achieve a high rate of success in enabling students to reach pre-specified performance levels. Because of the universality of the laws of behavior, this model is effective in every culture in which it is being applied.

Award for Impact of Science on Application: Howard Rachlin, Ph.D. (State University of New York at Stony Brook)



Dr. Howard Rachlin obtained a Bachelor of Mechanical Engineering degree from Cooper Union in New York City, where he learned to treat all scientific and practical questions as if they had answers in the back of the book rather than as invitations to self-expression, an M.A. in psychology from The New School of Social Research in New York City, where he learned that the whole may be greater than the sum of its parts, and a Ph.D. from Harvard University where B. F. Skinner and Richard Herrnstein taught him how to be a behaviorist. He is currently an emeritus Distinguished Professor of Psychology at the State University of New York at Stony Brook. He has published more than 100 articles, written six books including *Behavior and Mind* (Oxford University Press, 1994)

and *The Science of Self-Control* (Harvard University Press, 2000), and edited two others. Although he has retired from teaching, he is actively engaged in research on self-control and social cooperation in humans and nonhumans. Dr. Rachlin will give a presentation titled **Teleological Behaviorism and Self-Control**:

From the teleological viewpoint, self-control consists of the building of high-valued patterns out of discrete acts that may be individually very low in value (just as a highly valued melody may be built up out of individual notes low in value). Each of an alcoholic's drink-refusals, for example, may individually be extremely low in value relative to its individual alternative (having a drink) yet a consistent pattern of drink refusals (sobriety in the long run) may be more valuable than consistent drinking (alcoholism). The problem of self-control is to restructure alternatives so that a person chooses among relatively long-term patterns of acts rather than among relatively short-term acts. Aiding in this effort is the coherence of patterns once they are formed and the cost of breaking them up.

The advantage of the teleological viewpoint is that it is thoroughly behavioral in the sense that it deals only with the whole organism; it allows you to go from simple laboratory situations to complex real-world situations without the hypothesizing of internal events such as internal operants, reinforcers, or discriminative stimuli.

Award for Enduring Programmatic Contributions in Behavior Analysis: The New England Center for Children

Vincent Strully, Jr. and Katherine Foster will accept the award on behalf of The New England Center for Children.

The New England Center for Children (www.necc.org), founded in 1975, is a private, non-profit organization providing a full range of educational, residential and treatment programs for more than 250 children with autism and related disabilities based on the principles of behavior analysis.

Our mission has three components:

1. To maximize the independence of every student as measured by rates of skill acquisition, performance on assessments, reduction of aberrant behaviors, and transitions to less restrictive environments.
2. To share our work through research, professional development, consultation, and dissemination of curriculum. We have published more than 150 research articles, operate six partner classrooms in area public schools, and consult with more than 30 others. Over the last ten years, 550 of our employees have earned their master's degree at one of three on-site graduate programs offered at NECC.
3. To secure the financial future of the organization through prudent fiscal management, professional fundraising, tax-exempt financing, and development of diverse income streams.

Our repertoire, which emphasizes skill acquisition, errorless teaching techniques, and function-based treatment, was shaped by our close collaboration with senior behavior analysts including Paul Touchette, Murray Sidman, Gina Green, Richard Foxx, Brian Iwata, and Bill Dube. Mr. Strully and Ms. Foster will give a presentation titled **Science and Autism: Translating Research into Practice**:

The New England Center for Children attributes its success in the treatment of children with autism to a reliance on the experimental and applied research generated by our colleagues. NECC has a rich behavioral heritage beginning with Paul Touchette and Murray Sidman, who encouraged us to sustain a rigorous adherence to the methodology of ABA. Although this rigor is difficult to maintain, we continuously strive to avoid the temptation to drift away from the fundamentals of data-based decision-making. At NECC the influence of both experimental and applied research translates across clinical treatment, staff development, and organizational management. Autism responds to sophisticated scientific interventions, not politically correct bromides. If we abandon the methodology of our science, we condemn our children to an uncertain future. We believe success is measured not only by outcome but also by replication of proven methods across public and private settings, and by worldwide dissemination of best clinical practice.

#6 International Paper Session

1:00 PM - 1:50 PM

Astoria (3rd floor)

TPC

Behavior Analysis, Evolution, and Evolutionary Psychology

Chair: Paul Thomas Andronis (Northern Michigan University)

Contingencies, Canalization, and Creativity (Theory). PAUL THOMAS ANDRONIS (Northern Michigan University)

Evolutionary Psychology and Behavior Analysis (Theory). MASAYA SATO (Teikyo University)

#7 Paper Session

1:00 PM - 1:50 PM

Waldorf (3rd floor)

TPC

Expanding the Horizons of Research and Application

Chair: Dennis McDougall (University of Hawaii)

Introducing Two New ABA Research Designs: The Distributed Criterion and Range-Bound Changing Criterion Designs (Applied Behavior Analysis). DENNIS MCDUGALL (University of Hawaii)

Breaking the Harness: How Behavioral Research Can Release Itself from the Confounding Variable of Funding (Theory). AARON "DUSTY" JONES (www.BehaviorMachine.com)

#8 Paper Session

1:00 PM - 1:50 PM

Lake Huron (8th floor)

CSE

Managing Children's Problem Behavior: Approaches and Solutions

Chair: Cary S. Smith (Mississippi State University)

Assessing the Impact of a Family Process Group on Rural African American Adolescents' Competence and Behavior Problems Using Latent Growth Curve Analysis (Experimental Analysis). IVORY TOLDSON, Rahsheda Perine, and Murelle Harrison (Southern University and A&M College)

Behavior Analysis of Juvenile Delinquency in Taiwan (Applied Behavior Analysis). CARY S. SMITH and Li-Ching Hung (Mississippi State University)

#9 Special Event

1:00 PM - 1:50 PM

International South (2nd floor)

SQAB; Experimental Analysis

SQAB 2005 Tutorial: Simulation of Quantitative Models of Behavior

Chair: Frances K. McSweeney (Washington State University)

RUSSELL CHURCH, Ph.D. (Brown University)

Abstract: Quantitative models of behavior have been developed that may be compared to observations of behavior. Simulated data comes from the interaction of a procedure and the quantitative model; observed data comes from the interaction of a procedure and an animal. The evaluation of a simulation is based on a comparison of the observed and simulated data, and on the simplicity and generality of the model. This talk will focus on how to simulate data, and why it is useful to do so.

#10 Invited Symposium

1:00 PM - 2:20 PM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Kent Johnson, Ph.D.)

A Tribute to Ogden Lindsley: Precision Teaching for Fluency and Celeration

Chair: Kent Johnson (Morningside Academy)

Session Abstract: This symposium will pay tributes to the late, great Ogden R. Lindsley by focusing upon several key aspects of his work. Carl Binder will discuss the importance of frequency as the basic datum for science and education. Michael Fabrizio and Alison Moors will focus upon the standard celeration chart as the basic tool for Precision Teaching. Kent Johnson and his colleagues will discuss the application of Precision Teaching as the core methodology at Morningside Academy, and share lots of charted student data. And Elizabeth Haughton will present mottos that Lindsley lived by when educating teachers and offer her own history as an example of how he changed many teachers' work-lives.

Rate of Response: A Legacy for Teachers and Students from Skinner Through Lindsley. CARL BINDER, Ph.D. (Binder-Riha Associates)



Dr. Carl Binder entered Behavior Analysis as a graduate student at Harvard with B. F. Skinner who introduced him to B. H. Barrett. Between 1973 and 1982 he was Associate Director in Barrett's Behavior Prosthesis Laboratory, conducting laboratory research, managing a research classroom for students with developmental disabilities, training M.Ed. students in Precision Teaching at local colleges, and consulting to dozens of schools and agencies throughout New England and North America. He was fortunate to meet and learn from colleagues, including Ogden Lindsley, Eric and Elizabeth Haughton, Hank Pennypacker, and Jay Birnbrauer, each of whom influenced him deeply. Introduced to standard celeration charting and Precision Teaching by Barrett, mentored by Lindsley and Haughton, and influenced by hundreds of charts from many learner populations, he committed in 1976 to development and dissemination of frequency-based instruction. With Lindsley's

encouragement, he moved from education to corporate performance improvement in 1982 and has made his living there, introducing the FluencyBuilding™ training and coaching methodology, standard celeration charting, and accomplishment-based performance improvement methods in corporations. He maintains involvement with and writes about children's education, his choice for the area of our work with the greatest potential for cultural impact. Download his articles and presentations at www.Binder-Riha.com/publications.htm.

Abstract: Skinner identified rate of response and the cumulative response recorder as his two most important contributions. Indeed, most groundbreaking advances in the history of science have emerged with innovations in measurement. Lindsley inherited from Skinner the use of response rate, which he termed "frequency," and extended the principle of standard graphic display, derived from Skinner's cumulative response recording with its standard step sizes and paper speeds, with the Standard Celeration Chart. Lindsley's chart gives us a uniquely powerful means of representing and quantifying learning with a standard graphic display and standard units of measurement (celeration values).

Precision Teaching, much like Skinner's science of behavior, has often been misunderstood as a collection of procedures and discoveries. Indeed, like Skinner's science, Lindsley's technology of teaching is, at its core, a measurement innovation of unsurpassed sensitivity. By replacing the ubiquitous use of percent correct, a dimensionless quantity, with count per minute measures of correct and incorrect responding and celeration as a measure of learning, Precision Teaching provides a radically more sensitive means of making instructional decisions. This presentation illustrates the power and sensitivity of response rate measures for instructional decision-making while demonstrating the remarkable insensitivity of percentage correct.

The Contributions of the Standard Celeration Chart to Intervention Programming: Moving Data from Post Hoc Rationale to Elegant Measurement, Assessment, and Evaluation. MICHAEL FABRIZIO, M.A., BCBA and Allison Moors (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 doctoral student in Special Education at the University of Washington, where he is specializing in behavior analysis, autism, instructional design, and technical communication. Michael has worked with children with autism and other special needs throughout his career, serving as a Senior Educational Specialist for the West Virginia Autism Training Center at Marshall University; a Clinical Specialist for the Spectrum Center for Educational and Behavioral Development 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*, the *Journal of Precision Teaching and Celeration*, and the *European Journal of Behavior Analysis*.

He received the 2000 New Contributions Award presented by the Standard Celeration Society, serves as a contributing editor for the *Journal of Precision Teaching and Celeration*, teaches as an adjunct faculty member in the Department of Behavior Analysis at the University of North Texas, and serves as a member of the Organization for Autism Research's Scientific Advisory Council.

Abstract: Because of its mathematical properties, its physical properties, and its widely adopted graphic conventions, the Standard Celeration Chart (SCC) offers many advantages over non-standard graphs for its use in behavior analytic instructional programming. Through the quick, easy, and simultaneous analysis of all three features of charted human performance data—frequency, celeration, and bounce—clinicians' behavior may be controlled readily by the performance data of the children whose programs they supervise. Thus, rather than serving as a post hoc rationale for clinical action, children's data can guide intervention and serve as a source of discriminative control over the behavior of those who work with them. This paper will discuss the features of the SCC that contribute to its unique power in informing data-based decision making in intervention programs.

Precision Teaching at Morningside Academy, Morningside Teachers' Academy, and Headsprout Early Reading. KENT JOHNSON, Ph.D., Abigail Calkin, and Kris Melroe (Morningside Teachers' Academy), Elizabeth Street (Central Washington University), and T. V. Joe Layng (Headsprout)



Dr. Kent Johnson founded Morningside Academy in Seattle, Washington in 1980, and currently serves as its Executive Director. Morningside is a laboratory school for elementary and middle school children and youth. Morningside investigates effective curriculum materials and teaching methods, and has provided training and consulting in instruction to over 80 schools and agencies throughout the USA and Canada since 1991.

Dr. Johnson has served in all the positions at Morningside, including classroom teacher for 10 years, financial manager, administrator, teacher trainer, school psychologist and school consultant. He has published several seminal papers, chapters and a book about The Morningside Model of Generative Instruction: A general framework for teaching, and a blend of research-based curriculum and teaching methods.

Prior to founding Morningside, Dr. Johnson was professor at Central Washington University, director of staff training at the Fernald School in Massachusetts, and instructional designer at Northeastern University in Boston. He received his M.S. (1974) and Ph.D. (1977) in psychology at the University of Massachusetts in Amherst under the mentorship of Drs. Beth Sulzer-Azaroff, Ellen Reese, and John Donahoe. He received his B.S. in psychology and sociology from Georgetown University (1973), under the mentorship of Dr. J. Gilmour Sherman. He also counts Drs. Fred Keller, Charles Ferster, B. F. Skinner, Susan Markle, John Dewey, Robert Gagne, Siegfried Engelmann, Ogden Lindsey, Israel Goldiamond, Arthur Whimbey, and colleague Joe Layng as major influences on his work.

Dr. Johnson is also co-founder of Headsprout, Inc., a Seattle-based company funded by investors to develop web-based, interactive, cartoon-driven instructional programs in reading and other foundation skills.

Dr. Johnson enjoys reading philosophy, mysteries, ancient history, psychology, and books about teaching and children. He also enjoys rock, electronic downbeat, and ambient music and talking about politics and public policy.

Abstract: Kent Johnson will discuss Precision Teaching as the core methodology at Morningside Academy and how it integrates with the Morningside Model of Generative Instruction. Abigail Calkin, Kris Melroe, and Elizabeth Street will present charted data from students at Morningside Academy, and two schools in the Bureau of Indian Affairs national school district that are in partnerships with Morningside Academy: Pierre Learning Center in South Dakota, and Riverside Indian School in Oklahoma. Joe Layng will present data showing how rate and celeration determine success or additional instruction and practice in the internet-based interactive early reading instructional program, Headsprout Early Reading.

Science and the Big Heart. ELIZABETH HAUGHTON (Haughton Learning Center)



Elizabeth Haughton has been an educator for over 35 years, serving students in general education classrooms in public schools, as well as students with special needs at Haughton Learning Center, which she founded in Napa California and serves as its Director. Elizabeth is also a special education consultant to schools and agencies, a professional teacher trainer, and author of several Precision Teaching and fluency-building instructional programs, including phonological coding, rapid automatic naming, mathematics tool skills, and handwriting.

Abstract: The measurement and decision making tools I learned from Dr. Ogden Lindsey changed my professional life. Learning to pinpoint precise outcomes, collect frequency-based measures, record data on a Standard Celeration Chart and use data to make decisions has greatly benefited my students. The Child Knows Best and Care Enough To Chart are two of Og's slogans that gave me

guidance when working with challenging learning situations.

#11 Symposium

1:00 PM - 2:20 PM

Stevens #2 (Lower Level)

DDA; Service Delivery

Academics in the Real World: A Programmatic Interface Between a University-Based Program and a Large Residential Training Facility for Persons with Mental Retardation

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

Behavior Analysis Resource Center: Training and Education. RICHARD G. SMITH, Carla M. Smith, Heather A. Moore, Caroline A. Cason, Amanda J. McAllister, and Curtis J. Harris (University of North Texas)

Behavior Analysis Resource Center: Caseload Services. KATY A. ATCHESON, Roxanne L. Wolf, Richard G. Smith, Amanda J. McAllister, Caroline A. Cason, Heather A. Moore, Curtis J. Harris, and Bryan G. Shelton (University of North Texas)

Behavior Analysis Resource Center: Specialty Assessment and Treatment Team. AMANDA J. MCALLISTER, Richard G. Smith, Katy A. Atcheson, Roxanne L. Wolf, Donnie M. Staff, Stephen F. Walker, Michelle S. Greenspan, and Carla M. Smith (University of North Texas)

Behavior Analysis Resource Center: A Research Overview. CAROLINE A. CASON, Richard G. Smith, Amanda J. McAllister, Heather A. Moore, Stephen F. Walker, Bryan S. Lovelace, and Jessica L. Doucette (University of North Texas)

#12 Symposium

1:00 PM - 2:20 PM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

BACB CE (CE Instructor: Michael P. Mozzoni, Ph.D., BCBA)

Applied Behavior Analysis in the Treatment of Acquired Brain Injury

Chair: Michael P. Mozzoni (Timber Ridge Group, Inc)

Discussant: John Guerchio (Southern Illinois University)

Effects of Contrived Reinforcement Contingencies on Independent Recall Performance of Adults with Acquired Brain Injuries (ABI). MOLLIE SHEPPARD (Gulf Coast NeuroRehabilitation Center)

Using Fluency-Based Training and Relational Framing to Teach Orientation Skills to Individuals with Acquired Brain Injury (ABI). JAMES SOLDNER (UTHCT NeuroRestorative Service) and Jeffrey B. Smith (Timber Ridge Ranch)

The Effect of Fluency Training on Math and Reading Skills in Neuropsychiatric Children: A Multiple Baseline Design. MICHAEL P. MOZZONI (Timber Ridge Group, Inc) and Stephanie Hartnedy and Yousef Fahoum (University of Arkansas School of Medicine)

#13 Symposium

1:00 PM - 2:20 PM

Continental A (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Atli Magnusson, M.A., BCBA)

Applying Behavior Analysis to Parent Training: Some Recent Findings

Chair: Atli F. Magnusson (The New England Center for Children)

Discussant: Patrick C. Friman (Father Flanagan's Girls and Boys' Town)

Videotaped Assessment and Feedback in a Parent Education Group. SUSAN N. LANGER, William L. Holcomb, June M. Sanchez, and Elyn M. South (The New England Center for Children)

Effects of Parents as Therapists During Functional Analyses. ADEL C. NAJDOWSKI (University of Nevada, Reno), Kara A. Reagon (Utah State University), Becky Penrod (University of Nevada, Reno), and Thomas S. Higbee (Utah State University)

A Systematic Method for Assessing Parental Non-Adherence Following an Intensive Feeding Program: The Parent Adherence Checklist. CHARLES S. GULOTTA, Tina Sidener, Peter Girolami, Kellie A. Hilker, and Ping Wang (The Kennedy Krieger Institute)

#14 International Symposium

1:00 PM - 2:20 PM

Stevens #3 (Lower Level)

VRB; Applied Behavior Analysis

BACB CE (CE Instructor: Caio Miguel, Ph.D., BCBA)

Basic and Applied Research on Verbal Behavior and Emergent Relations

Chair: Caio Miguel (The New England Center for Children)

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

The Role of Verbal Behavior in Stimulus Categorization by Preschool Children. CAIO MIGUEL (The New England Center for Children), Anna I. Petrusdottir, James E. Carr, and Jack Michael (Western Michigan University)

Teaching and Emergence of Antonyms in One Child Diagnosed with Autism. LUIS A. PEREZ-GONZALEZ and Lorena Garcia-Asenjo (University of Oviedo, Spain), and Gladys Williams (Applied Behavioral Consultant Services, NY)

Contriving Transitive Conditioned Establishing Operations to Establish Derived Manding Skills in Adults with Severe Developmental Disabilities. ROCIO ROSALES and Ruth Anne Rehfeldt (Southern Illinois University)

#15 Paper Session

1:00 PM - 2:20 PM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Effects of Drugs of Abuse on Timing and Choice

Chair: Lori M. Lieving (University of Texas - Houston Health Sciences Center)

Effects of Marijuana on the Direction and Variability of Temporal Discrimination in Humans. LORI M. LIEVING, Scott D. Lane, Don R. Cherek, Oleg V. Tcheremissine, and Sylvain Nouvion (University of Texas – Houston Health Science Center)

Simultaneous Effects of d-Amphetamine on Choice and Timing in Pigeons. CHRISTINE HUGHES and Raymond C. Pitts (University of North Carolina, Wilmington) and Randolph C. Grace and Anthony Mclean (University of Canterbury, New Zealand)

Rapid Acquisition of Preference in Concurrent Chains: Effects of d-Amphetamine on Control by Reinforcement Delay. RAYMOND C. PITTS (University of North Carolina, Wilmington), We-Min Ta (University of Canterbury, New Zealand), Christine Hughes (University of North Carolina, Wilmington), and Anthony Mclean and Randolph C. Grace (University of Canterbury)

#16 Paper Session

1:00 PM - 2:20 PM

Williford C (3rd floor)

EDC

Effects of Pre-reading and Reading Interventions

Chair: Tina Vazin (Alabama State University)

Effects of Parent Literacy Training on Preschoolers Literacy Skills (Applied Behavior Analysis). TINA VAZIN (Alabama State University)

Effects of an Early Reading Intervention on the Phoneme-Segmentation and Nonsense-Word Fluency of At-Risk Students (Service Delivery). SHOBANA MUSTI-RAO and Gwendolyn Cartledge (Ohio State University)

Peer-Mediated Repeated Reading: A Fluency-Building Strategy (Applied Behavior Analysis). AMANDA L. YURICK, Porsha D. Robinson, Gwendolyn Cartledge, Ya-Yu Lo, and Trisha L. Evans (The Ohio State University)

#17 Symposium

1:00 PM - 2:20 PM

Williford B (3rd floor)

EDC; Applied Behavior Analysis

BACB CE (CE Instructor: Charna Mintz, Ph.D., BCBA)

Even More Evidence Against the Overjustification Effect: A Behavior-Analytic Analysis of the Effects of Reinforcement on Intrinsically Motivated Behavior

Chair: Rebecca Barenz (Columbus Organization)

Discussant: Stephen Ray Flora (Youngstown State University)

The Effects of Expected and Unexpected Reinforcers on Play Behavior: A Behavior-Analytic Analysis of the Overjustification Effect. Charna Mintz (Columbus Organization), Michele D. Wallace and BECKY PENROD (University of Nevada, Reno)

A Behavior Analytic Analysis of the Effects of Reinforcement on Intrinsically Motivated Academic Performance. CHARNA MINTZ (Columbus Organization) and Michele D. Wallace (University of Nevada, Reno)

Effect of Reinforcement Schedules on Intrinsic Motivation and the Overjustification Effect. SCOTT HARRINGTON and Michele D. Wallace (University of Nevada, Reno)

#18 Symposium

1:00 PM - 2:20 PM

Private Dining Room 1 (3rd floor)

CBM; Service Delivery

Implementing Empirically Supported Treatments with Novel Populations: Children, Adolescents, and Young Adults

Chair: Scott Gaynor (Western Michigan University)

Primary and Secondary Control Enhancement Training for Children Displaying Depressive Symptoms. DIKLA ECKSHAIN and Scott Gaynor (Western Michigan University)

Values-Based Behavioral Activation for Adolescents with Depressive Symptoms. AMANDA HARRIS and Scott Gaynor (Western Michigan University)

Fluency Versus Thought Record Training with College Students Reporting Low Self-Esteem. JAY CLORE and Scott Gaynor (Western Michigan University)

Acceptance and Commitment Therapy for Academically Struggling College Students. DAWN DORE, Wayne Fuqua, Amy Naugle, and Scott Gaynor (Western Michigan University)

#19 Paper Session

1:00 PM - 2:20 PM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Instructional Practices for Undergraduate Teaching

Chair: Janet Ellis (University of North Texas)

Differential Effects of Cooperative Learning Contingencies on the Exam Scores of High-, Average-, and Low-Performing Undergraduates. ERIN CARROLL, Briana Hautau, and Robert Williams (University of Tennessee)

Effects of Balancing Trials, Using Antecedent Prompts and Request-Contingent Feedback on Complex Task Retention. JANET ELLIS and Sandy Magee (University of North Texas)

#20 Paper Session

1:00 PM - 2:20 PM

Joliet (3rd floor)

OBM

Issues in OBM Service Delivery

Chair: Charles R. Crowell (University of Notre Dame)

Do Companies Really Know Who Their High Performers Are? (Service Delivery). CHARLES R. CROWELL (University of Notre Dame)

Getting Results in Today's Business (Applied Behavior Analysis). JUDY JOHNSON (Continuous Learning Group)

Inside the IRS: It's Not Just the Tax Code; It's the Missing Instructional Design (Applied Behavior Analysis). MARILYN GILBERT (Performance Engineering Group)

#21 Symposium

1:00 PM - 2:20 PM

Marquette (3rd floor)

OBM; Service Delivery

BACB CE (CE Instructor: Guy S. Bruce, Ed.D., BCBA)

Performance Engineering to Achieve Sustained Consumer Health

Chair: Guy S. Bruce (APEX Consulting)

Discussant: John Austin (Western Michigan University)

Applied Behavior Analysis from the Perspective of the Contractor. JAMES KEEFE (Warren Achievement, Inc.)

Performance Engineering: Application of Behavior Analysis to Solve Human Performance Problems. GUY S. BRUCE (APEX Consulting)

Performance Engineering to Achieve Sustained Consumer Health. GUY S. BRUCE and John W. Eshleman (APEX Consulting)

#22 Panel Discussion

1:00 PM - 2:20 PM

Private Dining Room 3 (3rd floor)

OTH; Applied Behavior Analysis

Professional Development Series: Internship Programs in Behavior Analysis

Chair: Jenny Mays (The Institute for Effective Education)

KEITH D. ALLEN (Munroe-Meyer Institute)

D. DANIEL GOULD (The New England Center for Children)

MICHAEL L. HANDWERK (Father Flannagan's Boys' Home)

SUNGWOO KAHNG (The Kennedy Krieger Institute)

#23 Symposium

1:00 PM - 2:20 PM

Boulevard B (2nd floor)

EAB; Experimental Analysis

Recent Advances in the Analysis of Gambling Behavior

Chair and Discussant: Charles A. Lyons (Eastern Oregon University)

Verbal Repertoires That Predict Gambling Behavior: The Illusion of Control. W. SCOTT WOOD and Maria M. Clapham (Drake University)

A Single-Subject Approach to Investigating Payback Probability and Win Rate. ANDREW E. BRANDT (Western Michigan University)

Foraging for a Win: Melioration or Optimal Foraging? JUSTIN ALBRECHTSEN, Dustin Daugherty, and Otto H. MacLin (University of Northern Iowa)

#24 Symposium

1:00 PM - 2:20 PM

Stevens #5 (Lower Level)

AUT; Service Delivery

Service Delivery Models for Children with Autism Spectrum Disorder and their Families: Providing Services Across Home, Community, and School Settings

Chair and Discussant: Linda S. Meyer (Alpine Learning Group, Inc.)

ABA Outreach Services for Children with Autism: A Presentation of a Comprehensive and Effective Service Model. JUDITH L. PALAZZO and Erik Mayville (Connecticut Center for Child Development, Inc.)

Some Unique Challenges Providing Services Across Home and School Settings. ESTRELLA WELLS and Rebecca L. Null (East Stroudsburg University, Burlington County Special Services)

Home Consultation Services for Families of the Ivymount Autism Program: An Extension of the Center-Based Program Addressing Behavior, Skill Acquisition, and Generalization. LISA MARIE ANGELLO (The May Institute), Carrie Clark, Tamara Marder, and Susan Holt (Ivymount Autism Program)

#25 Symposium

1:00 PM - 2:20 PM

Continental C (1st floor)

AUT; Service Delivery

Teaching Social Behavior: Historical Setbacks and Current Progress

Chair: Jonathan Tarbox (University of Nevada, Reno)

Why Behavior Analysis Has Ignored Complex Human Behavior. JONATHAN TARBOX (University of Nevada, Reno)**Teaching Complex Social Behavior: The CARD Social Curriculum.** LISA BROWNFIELD (The Center for Autism and Related Disorders), Jonathan Tarbox (University of Nevada, Reno), Rachel Tarbox and Doreen Granpeesheh (The Center for Autism and Related Disorders)**Teaching Social Interaction/Play Skills to Children with Autism.** MARY ANN POWERS (STARS School)**We All Know It When We See It, but What is Appropriate Child Social Behavior?** KENNETH MACALEESE and Patrick M. Ghezzi (University of Nevada, Reno)

#26 Symposium

1:00 PM - 2:20 PM

Stevens #4 (Lower Level)

DDA; Service Delivery

Theoretical Perspectives on ACT with Asperger's Syndrome and Mental Retardation Populations

Chair: Catherine Adams (University of Mississippi)

Discussant: John Pokrzywinski (Arlington Development Center)

Asperger's Disorder: An ACT Perspective. CHRIS MCCURRY (University of Washington)**Acceptance and Commitment Therapy and Asperger's Syndrome: A Case Conceptualization.** JONATHAN WEINSTEIN and Kelly G. Wilson (University of Mississippi)**Using ACT with Mentally Retarded Individuals.** CATHERINE ADAMS, Laura Ely, and Kelly G. Wilson (University of Mississippi)

#27 Symposium

1:00 PM - 2:20 PM

Continental B (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Gerald Harris, Ph.D., BCBA)

Treatment Outcome for Children with Autism: Longitudinal Treatment Comparisons, Cost-Benefit Analyses, and Measurement Issues

Chair and Discussant: Gerald E. Harris (University of Houston, Texas Young Autism Project)

A Comparative Longitudinal Study of Treatments in Relation to Specific Outcomes for Children with Autism. GERALD E. HARRIS, Wendy J. Neely, and Gregory Chasson (University of Houston, Texas Young Autism Project)**Costs and Benefits of ABA Intervention for Children with Autism in Texas.** GREGORY CHASSON, Gerald E. Harris, and Wendy J. Neely (University of Houston, Texas Young Autism Project)**The Measurement of Intelligence of Children with Autism: Issues Related to Instrumentation and Normative Samples.** WENDY J. NEELY, Gregory Chasson, and Gerald E. Harris (University of Houston, Texas Young Autism Project)

#28 Symposium

1:00 PM - 2:20 PM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Within-Session Changes in Responding

Chair: Benjamin P. Kowal (Washington State University)

The Effects of Post-Session Wheel Running on Within-Session Changes in Responding.

KENJIRO AOYAMA (Doshisha University)

Does Upcoming Food-Pellet Reinforcement Alter Rats' Responding on a Delayed-Matching-to-Sample Task? JEFFREY N. WEATHERLY, Jeri T. Nurnberger, and Sarah Zidon (University of North Dakota)

Reinstatement of Self-Administration in Ethanol Preferring Rats. BENJAMIN P. KOWAL, Frances K. McSweeney, Benjamin L. Lawson, and Roberta S. Varao (Washington State University)

Within-Session Changes in Ethanol-Reinforced Responding of Alcohol-Preferring Rats During Fixed- and Variable-Interval Schedules of Reinforcement. ERIC S. MURPHY (University of Alaska, Anchorage), Frances K. McSweeney, Benjamin P. Kowal, Jennifer McDonald, and Roberta S. Varao (Washington State University)

#29 Special Event

1:30 PM - 2:20 PM

International North (2nd floor)

DEV; Service Delivery

BACB CE (CE Instructor: Jacob Gewirtz, Ph.D., BCBA)

2005 ABA Tutorial: Eliminating Meaningful Differences in Young Children: What Behavior Analysis Can Now Do

Chair: Jacob L. Gewirtz (Florida International University)

R. DOUGLAS GREER, Ph.D. (Columbia University Graduate School and Teachers College)

Dr. Greer's photo and biographical statement may be found on page 90.

Abstract: The gap in school entry repertoires between impoverished and natively disabled preschoolers and their well-off peers is a major problem facing our species. A new armada of evidence, theory, and demonstration suggests that teaching as behavior analysis can now make significant steps in bridging that gap. The armada comes from developmental behavior analysis, the Morningside Model of remedial education, precision teaching components, direct instruction, research identifying key instructional components of effective teaching, relational frame theory, naming, verbal behavioral analysis, CABAS®, and other programs of research and demonstration. Together these efforts provide means for accelerating vocabulary development, enlarging communities of reinforcers, inducing verbal functions and verbal capabilities, inducing observational learning, and enlarging communities of reinforcers. The presenter will present the evidence and argument that we are on the brink of bridging the gap and the panel will respond to this thesis.

#30 Paper Session

1:30 PM - 2:20 PM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Identity in Animals

Chair: Derek Hamilton (University of New Mexico)

The Necessity of Identity Training for Emergent Symmetry in Pigeons. ANDREA FRANK and Edward Wasserman (University of Iowa)

Derived Symmetry and Identity Matching in Rats. DEREK HAMILTON (University of New Mexico), Sam Lacanilao, Jamus O'Brien, and Robert Sutherland (University of Lethbridge), and Michael Dougher (University of New Mexico)

2:00 PM - 2:50 PM

Waldorf (3rd floor)

TPC; Experimental Analysis

Relational Frame Theory and Analogical Reasoning in Children and Adults: What Can Behavior Analysts Teach Cognitive Psychologists About Cognition?

Chair: David Palmer (Smith College)

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



Dr. Dermot Barnes-Holmes is foundation Professor and Chair of the Department of Psychology at the National University of Ireland, Maynooth. He studied under Professor Julian Leslie and Dr. Michael Keenan at the University of Ulster before taking a teaching position at University College, Cork, where he stayed for ten years before accepting his current post. Dr. Barnes-Holmes has published over 170 scientific articles, book chapters, and books, and he was recently ranked as the most prolific author in the world in the Experimental Analysis of Human Behavior during the period 1980 to 1999 (Dymond, 2002). He has served on, or is currently serving on, the editorial boards of the following journals: *Experimental Analysis of Human Behavior Bulletin*, *Journal of the Experimental Analysis of Behavior*, *Journal of Applied Behavior Analysis*, *The Behavior Analyst*, *The European Journal of Behavior Analysis*, *The International Journal of Psychology and Psychological Therapy*

(Associate Editor), and *The Psychological Record*. Dr. Barnes-Holmes' research career has been influenced greatly by the work of Dr. Steven C. Hayes. Their collaborative efforts, and those of their students and colleagues on both sides of the Atlantic, led to the publication of the first full-length book on Relational Frame Theory.

Abstract: The current presentation will focus on one example of a relatively advanced and on-going research program in Relational Frame Theory (RFT). In particular, I will review a series of RFT studies that have explored analogical reasoning in children and adults using response-accuracy, reaction-time, and electrophysiological recordings (event related potentials) as measures. During the course of the review, I will argue that a behavioral approach to analogy appears to have provided a more precise and experimentally useful definition of analogical reasoning than that found within the "mainstream" cognitive/developmental tradition. Furthermore, I will show that very recent evidence from the research program calls into question the findings and conclusions arising from a seminal "mainstream" study that is widely cited as providing evidence for analogical reasoning in young children. Finally, the event related potentials data will be used to highlight an unexpected functional overlap between analogical reasoning and performance on Greenwald's Implicit Association Test. The current review, I will argue, indicates that the behavior-analytic study of higher cognition is a vitally important and fruitful enterprise, and that if pursued vigorously we may well be in a strong position to teach our cognitive colleagues something about human language and cognition.

Behavioral Follies

Saturday, May 28

10 pm – midnight

International Ballroom North

Join us for an evening of behavioral humor!

(See page 194 for details)

#32 Special Event

2:00 PM - 2:50 PM

International South (2nd floor)

SQAB; Experimental Analysis

SQAB 2005 Tutorial: Response Shaping and Percentile Schedules – or 'How I Stopped Worrying and Learned to Love Rank Orders'

Chair: William M. Baum (University of California, Davis)

GREGORY GALBICKA, Ph.D. (sanofi aventis)



Dr. Gregory Galbicka completed undergraduate and graduate training programs in Experimental Analysis of Behavior at the University of Florida, earning a Ph.D. in 1981. That training included both applied work, in personalized systems of instruction with Hank Pennypacker, and basic research on aversive control and behavioral pharmacology as a student of Marc Branch. In 1982 he journeyed north to collaborate with John Platt at McMaster University in Hamilton, Ontario. They published work on differentiation, of interresponse-times (IRTs) through punishment — providing a basis for understanding the puzzling phenomenon of 'shock-maintained behavior'— and of IRTs and spatial response location through reinforcement under percentile schedules. In 1987, he accepted a position at the Walter Reed Army Institute of Research, where he remained for 13 years, ultimately becoming the Chief of the Department of Neurobehavioral Assessment. During his

tenure there he continued to work in the areas of response differentiation and behavioral pharmacology. He has served several terms on the Board of Editors of the *Journal of the Experimental Analysis of Behavior* (JEAB), and was an Associate Editor from 1988-1992. He also chaired the Institutional Animal Care and Use Committee there, an experience that proved profitable in 2000, when he accepted an offer to develop the Animal Use Program for newly-formed Aventis Pharmaceuticals. Today, he is the Global Associate Director within Laboratory Animal Science and Welfare of the sanofi aventis Group, responsible for Global Administration and Planning. His publications include several dozen papers in a variety of scientific journals on a range of topics from those mentioned above to list-learning in monkeys and drug effects thereon, circadian rhythmicity in complex operants, assessing monkey's demand for television as environmental enrichment, and shaping smoking cessation. He has also authored several textbook chapters and review articles, and edited a special edition of JEAB on Behavioral Dynamics. Although no longer directly involved in laboratory research, he continues to consult on projects involving percentile schedules in smoking cessation and on behavioral allocation in the developmentally disabled. His hobbies including driving his Audi to and from work, building furniture, and living in the mountains of lower New York State with his wife, two dogs, and several dozen fish.

Abstract: In *The Behavior of Organisms*, Skinner detailed a process of differential reinforcement of successive approximations to a terminal response, subsequently termed 'shaping,' to create novel behaviors. Despite its fundamental nature in operant conditioning, shaping has little been studied, in either the laboratory or more applied settings. Owing to the dynamic nature of the interaction between shaper and behavior, the 'rules' of shaping as typically practiced are qualitative in nature only, and shapers themselves are more often selected than shaped. Percentile schedules provide one means of formalizing these rules, generating as a consequence a more consistent arrangement between responses and reinforcements that may form the basis for an experimental analysis of the parameters involved in shaping, as well as easing the need to clearly delineate criteria a priori in applied settings. This formalization requires little mathematical ability. It does, however, depend on a perspective of viewing operant responses not as unitary events but rather as a population of behaviors clustered in time. This perspective is, I believe, in many regards closer to Skinner's original intent in defining operants.

#33 Special Event

2:30 PM - 3:20 PM

International North (2nd floor)

OBM; Applied Behavior Analysis

BACB CE (CE Instructor: Janet S. Twyman, Ph.D., BCBA)

2005 ABA Tutorial: Designing Instructional Programs and the Systems to Create and Disseminate Them

Chair: John Austin (Western Michigan University)

JANET S. TWYMAN, Ph.D. (Headsprout)



Dr. Janet Twyman, a noted teacher, administrator, and researcher, is the Vice President of Instructional Development at Headsprout, where she significantly contributed to the development of Headsprout's Generative Learning Technology and led the effort to build that technology into a highly effective beginning reading program. Dr. Twyman developed the research methods and systems that led to Headsprout's ground-breaking scientific formative evaluation model of program development — coordinating all elements of instructional design, scripting, graphic creation, animation, sound engineering, story development and writing, software engineering, and usability testing within the research model.

Dr. Twyman was formerly the Executive Director of the Fred S. Keller School, a model early childhood center, and an adjunct Associate Professor at Columbia University Teachers College. Janet

is a long time advocate and investigator of research-based instruction and systems design. While at the Keller School and Columbia, she conducted research and taught courses focusing on effective instruction, technology and education, teacher development, and systems approaches to effective education. She has published experimental studies with a particular emphasis on the verbal behavior of children, and on topics of broader conceptual interest.

She is a board member of several schools and organizations, and is currently on the Executive Council of the Association for Behavior Analysis. In addition, she oversees the Association's graduate program accreditation processes.

Dr. Twyman earned her Ph.D. from Columbia University, Teachers College. She holds certification as an elementary and special education teacher and as a principal/school administrator.

Abstract: The knowledge gleaned from behavior analysis, instructional design, formative and summative evaluation procedures, and an organizational systems approach can be combined to create successful instructional programs with broad, stable effects across numerous learners. An example of this is Headsprout Early Reading, an online reading program currently being used with thousands of children. The development of this highly effective behavioral program (from identifying instructional objectives, applying the instructional design process, building the program, iterative testing, releasing the program to the public, to ongoing revisions) is non-linear and involves a process of continual adaptations based on sensitive measurement of the entire system. It also requires coordination and collaboration among various components of the organization, from instructional design and user testing to graphics, sound and engineering. Further systems are needed to distribute the program. This tutorial will discuss the organizational systems necessary to build and disseminate instructional programs and describe how they can be replicated across other products.

#34 Paper Session

2:30 PM - 3:20 PM

Lake Huron (8th floor)

CSE

Behavior Analysis and Today's Political Realities

Chair: Monica M. Garlock (University of Nevada, Reno)

"The Shame of American Education" Redux (Theory). ROBIN RUMPH, Glen McCuller, and Chris Ninness (Stephen F. Austin State)

Vigilance Today and Implications for Behavior Analysis (Applied Behavior Analysis).

MONICA M. GARLOCK and Ramona Houmanfar (University of Nevada, Reno)

#35 Panel Discussion

2:30 PM - 3:20 PM

Lake Michigan (8th floor)

DEV/EDC; Service Delivery

BACB CE (CE Instructor: Jacob Gewirtz, Ph.D., BCBA)

Eliminating Meaningful Differences in Young Children: What Behavior Analysts Can Now Do: A Discussion of Dr. R. Douglas Greer's Tutorial

Chair: Jacob L. Gewirtz (Florida International University)

JACOB L. GEWIRTZ (Florida International University)

DOLLEEN-DAY KEOHANE (Columbia University Teachers College)

RUTH ANNE REHFELDT (Southern Illinois University)

#36 International Paper Session

2:30 PM - 3:20 PM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Equivalence I

Chair: Brian J. Cowley (Park University)

Contingency Class Formation in Low-Functioning Autistic Children. KAREN LIONELLO-DENOLF, Romariz Barros, and William J. McIlvane (University of Massachusetts Medical School, Shriver Center)

Response to Response Combinatorial Entailment. BRIAN J. COWLEY, Jessica Jensen, and Cheryl A. Cowley (Park University)

#37 Symposium

2:30 PM - 3:20 PM

Williford C (3rd floor)

EDC; Applied Behavior Analysis

Obtaining Generalized Outcomes for Reading Fluency Interventions

Chair: Edward Daly (University of Nebraska, Lincoln)

Discussant: Christopher Skinner (University of Tennessee)

Application of Brief Experimental Analysis to Group Instructional Formats: Two Experimental Investigations. MICHAEL PERSAMPIERI, Edward Daly, Valerie Gortmaker, and Merilee McCurdy (University of Nebraska, Lincoln), and Christine Bonfiglio (Elkhart School District)

Comparing Comprehension Following Silent and Aloud Curriculum-Based Measurement Reading Across Elementary and Secondary Students. ANDREA HALE (The May Institute), Christopher Skinner, Jacqueline Williams, and Christine Neddenriep (University of Tennessee)

#38 Symposium

2:30 PM - 3:50 PM

Boulevard B (2nd floor)

EAB; Experimental Analysis

Can Behavior Analysis Provide a Comprehensive Account of Gambling?

Chair: Ginger Wilson (University of Nevada - Reno)

Sources of Bias in Slot Machine Gambling: Exploring the Matching Law. OTTO H. MACLIN, Justin Albrechtsen, and Dustin Daugherty (University of Northern Iowa)

The Utility of Psychophysiological Measures in Gambling Research. JEFFREY E. DILLEN, Mark R. Dixon, and Ashton J. Robinson (Southern Illinois University)

Hypothetical Opportunities to Gamble: Are These Also Subject to Discount by Delay? BRADY J. PHELPS, Alison E. Finstad, and Gianna M. Harty (South Dakota State University)

#39 Symposium

2:30 PM - 3:50 PM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

BACB CE (CE Instructor: Michael P. Mozzoni, Ph.D., BCBA)

Contemporary Issues in Acquired Brain Injury (ABI) Rehabilitation: Staff Interaction, Fluency and Discounting

Chair: John Guercio (Center for Comprehensive Services)

Discussant: Michael P. Mozzoni (Timber Ridge Group)

The Observer Effect and Its Role in Effective Staff Training in Rehabilitation Settings for Persons with Acquired Brain Injury. JOHN GUERCIO (Southern Illinois University)

Delay Discounting in Adolescents with Acquired Brain Injury. DANYL EPPERHEIMER (Center for Comprehensive Services) and Pam Tibbetts (Southern Illinois University)

Comparing Accuracy Training with Fluency Training Using Autobiographical Questions with an Individual with a TBI. JEFFERY SMITH (Timber Ridge Ranch) and Mark Sigler (Western Michigan University)

#40 Symposium

2:30 PM - 3:50 PM

Stevens #2 (Lower Level)

DDA; Applied Behavior Analysis

Current Trends in Translational Research

Chair: Henry Roane (The Marcus Institute)

A Preliminary Analysis of Self-Control with Aversive Events: The Effects of Task Magnitude and Delay on the Choices of Children with Autism. Dorothea Lerman (University of Houston, Clear Lake), LAURA ADDISON and Tiffany Kodak (Louisiana State University)

The Effects of Schedule Thinning on the Relative Consumption of Concurrently Available Reinforcers. ASHLEY GLOVER and Henry Roane (The Marcus Institute), Nathan Call (Louisiana State University), Wayne Fisher (The Marcus Institute), and Lindsay Hauer (The Kennedy Krieger Institute)

An Evaluation of Substitutability in Open and Closed Economies. TIFFANY KODAK (Louisiana State University) and Dorothea Lerman (University of Houston, Clear Lake)

A Laboratory Examination of Treatment Integrity Failures. CLAIRE ST. PETER and Timothy Vollmer (University of Florida)

#41 International Paper Session

2:30 PM - 3:50 PM

Continental C (1st floor)

AUT; Applied Behavior Analysis

Defining and Measuring Behavioral Treatment Intensity in Autism

Chair: Erik Jahr (Akershus University Hospital)

Early Detection of Differential Responsiveness to Intensive and Long-Term Behavior Treatment in Children with Autism. ERIK JAHR (Akershus University Hospital), Francesca Degli-Espinosa, Hanna Kovshoff, Bob Remington, and Richard Hastings (University of Southampton)

Operationally Defining "Intensity" of Services for Children with Autism. DANIEL COHEN-ALMEIDA (Melmark New England), Katherine Johnson (Advances, Inc.), and Brian Liu-Constant (Melmark New England)

Start Out Strong: Early Treatment Intensity Predicts Outcome. JENNIFER HARRIS (FirstSteps for Kids, Inc.)

#42 Symposium

2:30 PM - 3:50 PM

Stevens #4 (Lower Level)

DDA; Applied Behavior Analysis

Effective Intervention Practices for Students with Autism and Developmental Disabilities

Chair: Diane M. Sainato (The Ohio State University)

Teaching Imitation Skills to Preschool Children with Severe Disabilities Using Embedded Constant Time Delay in a Small Group Activity. JENNIE VALK (Central Ohio Regional Resource Center) and Diane M. Sainato (The Ohio State University)

Using Single Subject Design to Evaluate Alternative Treatments: Therapy Balls as a Case Example. ILENE S. SCHWARTZ (University of Washington) and Denise Schilling (State University of New York Medical Center)

Teaching Pre-service Teachers to Use Responsive Interactions with Young Children with Disabilities. ANN N. GARFINKLE (University of Montana)

Noncontingent Reinforcement Versus High-Probability Requests: Increasing Responding to Requests of Students with Severe Disabilities. CAROL ANN DAVIS (University of Washington) and Joe Reichle (University of Minnesota)

#43 International Symposium

2:30 PM - 3:50 PM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Effects of Amphetamine on Timing

Chair: Amy Odum (Utah State University)

Discussant: Angelo Santi (Wilfrid Laurier University)

Effects of Amphetamine on Duration Discrimination in the Pigeon. ERIN A. MCCLURE, Kathryn A. Saulsgiver, and Clive D. L. Wynne (University of Florida)

Effects of d-Amphetamine on Temporal Discrimination: Position Versus Symbolic Matching-to-Sample Procedures. RYAN D. WARD, Robert Packer, and Amy Odum (Utah State University)

Effects of d-Amphetamine on a Multiple Continuous DRL 8-Sec Discrete DRL 8-Sec Schedule. KATHRYN A. SAULSGIVER, Erin A. McClure, and Clive D. L. Wynne (University of Florida)

#44 Symposium

2:30 PM - 3:50 PM

Williford B (3rd floor)

EDC; Applied Behavior Analysis

Effects of Manipulating Motivational Variables on Academic Responding of Children Across Textual Repertoires

Chair: Denise Ross (Columbia University Teachers College)

Reinforcer Sampling as an Establishing Operation. SUDHA RAMASWAMY and R. Douglas Greer (Columbia University Teachers College)**Conditioning Story Listening to Function as a Reinforcer.** Dolleen-Day Keohane and JANET SOLORZANO (Columbia University Teachers College)**Effects of Conditioning Mathematics as a Reinforcer on Academic Performance in Math.** R. Douglas Greer and CHRISTINE A. O'ROURKE (Columbia University Teachers College)**Effects of Mastery and Rate Criteria on Maintenance and Reading Comprehension.** TINA COVINGTON and R. Douglas Greer (Columbia University Teachers College)

#45 Symposium

2:30 PM - 3:50 PM

Continental A (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Louis Hagopian, Ph.D.)

Functional Analysis and Treatment of Complex Interresponse Relations Between Severe Behavior and Stereotypy

Chair: Louis P. Hagopian (The Kennedy Krieger Institute)

Discussant: Wayne Fisher (The Marcus Institute)

Analysis and Intervention of Stereotypy-Severe Behavior Relations. ERIC BOELTER, David Kuhn, Stephanie A. Contrucci Kuhn, and Louis P. Hagopian (The Kennedy Krieger Institute)**An Examination of the Relation Between Core and Associated Symptoms of Autism.** ROBERT R. PABICO, Wayne Fisher, Henry S. Roane, Terry Falcomata, and Alyson N. Hovanetz (The Marcus Institute)**Functional Analysis and Treatment of Problem Behavior Maintained by Access to Rituals-Permitted Situations Through the Use of Functional Communication and Discriminative Stimuli.** STEPHANIE A. CONTRUCCI KUHN, Lynn G. Bowman, Dawn E. Resau, and Lisa M. Toole (The Kennedy Krieger Institute)

#46 Symposium

2:30 PM - 3:50 PM

Continental B (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Manry Jane Weiss, Ph.D., BCBA)

Future Directions in Incorporating Fluency-Based Instruction into ABA Intervention for Older Learners with Autism

Chair: Sandra L. Harris (Rutgers University)

Discussant: Robert LaRue (Rutgers University)

Establishing the Effect of Fluency-Based Instruction in Adolescents and Adults with Autism: A Review of Three Single-Subject Studies. MARLENE COHEN and Donna L. Sloan (Rutgers University)**Quality of Life Indicators Associated with Fluency-Based Instruction for Older Learners with Autism: Some Possible Collateral Effects.** DONNA L. SLOAN and Marlene Cohen (Rutgers University)**Guidelines for Future Research in Fluency-Based Instruction with Older Learners: Conclusions Drawn from Preliminary Research.** MARLENE COHEN and Donna Sloan (Rutgers University)

#47 International Symposium

2:30 PM - 3:50 PM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Improving a Mexican MA Program: Encouraging Students to Present Their Research Projects Internationally

Chair: Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

Follow-Up Study as a Device to Assess a Graduate Program: A Proposal. ANA D. LÓPEZ-SUÁREZ (Universidad Veracruzana)

Accreditation: Graduates' Follow-Up and Post-Degree Vocational Aspects. RODOLFO JAIMES-DEL-MORAL and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

Burnout Syndrome Prevalence in Academic Employees. ALEJANDRA BONOLA-JIMÉNEZ and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

Sexuality Styles Between Typical Adolescents and Adolescents with Different Characteristics: A Comparative Study. KARLA MARÍA REYNOSO-VARGAS and Sebastián Figueroa-Rodríguez (Universidad Veracruzana)

#48 Symposium

2:30 PM - 3:50 PM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Dennis H. Reid, Ph.D., BCBA)

Practical Applications of Preference-Assessment Technologies for People with Severe Disabilities

Chair: Carolyn W. Green (J. Iverson Riddle Center)

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

Use and Misuse of Staff Opinion to Identify Consumer Preferences. Marsha B. Parsons (J. Iverson Riddle Center), Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.), and CAROLYN W. GREEN (J. Iverson Riddle Center)

A Practical Protocol for Identifying Work Preferences Among Adults with Severe Disabilities and Autism. MARSHA B. PARSONS and Donna Towery (J. Iverson Riddle Center), Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.), Carolyn W. Green, L. Perry Lattimore, and Leah Brackett (J. Iverson Riddle Center)

A Preference-Based Approach to Enhancing Learning and Reducing Problem Behavior During Teaching Sessions. CAROLYN W. GREEN (J. Iverson Riddle Center), Dennis H. Reid (Carolina Behavior Analysis & Support Center, Ltd.), and Jeannia Rollyson and Susan Passante (J. Iverson Riddle Center)

#49 International Panel Discussion

2:30 PM - 3:50 PM

Private Dining Room 3 (3rd floor)

OTH/EDC; Service Delivery

Professional Development Series: Advice from the Recently Hired

Chair: Rachel S. F. Tarbox (The Center for Autism & Related Disorders, Inc.)

RACHEL S. F. TARBOX (The Center for Autism & Related Disorders, Inc.)

APRIL S. WORSDELL (Southern Illinois University)

CHARNA MINTZ (Columbus Organization, Clover Bottom Development Center)

DENIS O'HORA (University of Ulster)

#50 International Symposium

2:30 PM - 3:50 PM

Private Dining Room 1 (3rd floor)

CBM; Experimental Analysis

Pushing the Frontiers of Acceptance-Based Research: We're Not in Kansas Anymore

Chair: Bryan T. Roche (National University of Ireland, Maynooth)

Acceptance and Commitment Therapy for Anxiety Disorders: On the Frontier of Process-Oriented Treatment Protocols. JOHN P. FORSYTH (University at Albany, SUNY) and Georg H. Eifert (Chapman University)

Acceptance and Pain Tolerance: The Role of Trait Anxiety Levels in the Effectiveness of Acceptance-Based Interventions for Pain. Mark Doyle, BRYAN T. ROCHE, and Therese O'Donohue (National University of Ireland, Maynooth)

Flex Those Emotions! An Emotional Flexibility Intervention for Experiential Avoidance. Ruth Melia, Bryan T. Roche, and SARAH O'CONNOR (National University of Ireland, Maynooth)

A Comparison Between Two Psychological Treatments Oriented to Smoking-Cessation: Acceptance Versus Control Strategies. MÓNICA HERNÁNDEZ LÓPEZ, Jesus Gil Roales Nieto, M. Carmen Luciano Soriano, and Francisco Montesinos Marin (University of Almería, Spain)

#51 International Symposium

2:30 PM - 3:50 PM

Stevens #3 (Lower Level)

VRB; Applied Behavior Analysis

BACB CE (CE Instructor: Caio Miguel, Ph.D., BCBA)

Stimulus-Stimulus Pairings: Effects on Vocal/Verbal Behavior in Children

Chair and Discussant: Caio Miguel (The New England Center for Children)

Evaluating Stimulus-Stimulus Pairing and Direct Reinforcement in the Establishment of an Echoic Repertoire of Children Diagnosed with Autism. BARBARA ESCH, Jack Michael, and James Carr (Western Michigan University)

Effects of Stimulus-Stimulus Pairing on Vocalizations of a Child Diagnosed with Autism. MATTHEW NORMAND and Melissa Knoll (Florida Institute of Technology)

Symmetry, Equivalence, and Emergent Verbal Behavior in Young Children Following Unreinforced Exposure to Stimulus-Stimulus Pairings. NEIL DUGDALE (University of Wales, Bangor)

#52 International Symposium

2:30 PM - 3:50 PM

Stevens #5 (Lower Level)

AUT; Applied Behavior Analysis

UK Young Autism Project: Progress in Treatment and Development of Program Interventions

Chair: Diane Hayward (UK Young Autism Project)

Clinic-Based and Parent-Managed Early Intensive Behavioral Treatment: A One Year Follow-Up. DIANE W. HAYWARD, Svein Eikeseth, and Catherine Merry (UK Young Autism Project)

Assessing Progress Early in Treatment for Young Children with Autism Receiving Intensive Behavioral Intervention. DIANE W. HAYWARD, Sally Morgan, Leonie Brassey, and Svein Eikeseth (UK Young Autism Project)

Direct Observation Functional Assessment and Behavioral Treatment for Eating Difficulties in Children with Autism. CATHERINE MERRY (UK Young Autism Project)

Teaching a Child with Autism to Answer WH Questions Using Discrete Trial Teaching. ESTHER DONTOH (UK Young Autism Project)

#53 Symposium

2:30 PM - 3:50 PM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Zoos and Aquariums as Living Laboratories for Basic and Applied Research

Chair: Terry L. Maple (Georgia Institute of Technology)

Shaping Giant Pandas for Research and Husbandry. ANGELA KELLING (Georgia Institute of Technology), Wendy Gardner, Kenneth Harwood, Jason Pratt, and Katherine Duello (Zoo Atlanta), and Pei Sun and Estelle Sandhaus (Georgia Institute of Technology)

Tactile Same-Different Discrimination Learning in Three African Elephants. URSULA ANDERSON (Georgia Institute of Technology)

Trials and Tribulations of a Scientific Curator in the Zoo. KRISTEN LUKAS (Cleveland Metroparks Zoo)

Opportunities and Impediments to Behavior Analysis in Zoos and Aquariums. TERRY L. MAPLE and Diann Gaalema (Georgia Institute of Technology)

#54 Paper Session

3:00 PM - 3:20 PM

Astoria (3rd floor)

TPC; Theory

Science and Spirituality: A Synergy Made in Heaven

CLAY STARLIN (University of Oregon)

#55 International Special Event

3:00 PM - 3:50 PM

International South (2nd floor)

SQAB; Experimental Analysis

SQAB 2005 Tutorial: Choice and Value

Chair: Leonard Green (Washington University)

RANDOLPH C. GRACE, Ph.D. (University of Canterbury)



Dr. Randolph Grace was originally trained as an electrical engineer, and received an S.B. from MIT in 1983. Later he discovered that pigeons were more interesting than computers, and completed his Ph.D. in Psychology (1995) at the University of New Hampshire, where his mentors included Tony Nevin and William Baum. He is currently Senior Lecturer in Psychology at the University of Canterbury in Christchurch, New Zealand. He teaches courses in statistics and the experimental analysis of behavior, and has been voted 'best lecturer' three times by the UC student association in recent years. The major goal of his research has been to understand the processes involved in choice, typically with pigeons responding in simple behavioral tasks for food reinforcement. His approach has been to develop and test quantitative models for "steady state" behavior – situations in which subjects are trained with a particular set of contingencies until responding stabilizes –

and then attempt to extend those models to other behavioral phenomena such as resistance to change. More recently, he has been studying choice in transition, and developed models for acquisition phenomena. He has received a number of awards for his research, including New Investigator awards from Divisions 3 and 25 of the APA, and the Outstanding Dissertation award from Division 25.

Abstract: Herrnstein's (1961) discovery that response allocation matched relative reinforcement rate in concurrent schedules – 'the matching law' – began a tradition of research on behavioral choice. Subsequently, however, theoretical explanations for the matching law proliferated, with no clear resolution. I argue that the problem has been that the concurrent schedules procedure is unable to

answer the questions it was originally meant to. The more complex concurrent-chains procedure overcomes this difficulty, and in the last decade, research has shown that the matching law provides an integrative quantitative framework for concurrent chains and other choice procedures. We now know that stimuli acquire value according to a temporal discounting process with generality across species; that choice as well as resistance to change is determined by relative value; and that effects of different aspects of reinforcement such as delay, probability, and magnitude on value are additive. These results confirm the utility of the matching law for understanding behavioral choice.

#56 International Paper Session

3:00 PM - 3:50 PM

Waldorf (3rd floor)

TPC; Theory

Conceptual Foundations of Behavior Analysis

Chair: Jay Moore (University of Wisconsin, Milwaukee)

On the Nature and Place of Theories in Behavior Science. JOSÉ E. BURGOS (University of Guadalajara)

Skinner and the Development of Radical Behaviorism. Jay Moore (University of Wisconsin, Milwaukee)

#57 Panel Discussion

3:30 PM - 4:20 PM

Williford C (3rd floor)

EDC/OBM; Service Delivery

Translating Reading Research to Practice in Three Urban Schools: An Account of Successful School-Wide Change

Chair: Bill Bursuck (University of North Carolina at Greensboro)

BILL BURSUCK (University of North Carolina at Greensboro)

MARY DAMER (The Ohio State University)

SHIRLEY DICKSON (Educational Consultant for "Reading First")

#58 Symposium

3:30 PM - 4:50 PM

Marquette (3rd floor)

OBM; Applied Behavior Analysis

BACB CE (CE Instructor: John Austin, Ph.D.)

Behavioral Safety and Ergonomics in Organizations

Chair: Siggie Sigurdsson (Western Michigan University)

Discussant: Alicia M. Alvero (Queens College, City University of New York)

A Descriptive Analysis of Safe and At-Risk Behaviors and Postures Performed by Pharmacy Employees. RHIANNON FANTE, Nicole Gravina, Alison Betz, and John Austin (Western Michigan University)

Using Workstation Changes and Behavioral Safety Techniques to Improve Typing Postures in an Office. NICOLE GRAVINA, John Austin, and Debra Lindstrom-Hazel (Western Michigan University)

The Safety Observer Effect Across Various Work Conditions. ADRIENNE ROBEK and Alicia Alvero (Queens College, City University of New York)

#59 Symposium

3:30 PM - 4:50 PM

Joliet (3rd floor)

OBM; Applied Behavior Analysis

Current Advances in OBM Research: The Effects of Monetary Incentives and Feedback on Organizational Performance

Chair: Grainne A. Matthews (Quality Safety Edge)

Individual Versus Small Group Monetary Incentives: A Literature Review. ALYCE M. DICKINSON, Heather M. McGee, and Kathy M. Culig (Western Michigan University)

The Effects of Individual and Group Incentives on High Performance. HEATHER M. MCGEE and Alyce M. Dickinson (Western Michigan University)

The Effects of Individual Monetary Incentive with Individual Feedback and Group Monetary Incentives with Group Feedback on High Performance. KATHY M. CULIG, Douglas A. Johnson, and Alyce M. Dickinson (Western Michigan University)

The Effects of Feedback on Individual Monetary Incentives. DOUGLAS A. JOHNSON, Kathy M. Culig, and Alyce M. Dickinson (Western Michigan University)

#60 Panel Discussion

3:30 PM - 4:50 PM

Lake Huron (8th floor)

CSE/DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Theodore A. Hoch, Ed.D., BCBA)

Do We Do What We Say We Should Do? Integrity, Satisfaction, and Follow-up in Publication

Chair: Theodore A. Hoch (Northern Virginia Training Center)

JAMES KUHAGEN (Northern Virginia Training Center)

DENISE BARTIZAL (Catawba State Hospital)

BARBARA J. KAMINSKI (Johns Hopkins University School of Medicine)

YAN JIN (Northern Virginia Training Center)

#61 Symposium

3:30 PM - 4:50 PM

Lake Michigan (8th floor)

DEV; Applied Behavior Analysis

Emerging Research in the Field Behavioral Gerontology

Chair: Jennifer Delaney (Southern Illinois University)

Examining the Utilization of Organizational Behavior Management Strategies in a Long Term Care Facilities for the Elderly. JENNIFER A. DELANEY, Mark R. Dixon, and Kimberly Moore (Southern Illinois University, Carbondale)

Behavioral Interventions in Long-Term Care. KIMBERLY MOORE, Mark R. Dixon, and Jennifer A. Delaney (Southern Illinois University, Carbondale)

A Functional Assessment Interview for Hydration in Elders. LEILANI FELICIANO, Linda A. LeBlanc, Brian Feeney, and Paige B. Maxwell (Western Michigan University)

Using the Natural Language Paradigm to Increase Conversational Language in Older Adults with Dementia and Other Disabilities. KANEEN GEIGER, Linda A. LeBlanc, and Rachael Sautter (Western Michigan University)

#62 Invited Event

4:00 PM - 4:50 PM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Prescription Painkiller Abuse: Trying to Get a Handle on the Problem

Chair: Diana J. Walker (University of Chicago)

JAMES ZACNY, Ph.D. (University of Chicago)



Dr. James Zacny got his bachelor's degree in psychology at St. Joseph's College in Rennselaer, Indiana. He completed his doctorate in the behavioral analysis program in the Department of Psychology at West Virginia University under the mentorship of Dr. Andy Lattal. He then did a postdoctoral fellowship at the Behavioral Pharmacology Research Unit at Johns Hopkins University School of Medicine with Dr. Maxine Stitzer, doing research on the effect of cigarette yield on smoking topography. At the University of Chicago as Research Associate, he initially divided his time between animal and human behavioral pharmacology in the Department of Psychiatry and trained with Drs. Harriet de Wit, Larry Chait, and Bill Woolverton. After several years, he transferred to the Department of Anesthesia and Critical Care, where he is currently a professor, and conducts research on various psychotropic drugs that are used by anesthesiologists in patient

care. In 1999 Dr. Zacny received a MERIT award from the National Institute on Drug Abuse for his opioid research. In 2001, he was asked by the College on Problems of Drug Dependence to chair a taskforce on prescription opioid abuse; the resulting position statement stands as one of the first peer-reviewed documents that addressed this problem.

Abstract: In the last several years, there has been evidence from a variety of sources that prescription painkiller abuse is a growing problem in the United States. Sources include epidemiological databases, governmental agencies, and law enforcement. This presentation will first describe the problem, put the problem of prescription opioid abuse into perspective by comparing its prevalence to prevalence of other abused substances, and present possible reasons for why the problem has surfaced. There are different populations of people that might be abusing prescription opioids, and these subpopulations will be identified and discussed. One of those populations are recreational drug users, and the presenter will discuss data from his laboratory as well as from others in which the abuse liability-related effects of widely used and abused prescription opioids have been profiled in this population. The presentation will close with a discussion of research avenues that remain to be explored, and strategies that are currently being used and strategies that that might be used to curb prescription opioid abuse.

#63 International Paper Session

4:00 PM - 4:50 PM

Stevens #2 (Lower Level)

DDA

Professional Development in Developmental Disabilities

Chair: Stephen Sundby (Fort Wayne State Developmental Center)

Is the Function of Challenging Behaviour Changing Over Time? (Theory). PETER MCGILL and Paula Moss (Tizard Centre, University of Kent)

Beyond College: Some Things You Need to Know About Working in an Applied Setting (Applied Behavior Analysis). STEPHEN SUNDBY, James Peters, Benjamin Washburn, and Eric Chubb (Fort Wayne State Developmental Center)

Saturday, May 28

#64 Special Event

4:00 PM - 4:50 PM

International South (2nd floor)

SQAB; Experimental Analysis

SQAB 2005 Tutorial: Temporal Regulation of Choice

Chair: Robert Allan (Lafayette College)

DANIEL T. CERUTTI, Ph.D. (Duke University)

Dr. Daniel Cerutti is a Research Associate Professor of Psychology at Duke University. He has done experimental and theoretical work on operant conditioning, rule-governed behavior, and discrimination. His previous work includes demonstrations of recombinant generalization in the pigeon (with A. C. Catania), studies on the interaction between instructions and schedule performance in humans, experiments on the spatial-attentional biases in children (with C. Arciniega), and studies on choice in pigeons. In addition to teaching classes in learning and research methodology at Duke, Dan maintains two labs, one for pigeons and another for fish. His pigeon experiments, done in collaboration with John Staddon and Jeremie Josefowicz, are concerned with understanding temporal variables in choice. Those experiments appear to show that what pigeons learn about reinforcers in a choice task is a simple rule of /when/ and /where/. That is, when the pigeons are faced with two choices, each presenting a different rate of reinforcement, they begin responding on the choice with the shortest delay to reinforcement, and only later respond on the choice with the longer delay to reinforcement. Dan has spent the last few years developing technology to study operant behavior in fish to study the generality of timing processes, their ecological basis, and perhaps shed light on their evolutionary origins.

Abstract: In the simplest example of temporal control, animals responding on a fixed interval (FI) schedule show a characteristic pause-and-respond pattern—the FI “scallop.” Parametric research on FI schedules reveals a lawful relationship between post-reinforcement-pausing and the inter-food interval (IFI), pausing is a fixed proportion of IFI. If temporal control of any sort is common to all schedules of reinforcement, it should play a role in conditioned reinforcement (chained schedules), choice (concurrent schedules), and choice for different magnitudes of reinforcement (self-control). Empirical studies confirmed informal predictions of differential pausing in concurrent and concurrent-chain schedules, with greater pausing shown on schedules with longer average IFIs. Thus, rates of responding on concurrent schedules may derive from differential pausing. The most parsimonious model to fit choice data is one that assumes a single representation of time from the last reinforcer, ignoring the response that produced it, with pauses on each response proportional to the corresponding last IFI, constant running rates after pauses. Subsequent findings confirm that pigeons responding on concurrent schedules is timed from the last reinforcer, but further suggest that behavior on concurrent schedules can be understood better as a temporal-stochastic process in which (a) the overall reinforcement delay determines the overall rate of behavior and (b) the individual schedules' reinforcement delays determine the allocation of responses to each alternative. Taken together, findings suggest that animals responding on simple schedules learn when to respond, and animals responding on choice tasks learn when to respond where.

#65 Panel Discussion

4:00 PM - 5:20 PM

Stevens #5 (Lower Level)

AUT/DDA; Theory

A Tribute to John Jacobson

Chair: Richard Foxx (Penn State Harrisburg)

SUZANNE LETSO (Connecticut Center for Child Development)

STEVE HOLBURN (New York State Institute for Basic Research)

BOBBY NEWMAN (Room to Grow)

JIM MULICK (Children's Hospital)

#66 Symposium

4:00 PM - 5:20 PM

Private Dining Room 1 (3rd floor)

CBM; Experimental Analysis

Anxiety, Fear, and Avoidance, Oh My! Toward a Behavior Analytic Experimental Psychopathology of Anxious Suffering

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

Twinges and Flutters Aren't Bad, They're Dangerous: An Experimental Analysis of "Fear of Fear" in Panic Disorder. DEAN ACHESON and John P. Forsyth (University at Albany, SUNY)

Talk Therapy or Exposure for Avoidance? An Experimental Comparison of Derived Versus Direct Extinction of Avoidance. Keri Brown, DAVID E. BARUCH, and Jonathan W. Kanter (University of Wisconsin, Milwaukee), and Bryan T. Roche (National University of Ireland, Maynooth)

Contextual Effects on Conditioned Emotional Responding Following Extinction: A Laboratory Model of Return of Fear. CARLOS G. FINLAY and John P. Forsyth (University at Albany, SUNY)

Emotion Regulation and Human Suffering. JOHN P. FORSYTH (University at Albany, SUNY)

#67 International Symposium

4:00 PM - 5:20 PM

Boulevard C (2nd floor)

EAB; Theory

Associationism and Behavior Analysis

Chair and Discussant: M. Jackson Marr (Georgia Tech)

The Persisting Merit of Skinner's Generic Conception of the Stimulus and Response. JOHN DONAHOE (University of Massachusetts)

Language and the Costs of Associating with Associationism. STEVEN C. HAYES (University of Nevada) and Claudia Cardinal and Thomas Waltz (University of Nevada, Reno)

Associations: Yes, But of Which Kind? FRANCOIS TONNEAU (University of Guadalajara)

#68 Symposium

4:00 PM - 5:20 PM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

Behavioral Treatment with Cigarette Smokers; Some Most Recent Clinical Procedure Development and Prevention Strategies

Chair: Sherman Yen (Asian American Anti-Smoking Foundation)

An Employer-Coordinated Smoking Cessation Program. MATTHEW ISRAEL (Judge Rotenberg Educational Center)

Outreach for Asian American Smokers: How CO Test is Used in Conjunction with a Behavior Detoxification Program. ALLISON LORD (Asian American Anti-Smoking Foundation)

Establishing a Peer Social Reinforcing System for Smokers and Their Non-smoking Spouses: A Hate and Love Relationship. ANDY CHEN (Asian American Anti-Smoking Foundation)

Using Computer Monitoring System, Nicotine Free Cigarettes and Green Tea Therapy to Break the Smoking Chain. SHERMAN YEN (Asian American Anti-Smoking Foundation)

#69 Symposium

4:00 PM - 5:20 PM

Stevens #1 (Lower Level)

DDA; Service Delivery

BACB CE (CE Instructor: Carolyn Ryan, M.A., BCBA)

Brief, Effective, and Acceptable Staff Training Methods

Chair: Jamie Pagliaro (Melmark)

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

Effects of a Brief Staff Training Procedure on Instructors' Use of Incidental Teaching and Learners' Frequency of Initiation Toward Instructors. CAROLYN S. RYAN (New York Center for Autism) and Nancy S. Hemmes and Peter Sturmey (Queens College, City University of New York)

Investigating the Effectiveness of Video Technology to Train Direct Care Staff: Implementation of Multi-component Behavior Support Plans. LAUREN M. FREDERICK, Jamie Pagliaro, Stephen Gallagher, and Jeffrey R. Luke (Melmark)

A Case Study on Scaleable Strategies for Affecting Organizational Change in a Human Service Agency. JAMIE PAGLIARO, Stephen C. Luce, and George P. Linke, Jr. (Melmark)

#70 Symposium

4:00 PM - 5:20 PM

Boulevard B (2nd floor)

EAB; Experimental Analysis

Current Human Operant Research on Stimulus Equivalence, Self Control, and Schedule Control

Chair: Mike Johnston (University of Nevada, Reno)

How Schedule History and Type of Consequence Affect Human Responding on an FI Schedule. MIKE JOHNSTON and Linda J. Hayes (University of Nevada, Reno)

Self-Control and Impulsivity Demonstrated by Humans in the Laboratory Setting. RACHEL S. F. TARBOX (The Center for Autism and Related Disorders) and Jonathan J. Tarbox and Patrick M. Ghezzi (University of Nevada, Reno)

An Examination of the Relations Between ABLA Performance, Language Ability and Within Modal Stimulus Equivalence. MARIANNE L. JACKSON and W. Larry Williams (University of Nevada, Reno)

Substitution of Stimulus Functions as a Means to Distinguish Among Different Types of Functional Classes. DIANA M. DELGADO and Linda J. Hayes (University of Nevada, Reno)

#71 Symposium

4:00 PM - 5:20 PM

Waldorf (3rd floor)

TPC; Theory

BACB CE (CE Instructor: Frank Bird, M.Ed., BCBA)

Ethics and Organizational Effectiveness Within ABA

Chair: Rita Gardner (Melmark New England)

Ethical Concerns in Organizational Consultation. ART CAMPBELL (Melmark New England)

Providing Effective Consultation Services in the Public School Environment: Maintaining the Balance Between Best Practices and the Law. JAMES ELLIS (Melmark New England)

Reconciling the Business of ABA with the Science of ABA. PAUL DORES (Private Practice)

The Role of a BACB Mentor. FRANK BIRD (Melmark New England)

#72 Symposium

4:00 PM - 5:20 PM

Stevens #3 (Lower Level)

VRB; Theory

First Language Learning Revisited: In Memory of Ernst L. Moerk

Chair: David C. Palmer (Smith College)

The Role of Automatic Reinforcement in First Language Learning. DAVID C. PALMER (Smith College)

Bolstering Moerk's Critique of the Argument from Poverty of the Stimulus: A Neo-pragmatist Approach. TED SCHONEBERGER (Stanislaus County Office of Education)

Some Issues in Infant Speech Perception: Do the Means Justify the Ends? RAYMOND S. WEITZMAN (California State University, Fresno)

A Seeker of Wisdom and Truth: Ernst Moerk and a Skills Learning Model of Early Language Development. GARY D. NOVAK (California State University, Stanislaus)

#73 Symposium

4:00 PM - 5:20 PM

Stevens #4 (Lower Level)

DDA; Service Delivery

Further Applications of Brief Functional Analysis Procedures in Outpatient Clinic Evaluations

Chair: David P. Wacker (University of Iowa)

Discussant: Mark F. O'Reilly (University of Texas at Austin)

Brief Functional Assessment Techniques to Evaluate Problem Behavior in an Outpatient Setting: An Outcomes Summary. DANIELLE N. DOLEZAL, David P. Wacker, Wendy K. Berg, and Yi Ding (University of Iowa)

Abbreviated Assessment and Treatment of Problem Behavior Across Clinic and Community Settings. ANDREW W. GARDNER and Patricia F. Kurtz (The Kennedy Krieger Institute)

Application of the Brief Functional Analysis: The Temporal Distribution of Problem Behavior. ANJALI BARRETTO, Neyman Jennifer, and Adam Karlsgodt (Gonzaga University)

#74 Panel Discussion

4:00 PM - 5:20 PM

Private Dining Room 3 (3rd floor)

OTH; Applied Behavior Analysis

Professional Development Series: Applying to Graduate Programs in Behavior Analysis

Chair: Christy A. Alligood (West Virginia University)

ELIZABETHANN M. O'SHIELDS and Karen Anderson (West Virginia University)

ERIN CAMP and Timothy Hackenberg (University of Florida)

MICHAEL J. TOBIA, Philip Himeline, and Saul Axelrod (Temple University)

CAMILLE PARSONS and Manish Vaidya (University of North Texas)

#75 Paper Session

4:00 PM - 5:20 PM

Continental C (1st floor)

AUT; Applied Behavior Analysis

Restricted Interests, Eye Gaze, and Stress in Autism

Chair: Grace Baron (Wheaton College)

Stress and Coping in Autism Spectrum Disorders. GRACE BARON (Wheaton College), Matthew S. Goodwin, June Groden, and Gerald Groden (The Groden Center), and Lewis P. Lipsitt (Brown University)

Teaching Autistic Children to Understand the Role that Eye Gaze Plays in Revealing Another's Desired Goal. GARY UNSER, Douglas Lee, and Melissa Peebles (Behavioral Solutions, Inc)

Expanding the Interests and Activities of Young Children with Autism. TANYA BAYNHAM, Shahla Ala'i-Rosales, and Jesús Rosales-Ruiz (University of North Texas)

#76 Symposium

4:00 PM - 5:20 PM

Astoria (3rd floor)

TPC; Applied Behavior Analysis

Studies in the Founding of Applied Behavior Analysis

Chair: Alexandra Rutherford (York University)

Discussant: Jack Michael (Western Michigan University)

Founding Applied Behavior Analysis: Rating and Ranking the Seminal Research. Nathaniel G. Smith (University of Kansas), Deborah E. Altus (Washburn University), and Edward K. Morris (University of Kansas)

Founders' Referencing Practices: The Foundations of Applied Behavior Analysis. DEBORAH E. ALTUS (Washburn University) and Nathaniel G. Smith and Edward K. Morris (University of Kansas)

The Founders' Impact: Citation Analyses of Their Research and References. EDWARD K. MORRIS and Todd L. McKerchar (University of Kansas)

#77 Symposium

4:00 PM - 5:20 PM

Continental A (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Mariela Vargas-Irwin, Psy.D., BCBA)

Teaching Children with Pervasive Developmental Disorders in Inclusive Settings

Chair: Mariela Vargas-Irwin (CEC-Behavioral Services)

How Do Kids Talk? Using Skinner's Classification of Verbal Behavior to Analyze Natural Language Samples. MARIELA VARGAS-IRWIN, Christine Florentino, Madhuri Vangala, Emily McCort, Steffanie Richards Koue, and Rafael Castro (CEC-Behavioral Services)

Teaching Critical Social Skills in Inclusive Settings. MADHURI VANGALA, Mariela Vargas-Irwin, Christine Florentino, Emily McCort, Steffanie Richards Koue, and Rafael Castro (CEC-Behavioral Services)

LATE Intervention for Children with Pervasive Developmental Disorders. Leila Meehan, EMILY MCCORT, Mariela Vargas-Irwin, Steffanie Richards Koue, and Rafael Castro (CEC-Behavioral Services)

Teaching Sports Skills and Sports General Knowledge to Children with Pervasive Developmental Disorders. CHRISTINE FLORENTINO, Mariela Vargas-Irwin, Emily McCort, Steffanie Richards Koue, and Rafael Castro (CEC-Behavioral Services)

#78 Symposium

4:00 PM - 5:20 PM

Continental B (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Rebecca MacDonald, Ph.D., BCBA)

The Role of Technology and the Development of Play in Young Children with Autism

Chair: Rebecca P. F. MacDonald (The New England Center for Children)

Discussant: Mary Jane Weiss (Rutgers University)

Strategies for Expanding Pretend Play in Children with Autism Using Video Modeling. REBECCA P. F. MACDONALD, Sally N. Roberts, Shelly R. Cota, and Kristine Wiltz (The New England Center for Children)

The Effects of Choice-Making on Appropriate Play Behavior in an Integrated Preschool Classroom. ILENE S. SCHWARTZ, Bonnie McBride, and Mark Larson (University of Washington)
Use of Technology in Interventions for Children with Autism. TINA R. GOLDSMITH and Linda A. LeBlanc (Western Michigan University)

#79 Symposium

4:00 PM - 5:20 PM

Boulevard A (2nd floor)

EAB; Applied Behavior Analysis

Using Behavior Analysis in Applied Settings to Make a Difference

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

Discussant: John Austin (Western Michigan University)

Increasing the Use of an Injury Reduction Technique in a Hospital Operating Room.

THOMAS CUNNINGHAM (Virginia Polytechnic Institute & State University) and John Austin, Nicole Gravina, and Jeff Lehmann (Western Michigan University)

Evaluating a Community-Based Safety Belt Campaign: BuckleUp, In Memory of Ashley Krueger. LEAH FARRELL, Elise Drake, Doug Wiegand, Rachel Andrews, Michael Zimmerman, and E. Scott Geller (Virginia Polytechnic Institute & State University)

Investigating the Effect of a Prison-Based Dog Training Program on Inmate Criminal Behavior. DAVID HARRIS, Angela Fournier, and Rachael Budowle (Virginia Polytechnic Institute & State University)

#80 Symposium

4:00 PM - 5:20 PM

Williford B (3rd floor)

EDC; Applied Behavior Analysis

What Are We Doing to Our Reinforcers?

Chair: Katherine Johnson (Advances Learning Center)

Discussant: Melanie Shaw (IvyMount)

Conditioning Reinforcers: Contingent Versus Non-contingent Pairing of Reinforcers with Toys. Katherine Johnson, KATRINA FALLON, and Elizabeth Adams (Advances Learning Center)

Effects of the Premack Principle on Reinforcer Potency. Katherine Johnson, ELIZABETH ADAMS, and Katrina Fallon (Advances Learning Center)

Effect of Different Levels of Response Effort on Reinforcer Potency. KATHERINE JOHNSON, Katrina Fallon, and Elizabeth Adams (Advances Learning Center)

#81 Paper Session

4:00 PM - 5:20 PM

Private Dining Room 2 (3rd floor)

EDC; Service Delivery

Working with Teachers, Parents, and Others to Produce Effective and Sustained Educational Interventions

Chair: Roger Bass (Carthage College)

Applying Behavioral Methods in the Consultation Relationship. MICHAEL FRIGA (Special Education Training Resources Center)

Caregiver Selection of Behavioral Interventions for Students with Challenging Behaviors. KATHLEEN GILL and Gregory Waas (Northern Illinois University)

CSI-Teacher Training: What Happened to Amy? ROGER BASS (Carthage College)

#82 Paper Session

4:30 PM - 5:20 PM

Williford C (3rd floor)

EDC; Applied Behavior Analysis

Improving Instructional Practices for Students with Autism and Developmental Disabilities

Chair: Jesse Johnson (East Tennessee University)

Most-to-Least, Least-to-Most, and Delayed Prompting in the Acquisition of Chained Tasks.

JULIE S. WEISS and Myrna E. Libby (The New England Center for Children)

Supporting Students with Moderate and Severe Disabilities in General Education Classes

Using Embedded Instruction: A Summary of Research Findings. John McDonnell (University of Utah) and JESSE (WOODY) JOHNSON (East Tennessee State University)

#83 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

AUT

1. **Teaching Sign Language to Children with PDD-NOS: A Comparison Between Two Conditions (DDA; Service Delivery).** JOLENE M. RENAUD (Horace Mann Educational Associates, Inc.)
2. **The Use of Equine Therapy to Increase Social Behavior in Children with Autism (DDA; Applied Behavior Analysis).** KIMBERLY NELSON, Janelle Axtell, and K. Mark Derby (Gonzaga University) and Robyn Moug and Sonja Barrera (A-Stride-Ahead)
3. **The Relationship Between Adaptive Behavior and Intelligence in Predicting Autism Symptomatology (DDA; Applied Behavior Analysis)** Allison Tetreault (University of Houston, Texas Young Autism Project), LAUREN HARRINGTON (University of Houston, Texas Young Autism Project), Gregory Chasson (University of Houston, Texas Young Autism Project), Gerald Harris (University of Houston, Texas Young Autism Project)
4. **Effect of Using Audio-Cassette-Taped Social Story Intervention to Manage Socially Inappropriate Behaviors Skills for Children with Asperger's Disorders in Inclusive Settings (EAB; Applied Behavior Analysis).** Jeongil Kim (Daegu University, South Korea) and KYONG BONG KIM, Min Jeong Lee, Ok Ja Lee, Hae Jeon Lee, and Myong Ok Kwon (Lotus Flowers Children Center)
5. **Situation-Based Mind Reading Strategy to Improve Appropriate Social Behaviors for Children with Asperger's Disorders (EAB; Applied Behavior Analysis).** Jeongil Kim (Daegu University) and KEE YEON MIN and Myong Ok Kwon (Lotus Flowers Children Center)
6. **Encouraging Social Interactions Through Dancing in a Community Camp for Children with Asperger's Disorders (EDC; Applied Behavior Analysis).** Jeongil Kim, KEE YEON MIN, Yun Hee Lee, Eun Hee Shon, Jin Hwa Lee, and Jee Hae Lee (Lotus Flowers Children Center)
7. **Project GATORSS: A Comprehensive Model for Assessing and Treating Social Skills in Children with Autism Spectrum Disorders (ASD) (DDA; Applied Behavior Analysis).** ELIZABETH L. W. MCKENNEY, Jennifer A. Asmus, Maureen A. Conroy, Jennifer A. Sellers, Glenn M. Sloman, and Taketo Nakao (University of Florida)
8. **Preferred Topics as Reinforcers for Conversational Question Asking by Children with Autism: A Study in Generalization (Applied Behavior Analysis).** EVE NEELY (Teaching Autistic Children, Inc.) and Helene Burgess (California State University, Sacramento)
9. **Teaching Emotions to Children with Autism: Identification, Demonstration, and Explanation of Occasioning Stimuli (VRB; Applied Behavior Analysis).** HOLLY ALMON-MORRIS and Aminata Diakite (Fabrizio/Moors Consulting)
10. **Teaching Social Initiation to an Autistic Individual Using Time Delay and Three Levels of Discriminatory Stimuli in a Vocational Setting (Service Delivery).** WADDIE KOLENKY (St. Cloud State University)

11. **Teaching Children with Autism to Respond to Joint Attention Initiations (Applied Behavior Analysis).** MEGAN P. MARTINS (Rutgers University)
12. **Facilitating Inclusive Climate in General Education Classroom Through Korean Traditional Play Activities for Children with Autism (EDC; Service Delivery).** SANG BOK LEE, Hyo-shin Lee, Sung Ae Kim, Jeongil Kim, Eun Jung Lee, Jung Ok Choi, and Min Kyung Lee (Daegu University)
13. **Teaching Complex Play Skills for Children with Asperger's Disorders Using Video Modeling by Peers (EDC; Service Delivery).** JEONGIL KIM (Daegu University, Korea), Chi Yeon Yun (Choon Hae College, Korea), Han Woo Lee (Jeenju International University), Eun Young Choi (Daegu University), and Sheen Hee Kim (Lotus Flowers Children Center, Korea)
14. **Teaching Children with Asperger's Disorders Perspective Taking Through Video Modeling (EDC; Service Delivery).** JEONGIL KIM (Daegu University) and Kee Yeong Min, Yun Hee Lee, Eun Hee Shon, Jin Hwa Lee, Jee Hae Lee, and Soo Ok Shong (Lotus Flowers Children Center, Korea)
15. **Long-Term Effects of Social Story Interventions for Children with Autism: Durability of Effects (EDC; Experimental Analysis).** JOSEPH GENTRY and Karla Doepke (Illinois State University)
16. **The Effectiveness of a Video-Social Story on Classroom Rule-Following Behavior (DDA; Applied Behavior Analysis).** KATHLEEN B. HONER, Vicki Madaus Knapp, and Amy L. Jablonski (Summit Educational Resources)
17. **The Effect of a Prompting Package on Teaching Independent and Social Play Skills to Children with Autism (EDC; Applied Behavior Analysis).** NICOLE KALEN, Laurie Cohen, Soyoung Yoon, and Reyes Vera (Hawthorne Country Day School)
18. **Teaching Observational Play Skills to Children with Autism via Video Modeling (DDA; Applied Behavior Analysis).** COURTNEY WELLS, Kimberly A. Schulze, and Eric H. Rudrud (St. Cloud State University)
19. **Using Social Stories to Decrease the Disruptive Behaviors of a Child with Autism (Applied Behavior Analysis).** SHANNON CROZIER and Matthew Tincani (University of Nevada, Las Vegas)
20. **Teaching a Child with Autism Appropriate Play Using Video Modeling (Applied Behavior Analysis).** KATHERINE LENGEL, Deirdre Moon, and Bridget Taylor (Alpine Learning Group) and Hannah Hoch (The Graduate Center, City University of New York)
21. **Pyramidal Staff Training: Training Behavioral Technicians to Teach Play Skills and Mand Skills (OBM; Applied Behavior Analysis).** KOJI TAKESHIMA, Richard Malott, Michael Lane, and David Slade (Western Michigan University)
22. **The Advanced Autism Practicum: Furthering the Skills of Behavioral Technicians (Applied Behavior Analysis).** BRITTANY SHEETS, Casey Ludwick, Koji Takeshima, Abby Railling, and Richard Malott (Western Michigan University)
23. **Assessment of Unscripted Reciprocal Play Following Video Modeling Instruction for Children with Autism (DDA; Applied Behavior Analysis).** SHELLY COTA, Rebecca P. F. MacDonald, and Kristine Wiltz (The New England Center for Children)
24. **Teaching Children with Autism to Solicit a Peer Play Partner in the Context of a Photographic Activity Schedule (Applied Behavior Analysis).** Leila Khamene and KRISTIN GRANDNER (TreeHouse School)
25. **The Use of Visual Prompting Procedures to Increase the Frequency of Spontaneous Social Interactions in a Preschooler Diagnosed with Autism (DDA; Applied Behavior Analysis).** KARA BLISS, Jessica Leach, and Helen Bloomer (Crossroads Center for Children)
26. **Increasing Play Interactions Between a Young Child with Autism and His Siblings (Applied Behavior Analysis).** LISA PESTRICHELLA (Long Island University) and Lori Bechner (Alpine Learning Group)

27. **Teaching Social and Coping Skills to Children with Asperger's Disorder and High Functioning Autism (Service Delivery).** KELLEY HARRISON PISTACCHIO (The Groden Center, Inc.)
28. **A Comparison of Two Different Approaches for Teaching Assertiveness to Young Children with Autism (DDA; Applied Behavior Analysis).** LATRELLE ROGERS, Maureen Childs, Sanjuanita Pedraza, Courtney Ferguson, and Gerald Harris (University of Houston, Texas Young Autism Project)
29. **Targeting Social Skills for Children with Asperger's Syndrome (EDC; Applied Behavior Analysis).** SARA BURMEISTER, Daniel Fienup, Kristal Shelvin, and Karla Doepke (Illinois State University)
30. **Successful Inclusion: A Peer Mediation Program for a Child with Autism (CSE; Service Delivery).** Rena Sorensen-Burnworth and KIMBERLY KROEGER-GEOPPINGER (Cincinnati Children's Hospital Medical Center)
31. **Using Photographs of Peers to Facilitate Social Interaction in Children with Autism (DDA; Service Delivery).** DEBORAH L. BROWN, Diane Blackburn, Christina Valdez, Nina Yonan, Diane Morillo, and Linda Maratty (Stanislaus County Office of Education)
32. **Teaching Complex Play Skills to Children with Autism: A Comprehensive Program and Case Description (EDC; Service Delivery).** LISA BROWNFIELD (The Center for Autism and Related Disorders), Jonathan Tarbox (University of Nevada, Reno), and Rachel S. F. Tarbox and Doreen Granpeesheh (The Center for Autism & Related Disorders, Inc.)
33. **Stimulus Overselectivity in Children with Autism Using Tactile Compound Stimuli (Experimental Analysis).** Nina Kim (Staten Island Technical High School) and BERTRAM O. PLOOG (College of Staten Island, City University of New York)

#84 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

CBM

34. **A Parent Survey of Medication Acceptance Among Children (BPH; Service Delivery).** JODI POLAHA (University of Nebraska Medical Center) and Connie Schnoes (University of Nebraska, Lincoln)
35. **Parent as Coach: Enhancing Sports Participation and Social Behavior for ADHD-Diagnosed Children (Service Delivery).** DAVID REITMAN (Nova Southeastern University), Patrick O'Callaghan (University of Nebraska Health Sciences Center), Patrick Mitchell (Argosy University), and Kyle Boerke (Nova Southeastern University)
36. **Correlation Between the Home Situation Questionnaire (HSQ) and Direct Observation of Child Noncompliance (Service Delivery).** SUSAN K. PERKINS-PARKS, Amy L. Palmer, Tracey Horn, Kristina Gilbert, Greg Everett, Purva Rawal, Greg Selke, Katia Jones (The Kennedy Krieger Institute)
37. **You Want Me to What? Role-Play or Modeling for Parent Training (TBA; Applied Behavior Analysis).** JAMES H. BOSCOE, Tina Sidener, Charles S. Gulotta, and Peter Girolami (The Kennedy Krieger Institute)
38. **Errorless Compliance Training: Assessing Generalization During Implementation (Service Delivery).** REBECCA ARVANS and Scott Gaynor (Western Michigan University)
39. **Generalizing Treatment from Therapists to Parents: A Case Study of a Three-Year-Old Girl with G-Tube Dependence (TBA; Applied Behavior Analysis).** ALYSIA PALMISCIANO, Charles Gulotta, and Kelli Wheeler (The Kennedy Krieger Institute)
40. **Parent Acceptability of Various Treatments Used in the Treatment of Pediatric Feeding Disorders (DDA; Service Delivery).** ANNMARIE MARANDO, Merrill Berkowitz, Paula Tokar, Jaymie Mooers, and Veronica Armellino (St. Joseph's Children's Hospital)

41. **A Component Analysis of Nondirective Play Therapy (Applied Behavior Analysis).** KEITH WILSON and Jessica Beckett (Eastern Illinois University), Kevin Jones (Miami University of Ohio), Heather Sawyer (Eastern Illinois University), and Jane Wilson (Sexual Assault Counseling and Information Service)
42. **Antecedent Influences on Adolescent Compliance in a Residential Treatment Setting (Applied Behavior Analysis).** SEAN SMITHAM and Michael I. Axelrod (Girls and Boys Town)
43. **Medication Compliance of Adults with a Mental Illness (CSE; Applied Behavior Analysis).** LINDSY BEDNAR (St. Cloud State University)
44. **School-Based Behavioral Health Teams Treating Children with Emotional and Behavioral Disorders: Replication, Extentsion and Comparision of the First and Second Year (EDC; Applied Behavior Analysis).** ILEANNA HELWIG, Nadine Harrington, Joe Cautilli, and Lamar Murray (Children Crisis Treatment Center)
45. **Follow-Up Study of Former Students of the Judge Rotenberg Center (Applied Behavior Analysis).** STEPHEN A. WONG, Andre Vlok, Robert von Heyn, Matthew L. Israel, Joseph Assalone, and Rosemary Silva (Judge Rotenberg Educational Center)
46. **A Brief Behavioral Assessment for Children with ADHD: Assessment of Delay, Recruitment and Correspondence (EDC; Service Delivery).** BRENDA J. ENGBRETSON, John A. Northup, Jason M. Stricker, Terry Falcomata, Kelly M. Vinquist, Amanda J. Hornaday, and Brigitte M. Johnson (University of Iowa)
47. **It's All Fun and Games Until Someone Gets Hurt: An Evaluation of a Treatment Package to Promote Safe Play on School Playground Equipment (OBM; Applied Behavior Analysis).** KIMBERLY SECKINGER and R. Wayne Fuqua (Western Michigan University), Nancy Lindahl and Mike Vreeland (Kalamazoo Advantage Academy), and Geoffrey DeBery (Western Michigan University)

#85 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

DDA

48. **Parent-Child Interactions and the Matching Law in Young Children with Developmental Delay (DEV; Applied Behavior Analysis).** MAURICE FELDMAN (Brock University) and Jennifer Passey (Queen's University)
49. **Analysis of Child Positioning During Functional Communication Training (EAB; Applied Behavior Analysis).** JAY W. HARDING, David P. Wacker, Wendy K. Berg, John F. Lee, and Muska Ibrahimovic (University of Iowa)
50. **Analysis of Mand Selection During Functional Communication Training (EAB; Applied Behavior Analysis).** MUSKA IBRAHIMOVIC, Jay W. Harding, David P. Wacker, Wendy K. Berg, and John F. Lee (University of Iowa)
51. **The Use of Interspersed Demands to Decrease Problem Behavior Maintained by Negative Reinforcement (Applied Behavior Analysis).** MICHELLE FRANK, SungWoo Kahng, Kyong-Mee Chung, Divya Lamba, Katrina Zelenka, and Eduardo Moyano (The Kennedy Krieger Institute)
52. **A Comparison of Verbal and Tangible Preference Assessment Methods (AUT; Applied Behavior Analysis).** CARRIEANNE ST. AMAND (The May Institute)
53. **Self-Control Training Improves Time Spent Working In Children with ADHD (EDC; Applied Behavior Analysis).** MARGUERITE L. HOERGER (University of Wales, Bangor) and Jennifer L. Bruzek and Kelly A. Dancho (University of Kansas)
54. **Assessment and Treatment of Automatically-Maintained Self-Injury: A Comparison of Contingent and Noncontingent Restraint (Applied Behavior Analysis).** ANNA E. CHIRIGHIN, David E. Kuhn, and Kristie Arnold (The Kennedy Krieger Institute)
55. **Functional Assessment-Based Treatment During Transition to a Community Residence (AUT; Service Delivery).** PATRICK HEICK, Rachel Floyd, and Alan Harchik (The May Institute)

56. **Decreasing the Challenging Behavior of an Adult Male Diagnosed with Mental Retardation and Schizoaffective Disorder (CBM; Applied Behavior Analysis).** HOLLY STEVENS, Juliette Tyree, and Christopher Darnell (Team Evaluation Center, Inc.)
57. **Evaluation of the Predictive Utility of Progressive Ratio Schedules for Establishing Concurrent Fixed-Ratio Schedules (Applied Behavior Analysis).** APHRODITE FOUNDAS, Ashley Glover, and Henry Roane (The Marcus Institute) and Nathan Call (Louisiana State University)
58. **A Function-Based Treatment of Hair Pulling (Applied Behavior Analysis).** CAROLE CONYERS and Shannon Nichols (BSTN), Jason Grosser (Arlington Developmental Center), and Dennis Reid (Habilitative Management Consultants, Inc.)
59. **A Review of Steady State Practices in the *Journal of Applied Behavior Analysis* (AUT; Applied Behavior Analysis).** RYAN ZAYAC, Kim H. Smith, and James M. Johnston (Auburn University) and Henry S. Pennypacker (University of Florida)
60. **A Comparison of Indirect and Direct Methods of Functional Assessment (CBM; Applied Behavior Analysis).** EMILY O. GARNETT, Cynthia M. Anderson, and Ellen J. McCartney (West Virginia University)
61. **Context Discrimination Learning in Fragile-X Mice (AUT; Experimental Analysis).** ASHLEE ACKELSON and Rodney Clark (Allegheny College)
62. **Using Yoked FT Schedules as a Control Condition to Clarify Ambiguous Functional Analysis Results (Applied Behavior Analysis).** DAVID JARMOLOWICZ (The Kennedy Krieger Institute), Stephanie Contrucci Kuhn and Louis Hagopian (Johns Hopkins University), Tia Paneet (The Kennedy Krieger Institute), and Robert Peyton (Johns Hopkins University)
63. **Induction Carryover Effects of Escape Extinction Procedures in the Treatment of Pediatric Feeding Disorders (CBM; Applied Behavior Analysis).** MERRILL BERKOWITZ, Annmarie Marando, Ines Huggle, and Peggy Eicher (St. Joseph's Children's Hospital)
64. **Functionally-Based Versus Nonfunctionally-Based Treatment for Noncompliance: A Case Study (Applied Behavior Analysis).** DANA SWARTZWELDER, Heather Sterling-Turner, Brett Mehrtens, and Jana Sarno (University of Southern Mississippi)
65. **Compliance Rates to Parental Prompts when Teaching Children with Developmental Delay (VRB; Applied Behavior Analysis).** RENE HIEBERT and Garry L. Martin (University of Manitoba) and Dickie C. T. Yu (St. Amant Centre)
66. **Various Reinforcement Schedules with an Individual with Multiple Disabilities: Changes in Adaptive and Maladaptive Behaviors (Applied Behavior Analysis).** BRENT SMITH and Stephen Chapman (The Learning Tree), Bob Babcock (Auburn University), and Jerre Brimer (The Learning Tree)
67. **Effects of Signals During Noncontingent Reinforcement (EAB; Applied Behavior Analysis).** TORY J. CHRISTENSEN and Joel E. Ringdahl (University of Iowa), Nathan Call (Louisiana State University), and Eric Boelter (The Kennedy Krieger Institute)
68. **Assessing the Convergent Validity of the Questions About Behavioral Function (QABF) and Analog Functional Analyses with an Outpatient Population (CBM; Applied Behavior Analysis).** RUTH M. DEBAR and Theodosia R. Paclawskyj (The Kennedy Krieger Institute)
69. **An Analysis of the Interaction of Preference and Texture on Food Refusals in a Young Girl (Applied Behavior Analysis).** DANIELLE N. DOLEZAL, David P. Wacker, and Linda Cooper-Brown (The University of Iowa)

#86 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

EAB

70. **Is There a Relationship Between Preference and Demand Measures? (TPC; Experimental Analysis).** Catherine E. Sumpter, Amber Grant, T. MARY FOSTER, and William Temple (University of Waikato, New Zealand)

71. **The Relation Between Preference for Different Flavors and Body Weight and Food Intake in Rats (Experimental Analysis).** NAYELY ORDAZ, Antonio Lopez-Espinoza, and Hector Martinez (Universidad de Guadalajara, Mexico)
72. **Effect of Response-Timeout Contingencies Under Controlled Probability of Timeout Presentations (DDA; Experimental Analysis).** RAFAEL BEJARANO (Henderson State University) and Dean C. Williams (University of Kansas)
73. **Mathematical Behavior: Ordinal Relations and Transitive Inference in Students with Learning Disability (EDC; Experimental Analysis).** MYLENA PINTO LIMA RIBEIRO, Grauben Assis, and Sonia Regina Fiorim Enumo (Universidade Federal do Pará)
74. **Prefeeding and Late Session Decreases in Responding (Experimental Analysis).** BENJAMIN LAWSON, Frances K. McSweeney, Ann Pham Du Ong, and Benjamin Kowal (Washington State University)
75. **Evaluative Conditioning: A Comparative Study Between Behavioural, Cognitive, and Physiological Response (Experimental Analysis).** JUAN MOISES DE LA SERNA TUYA (Universidad de Sevilla, Spain)
76. **Effects of Pavlovian Contingency Procedures on Response Rates Under Signal-Delayed Reinforcement Schedules (EAB; Experimental Analysis).** RAFAEL RUIZ and Rocio Vegas (Universidad Central de Venezuela)
77. **Further Evidence in Support of a Detection Account of the Choose-Short Bias in Pigeons (Experimental Analysis).** CASSANDRA GIPSON and John Wixted (University of California, San Diego)
78. **Local Determinates of FR Pause Duration in Multiple Schedules (Experimental Analysis).** DEAN C. WILLIAMS, Adam H. Doughty, and Kathryn J. Saunders (University of Kansas) and Michael Perone (West Virginia University)
79. **Effects of Delays on Human Performance on a Temporal Discrimination Procedure (Experimental Analysis).** LORI M. LIEVING, Scott D. Lane, Don R. Cherek, Oleg V. Tcheremissine, and Sylvain Nouvion (University of Texas-Houston Health Science Center)
80. **Variables Influencing Negative Punishment in Humans (Experimental Analysis).** CYNTHIA J. PIETRAS, Andrew E. Brandt, and Gabriel Daniel Searcy (Western Michigan University)
81. **Effects of Reinforcement Variability on Within-Session Changes in Responding (Experimental Analysis).** Catherine Opgenorth, Zeljka Jutric, and John Egbert (University of Alaska, Anchorage), Frances K. McSweeney (Washington State University), and ERIC S. MURPHY (University of Alaska, Anchorage)
82. **The Effects of Lesioning the Orbital Prefrontal Cortex on Sensitivity to Temporally Extended Consequences in Rats (Experimental Analysis).** CATHRYN WATKINS, Rachel Ward, Bonnie Henry, Eric A. Jacobs, Douglas C. Smith, and Michael R. Hoane (Southern Illinois University, Carbondale)
83. **An Experimental Study of Cooperation in a Natural Setting (CSE; Experimental Analysis).** OSCAR GARCÍA-LEAL (Universidad de Guadalajara) and Juan Botella Ausina and José Santacreu Mas (Universidad Autónoma de Madrid)
84. **Discrimination as a Measure of Cognitive Dysfunction in the Experimental Allergic Encephalomyelitis Mouse Model of Multiple Sclerosis (Experimental Analysis).** YUKIKO WASHIO, Linda J. Hayes, and Kenneth W. Hunter (University of Nevada, Reno)
85. **Peer Review of Teaching: Increasing Instruction Skills (TBA; Experimental Analysis).** RAYMOND SACCHI, Thomas Brigham, Ryan Sain, and Jennifer McDonald (Washington State University)
86. **Within-Session Changes in Human Eating Behavior (Experimental Analysis).** Yuya Takaki and Kenziro Aoyama (Doshisha University)
87. **The Effects of Time-Outs on Decision Making in Adults (Experimental Analysis).** NICK WILHELM and John Chelonis (University of Arkansas at Little Rock)

88. **Behavior's Resistance to Change in Children (Experimental Analysis).** Silvia Ch. Morales and Carlos Santoyo (National Autonomous University of Mexico)
89. **The Gambler's Roll: Investigating the Casino Game of Craps (VRB; Experimental Analysis).** Kimberly Moore, Ashton J. Robinson, ANGELA BRANNON, and Mark R. Dixon (Southern Illinois University)
90. **Correspondence Between Temporal Distance of the Verbal Report and Treansference Analysis. (VRB; Experimental Analysis).** Hortensia Hickman, OLIVIA TENA, Patricia Plancarte, Rosalinda Arroyo, Diana Moreno, and María Luisa Cepeda (National Autonomous University of Mexico)
91. **The Effects of Functional Behavioral Assessments on the Academic Behavior of Elementary Students (DDA; Applied Behavior Analysis).** MARIA WYNNE, Shanna Hagan-Burke, and Mack Burke (University of Georgia)
92. **Linking a Functional Behavioral Assessment of Off-Task Behavior to Effective Intervention (DDA; Applied Behavior Analysis).** AIMEE MCGEORGE and Dannel Roberts (The May Institute)
93. **Percentile Reinforcement of Long Interresponse Times in Humans II: A Comparison Performances Under Percentile and Yoked Random Ratio Schedules (Experimental Analysis).** JOSE L. MARTINEZ, Joshua S. Beckmann, and Eric A. Jacobs (Southern Illinois University at Carbondale)
94. **The Relation Between Response Complexity and Resistance to Change in Verbal Adults (VRB; Experimental Analysis).** L. FERNANDO GUERRERO and Linda J. Hayes (University of Nevada, Reno)
95. **Using Equivalence and Class-Specific Reinforcement to Teach Math Facts to Developmentally Disabled and Normally Developing Children (DDA; Experimental Analysis).** AMANDA GULD, Carol Pilgrim, Mark Galizio, Jeanette Wilson, Maureen Aro, and Natalie Jacome (University of North Carolina at Wilmington)

#87 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

EDC

96. **A Comparison of Generalized Reading Fluency Gains on High Versus Low Word Overlap Passages (Applied Behavior Analysis).** JOHN C. BEGENY (Syracuse University)
97. **The Effects of Using Peer Tutoring to Teach Tact Operants: Educational Benefits to the Tutor and the Tutee (Applied Behavior Analysis).** Lynn Yuan, KARLA A. WEIGAND, and R. Douglas Greer (Columbia University Teachers College)
98. **Effects of Computer-Assisted Tutoring on Time Telling Skills of Primary-Level Students with Disabilities (DDA; Applied Behavior Analysis).** KATHLEEN MCKAIN, Timothy Heron, Yao Ma, Michele Nobel, and Donna Villareal (The Ohio State University)
99. **Precision Teaching of Spatial Visualization (DDA; Applied Behavior Analysis).** ROBERT WORSHAM, Ed Langford, Michelle Harrington, and Angela Galvin (Judge Rotenberg Center)
100. **The Effects of Descriptive Praise on Instructional Control Over Varied and Stereotyped Play of a Five-Year-Old Boy (Applied Behavior Analysis).** NICOLE BANK, Sigrid Glenn, and Shohla Ala'i-Rosales (University of North Texas)
101. **A Procedure to Train Senior High School Students in the Scientific Competences of Experimental Psychology (EAB; Experimental Analysis).** MARÍA ANTONIA PADILLA VARGAS (University of Guadalajara)
102. **Independence Day: The Use of Flashcards to Improve Retention of Driver's Licensing Material (DDA; Applied Behavior Analysis).** Lindy Andres, Stanley Smith, and BETTY FRY WILLIAMS (Whitworth College)
103. **The Effects of TAG Teaching on the Acquisition of Chinese Martial Arts Fundamentals (Applied Behavior Analysis).** ZACHARY LAYNG (Garfield High School)

104. **Systematic Replication of Cooperative Learning in Physical Education (Applied Behavior Analysis).** TIM BARRETT and Rona Cohen (The Ohio State University)
105. **Effects of Classwide Peer Tutoring on the Striking Skills of Kindergartners with Autism in Physical Education (AUT; Applied Behavior Analysis).** Shiri Ayvazo, PHILLIP WARD, Carla Vidoni, Dan Lorenzen, Manoel Rodrigues-Neto, and Adesulue Adegbamigbe (The Ohio State University)
106. **Effects of Classwide Peer Tutoring on the Catching Skills of Kindergartners with Autism in Physical Education (AUT; Applied Behavior Analysis).** SHIRI AYYAZO, Carla Vidoni, Dan Lorenzen, Adesulue Adegbamigbe, Manoel Rodrigues-Neto, and Phillip Ward (The Ohio State University)
107. **Evidence-Based Math Instruction (EAB; Applied Behavior Analysis).** JANE MANGUM and Natalie J. Boudreaux (Nicholls State University)
108. **The Importance of Fluent Component Skills in Mathematical Comprehension (Applied Behavior Analysis).** CHISATO KOMATSU and Joseph Witt (Louisiana State University)
109. **The Effect of Rate of Errors on Retention (Service Delivery).** ED LANGFORD, Michelle Harrington, Matthew L. Israel, Angela Watts, and Robert W. Worsham (Judge Rotenberg Educational Center)
110. **Effects of Peer Tutoring on the Tutor's Correct Responding to Mathematic Facts (DDA; Applied Behavior Analysis).** Mapy Chavez-Brown and CONOR KELLY (Columbia University Teachers College)
111. **Using GO4IT...NOW! to Teach Middle School Students with Disabilities to Write IEP Goal Paragraphs (Applied Behavior Analysis).** MOIRA KONRAD and David W. Test (University of North Carolina at Charlotte)
112. **Using "Sounding Out" to Improve Spelling Instruction (VRB; Applied Behavior Analysis).** TRACIE MANN (University of Kansas)
113. **The Use of Precision Teaching in a Spelling Curriculum (Applied Behavior Analysis).** MICHELLE I. HARRINGTON, Ed Langford, Angela Galvin, and Matthew L. Israel (Judge Rotenberg Educational Center)
114. **An Evaluation of the Effects of Pre-session Preference Assessments on Response Rate (Applied Behavior Analysis).** EDWIN DYER, Michele D. Wallace, and Carrie Ellsworth (University of Nevada, Reno)

#88 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

OBM

115. **Computer-Based Training in an Agricultural Workforce with Limited Formal Education (EDC; Applied Behavior Analysis).** W. KENT ANGER, Jeff Stupfel, Tammara Ammerman, and Alys Tamulinas (Oregon Health & Science University), Todd Bodner (Portland State University), and Diane S. Rohlman (Oregon Health & Science University)
117. **The Effects of a Pay Incentive on Direct Care Staff Behavior: Attendance and Competency (DDA; Applied Behavior Analysis).** BETH A. DUNCAN, Katherine M. Johnson, Janice L. Marley, Mollie Horner-King, Erin G. Moreschi, and Scott D. McKenzie (Caritas Peace Center)
118. **Intervention Maintenance: Maintaining Prompts Designed to Encourage Supermarket Customers to Donate to Foodbank Bins (Applied Behavior Analysis).** NADIA MULLEN, Louis S. Leland, Jr., and Brent L. Alsop (University of Otago)
119. **The Behavioral Research Supervisory System: Helping Graduate and Undergraduate Students Prevent Procrastination (Applied Behavior Analysis).** JENNIFER SKUNDRICH, Richard Malott, Christen Rae, Anastasia Osredkar, James Squires, and Anthony Bentley (Western Michigan University)
120. **The Welcome Wagon: Easing the Transition from Undergraduate to Graduate School (Applied Behavior Analysis).** MILLICENT BANDEFF, Blake Grider, and Richard Malott (Western Michigan University)

121. **"Occupational Stress" Among Load Dispatchers: A Preliminary Study (CBM; Applied Behavior Analysis).** GUILLERMO E. YABER, Elizabeth Corales, Elizabeth Valarino, and Juan Bermúdez (Universidad Simón Bolívar)
122. **Behavioral System Management in a Venezuelan Higher Education Setting (EDC; Service Delivery).** GUILLERMO YABER (Universidad Simón Bolívar)
123. **A Re-examination of the Effects of Different Percentages of Incentive on Work Performance (Applied Behavior Analysis).** SHEZEEN OAH (Chung Ang University) and Janghan Lee (HanYang University, Seoul, Korea)
124. **The Effects of a Multi-Component Intervention Package to Improve Telephone Customer Service in a Mid-Western Medical Clinic (Applied Behavior Analysis).** JULIE M. SLOWIAK (Marshfield Clinic, Eau Claire Center) and Gregory J. Madden (University of Wisconsin, Eau Claire)
125. **The Number of Early Intensive Behavioral Intervention Programs Mastered by Young Children with Autism (AUT; Service Delivery).** MIRANDA SIM, Joel Hundert, and Nicole Walton-Allen (Behaviour Institute)
126. **Finding a Standard Response Rate: A Review of the JAP Literature from 1983-2003 (Applied Behavior Analysis).** DANIELLE TITTELBACH and Alicia Alvero (Graduate Center, City University of New York)
127. **A Comparison of Momentary, Whole, and Partial Interval Sampling Procedures (Applied Behavior Analysis).** Alicia Alvero (Queens College), KRISTEN STRUSS (City University of New York), and John Austin (Western Michigan University)

#89 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

TPC

128. **An Historical Review of Subject Variables in the *Journal of Applied Behavior Analysis* (CSE; Applied Behavior Analysis).** HILARY J. KARP, Tamara Cameron, Carol Pollard, Jennifer Weinman, Erica McCarty, and Deborah Grossett (University of Houston, Clear Lake)
129. **Bridge Research in the *Journal of Applied Behavior Analysis*: Publication Trends and Contributions (Applied Behavior Analysis).** ANNA INGEBORG PETURSDOTTIR and Geoffrey DeBery (Western Michigan University)
130. **(Un)Observability of Covert Responses and Private Stimuli (Theory).** EMMANUEL Z. TOURINHO (Universidade Federal do Pará)
131. **Making Sense of the Adaptive Unconscious and Similar Notions in a Behaviorist Frame (Theory).** HAL MILLER (Brigham Young University)
132. **Information Theory Applied to the Analysis of Human Behavior: Measuring Variability of Using Shannon's Notions of Entropy and Information (EAB; Theory).** RICHARD ANDERSON, Jesus Rosales-Ruiz, and Camille Parsons (University of North Texas)
133. **Effect of Differential Reinforcement on Creative Responding Among College Students (DEV; Experimental Analysis).** SHANNON GARCIA and Duane A Lundervold (Central Missouri State University)
134. **Dog Eat Dog: The Use of Clicker Training to Decrease High-Intensity, Low-Frequency Canine Aggression (CSE; Applied Behavior Analysis).** JONATHAN WORCESTER and Michelle Duda (University of South Florida)

#90 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

VRB

135. **Increasing Vocalizations of Children with Autism Using Sign Language and Mand Training (DDA; Applied Behavior Analysis).** VIVIAN ATTANASIO (Primetime for Kids) and Vincent Carbone (Carbone Clinic)

136. **Pairing Procedures to Condition Vocal Sounds as Reinforcers: More Support for Effectiveness with Preschoolers (AUT; Applied Behavior Analysis).** CHANIE KESSLER and Gina Marie Feliciano (Shema Kolainu- Hear Our Voices)
137. **Training of Autoclitics in Children: A Systematic Replication of Howard and Rice (1988) (Experimental Analysis).** BARRY ESHKOL ADELMAN (Western Michigan University)
138. **Acquisition of a Signed Tact in a Typically Developing Infant (Applied Behavior Analysis).** KELLY A. DANCHO, Rachel H. Thompson, and Jennifer L. Bruzek (University of Kansas)
139. **Reader Writer Learn Units to Teach Self-Editing Repertoires (Applied Behavior Analysis).** Tracy Reilly and WILLIAM KENT (Columbia University Teachers College)
140. **A Correlational Study Between Divergent-, Behavior-Analytic-, and Problem-Solving Thinking in Adults (TBA; Experimental Analysis).** SATORU SHIMAMUNE and Mitsuhiro Nishimura (Naruto University of Education)
141. **Use of the Transitive Motivative Operation to Increase the Mand Repertoire of Children with Autism (AUT; Applied Behavior Analysis).** Kelly McCarthy, Margaret Hagerty, Emily Sweeney, Marietta Janecky, Danielle Draper, Emily Pearson, Zach Ikandda, and VINCENT CARBONE (Carbone Clinic)
142. **Acquisition of Mands by Children with Developmental Delays: An Evaluation of Sign Language and PECS Mand Training Procedures (AUT; Applied Behavior Analysis).** DARCI FISCHER, Kelly A. Hobbins, and David Bicard (Hawthorne Country Day School)

#91 Business Meeting

7:00 PM - 7:50 PM

Private Dining Room 1 (3rd floor)

Applied Animal Behavior Special Interest Group

Chair: Eduardo J. Fernandez (Indiana University)

The Applied Animal Behavior SIG (Formerly the Animal Trainers' Forum) is for any persons actively involved or interested in learning more about behavior analysis applied to animals. Everyone is welcome to join!

#92 Business Meeting

7:00 PM - 7:50 PM

Lake Ontario (8th floor)

Clinical Special Interest Group

Chair: Ann Branstetter (Southwest Missouri State University)

This is our annual business meeting to discuss clinical work, to review clinical submissions and enjoy a social gathering.

#93 Business Meeting

7:00 PM - 7:50 PM

Lake Michigan (8th floor)

Developmental Behavior Analysis Special Interest Group

Chair: Jacob L. Gewirtz (Florida International University)

This is a meeting of the Developmental Behavior Analysis Special Interest Group. All are welcome to attend.

#94 Business Meeting

7:00 PM - 7:50 PM

4A

Editorial Board, Behavior and Social Issues

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

The editorial board will discuss plans to expand access and submissions to the journal, as well as plans for upcoming special issues.

#95 Business Meeting

7:00 PM - 7:50 PM

Private Dining Room 4 (3rd floor)

Experimental Analysis of Human Behavior Special Interest Group

Chair: Cynthia Pietras (Western Michigan University)

The EAHB SIG will meet to discuss current membership, the treasurer's report, and the EAHB Bulletin. The SIG will also present awards to the 2004/2005 Student Paper Competition winners. The SIG will discuss nominations for the 2006 Career Award and discuss plans for a symposia for celebrating 50 years of human operant research at ABA 2006. Everyone is welcome to attend.

#96 Business Meeting

7:00 PM - 7:50 PM

4D (4th floor)

Instructional Design Special Interest Group

Chair: Guy S. Bruce (St. Cloud State University & APEX Consulting)

This is a meeting to discuss instructional design issues.

#97 Business Meeting

7:00 PM - 7:50 PM

4C (4th floor)

Journal of the Experimental Analysis of Behavior: Meeting with Authors, Prospective Authors, and Editorial Board Members

Chair: Leonard Green (Washington University)

A presentation of the Annual Report of the *Journal of the Experimental Analysis of Behavior* will be given, followed by discussion of editorial policies and issues that have arisen over the past year. We encourage prospective and past authors to attend.

#98 Business Meeting

7:00 PM - 7:50 PM

Lake Erie (8th floor)

Standard Celeration Society

Chair: Michael Fabrizio (Fabrizio/Moors Consulting)

The Standard Celeration Society invites all returning and new Society members to please join us for the annual ABA business meeting of the Standard Celeration Society. Events during the meeting will include a summary of the Society's activities during the previous year, a report from the treasurer of the Society, a report from the Editor of the *Journal of Precision Teaching and Celeration*, a report on the 17th annual International Precision Teaching Conference (IPTC), a report on the upcoming 18th Annual IPTC, voting on any proposed changes to the SCS by-laws, and election of new officers.

#99 Business Meeting

7:00 PM - 7:50 PM

Lake Huron (8th floor)

Virginia Association for Behavior Analysis

Chair: Sherry L. Serdikoff (James Madison University)

This meeting will include discussion of chapter activities and other topics of interest to our members and potential members.

#100 Business Meeting

7:00 PM - 8:20 PM

Private Dining Room 2 (3rd floor)

Autism Special Interest Group

Chair: David A. Celiberti (Private Practice)

A business meeting will be held to address an array of administrative matters relevant to the SIG, as well as to discuss the quarterly Autism SIG newsletter. Following the business portion of the meeting, a panel of SIG members including Drs. Gina Green, Mary Jane Weiss, and Judy Favell will discuss the Revised Consumer Guidelines. These were adopted by the SIG in September 2004. All interested parties are welcome to attend.

#101 Business Meeting

7:00 PM - 10:00 PM

Private Dining Room 3 (3rd floor)

Looking Back 40 Years: Sample of Students and Faculty in Behavior Analysis Programs at St. Cloud State University #1

Chair: Charlie Boltuck (St. Cloud State University, Emeritus)

Presentations will be given by students and faculty from the past 40 years; they will be commenting on their careers and relationship to St. Cloud State and ABA:

Jeanne Brower (Mathiasen), Dave Carrol, Darlene Crone Todd, Stu Harder, Dan Holt, Craig Humphrey, Marge Krohn, Steve Larson, Gabriele Lochner, Brian Daugherty, and Dave Schaal

Faculty & Former faculty members at St. Cloud State University who have indicated they would be at this event:

Charlie Boltuck, Lynette Chandler, Kevin Klatt, Roger Lubeck, Jerry Mertens, Bob Murphy, Jim Rice, Eric Rudrud, Kim Schulze, and Don Thomas

#102 Reunion

8:00 PM - 10:00 PM

Joliet (3rd floor)

Columbia University and CABAS® Schools

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

#103 Reunion

8:00 PM - 10:00 PM

Williford B (3rd floor)

Florida State University/BMC Reception

Chair: Maxin Reiss (BMC, Inc.)

#103a Reunion

8:00 PM - 10:00 PM

Boulevard C (2nd floor)

Minnesota Autism Center Hospitality Suite

Chair: Campbell Thompson (Minnesota Autism Center)

#104 Reunion

8:00 PM - 10:00 PM

Waldorf (3rd floor)

Morningside Academy's 25th Anniversary Gala Event

Chair: Kent Johnson (Morningside Academy)

#105 Reunion

8:00 PM - 10:00 PM

Marquette (3rd floor)

The New England Center for Children Reunion

Chair: Scott Barnes (The New England Center for Children)

#106 Reunion

8:00 PM - 10:00 PM

Lake Erie (8th floor)

Ogden R. Lindsley Standard Celebration Chart Share

Chair: Malcolm D. Neely (Learning Courses)

#107 Reunion

8:00 PM - 10:00 PM

Lake Ontario (8th floor)

Relational Frame Theory and Acceptance and Commitment Therapy Researchers Reunion, Planning Party, and Jam Session

Chair: Kelly G. Wilson (University of Mississippi)

#108 Reunion

8:00 PM - 10:00 PM

Boulevard A (2nd floor)

Social Hour for the Behavior Analyst Today

Chair: Michael Weinberg (Southbury Training School)

#109 Reunion

8:00 PM - 10:00 PM

Williford A (3rd floor)

University of Florida Reunion

Chair: Irene Glenn (University of Florida)

#110 Reunion

8:00 PM - 10:00 PM

Boulevard B (2nd floor)

University of Kansas Reunion

Chair: Edward K. Morris (University of Kansas)

#111 Reunion

8:00 PM - 10:00 PM

Astoria (3rd floor)

University of Wisconsin, Eau Claire and the Behavior Science Research Group

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

#112 Special Event

10:00 PM - 12:00 AM

International North (2nd floor)

Behavioral Follies

Behavioral Humor Czar: Kelly G. Wilson, Ph.D. (University of Mississippi)

Co-Czars: and Kate Kellum, M.S. (University of Mississippi), Dermot Barnes-Holmes, Ph.D. and Yvonne Barnes-Holmes, Ph.D. (National University of Ireland, Maynooth), and Ian Stewart, Ph.D. (National University of Ireland, Galway)

Open Letter to the ABA Membership

Re: Czar for Behavioral Humor Named

Last year, the Behavioral News Tonight reported on corruption at the highest level of follies administration. Prior to last year's reorganization efforts, some "comedy" sketches had risen to the level of war crimes. Thousands of ABA members had to be treated for PTSD (post terrible sketch disorder) after the tragic Osama Bin Watermist episode of 2003. Because of immanent threats uncovered by Behavioral News Tonight staff, we have sought and obtained special dispensation for the reorganization of the follies staff and for centralized humor oversight within ABA. Effective immediately, Kelly Wilson will assume the role of the Czar for Behavioral Humor.

Having small pockets of humor enforcement that communicate poorly with one another leaves us open to serious risk of malhumor attack. Central oversight will allow for clear lines of communication and a pre-emptory humor strike at the follies (which could save millions). We realize that the creation of this Czarship goes against ABA's democratic traditions; however, present security risks necessitate strong countermeasures.

Initially, Kate Kellum, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes were appointed as Co-Czars for Behavioral Humor. Dermot Barnes-Holmes requested that we also include Ian Stewart as a Co-Czar. This seemed reasonable for two reasons. First, because the mal-humor threat is international, we need to build a strong international mal-humor coalition (under U.S. command, of course). And, second, the Irish have suffered so much, it seems the least we could do to throw them a bone with an additional token Co-Czarship.

Ever Vigilant, Seldom Politic, Your Servants,

Kelly G. Wilson
 Kate Kellum
 Yvonne Barnes-Holmes
 Dermot Barnes-Holmes
 Ian Stewart

Pacific Child and Family Associates, APC

POSITION OPENINGS

Los Angeles, Orange County, San Francisco Bay Area,
 Riverside/Ontario, Santa Barbara/Ventura Areas

Behavior Therapist: Bachelor's or Master's degree in Psychology, Special Education or related field. Experience working with children. We will train. Medical/dental benefits. Salary DOE.

Supervisor: Master's degree in Psychology, Applied Behavior Analysis, or Special Education OR State teaching credential in Special Education. Three years experience working with children with developmental disabilities. Previous experience with autism and supervising a must. Medical/dental benefits. Salary DOE.

Interested applicants fax or email current vita or resume to:

Cara Entz, MA
 Pacific Child and Family Associates, APC
 Email: caraentz@pacificchild.com
 Fax: (818) 241-6853

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Hanuš Papoušek, M.D., Sc.D.,
Professor of Developmental Psychobiology

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Sunday, May 29

**Day Schedule
Business Meetings
Sessions
Presidential Scholar's Address
Reunions/Receptions &
ABA Expo**

Sunday, May 29

ROOM		7 AM :00 :30	8 AM :00 :30	9 AM :00 :30	10 AM :00 :30	11 AM :00 :30	12:00 PM - 1:30 PM	1:30 PM - 2:30 PM
Lower Level - Exhibit Halls	SW Exhibit Hall				ABA Exhibitors			
	SW Exhibit Hall	ABA's Service to Apply, Recruit, and Train (START)						
	SW Exhibit Hall	POSTER SESSIONS						
	SE Exhibit Hall	ABA Cooperative Bookstore						
	Stevens #1	<div><div></div> = Special and Invited Events</div> <div>CE = Session available for BACB CE (for certified behavior analysts)</div> <div>Ch: = Chair</div> <div>LEGEND</div>	#131 DDA CE Ch: Wallace	#169 DDA CE Ch: Libby		#203 DDA CE Ch: Powell		
	Stevens #2		#132 DDA CE Ch: DeLeon	#167 DDA CE Ch: Moors		#201 DDA Ch: Worsdell		
	Stevens #3		#146 VRB Ch: Williams	#166 VRB Ch: Leigland		#195 VRB Ch: Perez		
Stevens #4	#133 AUT Ch: Kates-McElrath		#176 AUT Ch: Oliver		#214 AUT Ch: Eldevik			
Stevens #5	#151 AUT Ch: Grimes		#159 AUT Ch: Boyd		#213 AUT Ch: Galbraith			
First Floor	8th Street Registration	Pre- and On-Site Registration						
	8th Street Registration	Continuing Education						
	Continental A			#135 AUT CE Ch: Lockshin	#172 AUT CE Ch: Reinecke		#215 AUT CE Ch: Ross	
	Continental B			#149 AUT CE Ch: McDonald	#162 AUT CE Ch: Harris		#191 AUT CE Ch: AHEARN	
Second Floor	Continental C			#150 AUT Ch: Dwiggin	#159 AUT Ch: Boyd		#210 AUT Ch: Edrisinha	
	Grand Ballroom							
	International North			#126 CSE CE Ch: SALZINGER	#153 TBA CE Ch: MICHAEL	#179 OTH CE Ch: IWATA	#190 BPH Ch: WINGER	
	International South			#136 OTH CE Ch: Alavosius	#173 EAB CE Ch: Laughlin		#200 EAB Ch: McAllister	
	Boulevard A	#123 Parent Prof. SIG	#142 EAB Ch: Von Wijnen	#168 EAB Ch: Stewart			#208 EAB Ch: Whelan	
	Boulevard B	#118 BACB Int. Certificat'n	#141 EAB Ch: Cochrane	#158 EAB Ch: Berens				
	Boulevard C	#119 JABA Business Mtg	#148 EAB Ch: Leon	#165 EAB Ch: Jimenez			#207 EAB Ch: Drake	
	Williford A			#134 CBM Ch: Schreck	#164 CBM CE Ch: Rodgers		#211 CBM CE Ch: Atwell	
	Williford B			#143 EDC CE Ch: Peterson	#160 EDC CE Ch: Raymond		#199 EDC CE Ch: Mueller	
	Third Floor	Williford C			#140 EDC Ch: Taylor	#178 EDC Ch: Larocque		#204 EDC Ch: Mayfield
Waldorf				#129 TPC Ch: Rutherford	#156 TPC Ch: Malott	#182 TPC CE Ch: LAYNG	#197 TPC CE Ch: Fabrizio	
Astoria		#122 NY ABA	#152 TPC Ch: Ray	#170 TPC Ch: Conroy			#202 TPC Ch: Slocum	
Private Dining Room 1		#113 Program Committee	#138 CBM Ch: Terry	#171 CBM Ch: Branstetter			#193 CBM Ch: Branstetter	
Private Dining Room 2		#124 Tai Chi	#137 EDC Ch: Asmus	#174 EDC Ch: Pumroy			#205 EDC Ch: Peterson	
Private Dining Room 3		#115 Gambling SIG	#139 OTH Ch: Clark				#209 OTH Ch: Alligood	
Private Dining Room 4								
Private Dining Room 5		#114 Gerontology	#128 INT Ch: BARNES-HOLMES	#155 INT Ch: BURGOS	#180 INT Ch: GREER		#194 INT Ch: GOMEZ	
Private Dining Room 6		Speaker-Ready Room						
Private Dining Room 7		Speaker-Ready Room						
Joliet		#121 NJ ABA	#145 OBM Ch: Miller	#175 OBM Ch: McGee				
Marquette			#144 OBM CE Ch: Wine	#163 OBM Ch: Maglieri			#192 OBM CE Ch: MALOTT	
Eighth Floor		Lake Erie	#116 Chicago ABA	#127 TBA CE Ch: Osnes				#212 TBA Ch: Williams
		Lake Huron	#125 Wisc. ABA		#154 CSE Ch: Rakos	#181 CSE Ch: Dressel-Wernick		#206 CSE Ch: Bolling
	Lake Michigan	#120 Missouri ABA	#147 DEV CE Ch: Greer	#161 DEV Ch: Miller			#196 DEV Ch: CATANIA	
	Lake Ontario	#117 Direct Instruct'n SIG	#130 BPH Ch: Reed	#157 BPH Ch: Dworkin				

Sunday, May 29

ROOM	2:30 - 3:00	3 PM :00 :30	4 PM :00 :30	5:00 - 5:30	5:30 PM - 7:00 PM	7 PM :00 :30	8 PM :00 :30	9 PM :00 :30	
SW Exhibit Hall	ABA Exhibitors								Lower Level - Exhibit Halls
SW Exhibit Hall	ABA's Service to Apply, Recruit, and Train (START)								
SW Exhibit Hall					POSTER SESSIONS			ABA EXPO 10p-12a	
SE Exhibit Hall	ABA Cooperative Bookstore								
Stevens #1	#203 Cont'd	#228 DDA CE Ch: Ahearn							
Stevens #2	#201 Cont'd	#229 DDA CE Ch: Petty							
Stevens #3	#220 VRB Ch: Potter	#245 VRB CE SUNDBERG							First Floor
Stevens #4	#214 Cont'd	#241 AUT CE Ch: Tarbox							
Stevens #5	#213 Cont'd	#238 AUT CE Ch: Young							
8th Street Registration	Pre- and On-Site Registration								
8th Street Registration	Continuing Education								
Continental A	#215 Cont'd	#240 AUT CE Ch: Charlop-Chrissy							
Continental B	#219 AUT CE Ch: Scott	#246 AUT CE Ch: Hundert							
Continental C	#210 Cont'd	#237 AUT CE Ch: Eikeseth							Second Floor
Grand Ballroom									
International North	#216 EAB HURSH		#248 Pres. Scholar Ad						
International South	#200 Cont'd	#231 EAB CE Ch: Kennedy							
Boulevard A	#208 Cont'd	#230 EAB CE Ch: Cunningham				#258 BACB Univ. Faculty			
Boulevard B		#227 OTH CE Ch: Merbitz				#259 Social Responsibility			
Boulevard C	#207 Cont'd	#242 EAB CE Ch: O'Neill				#268 VB SIG			Third Floor
Williford A	#211 Cont'd	#243 CBM CE HAYES					#278 B. F. Skinner Foundation		
Williford B	#199 Cont'd	#235 EDC CE Ch: Kamps					#270 Cambridge Center Reception		
Williford C	#204 Cont'd	#234 EDC CE Ch: Robbins							
Waldorf	#197 Cont'd	#233 TPC CE Ch: Constantine					#274 WMU Reunion		
Astoria	#202 Cont'd	#232 TPC CE Ch: Rogers				#263 MABA			
Private Dining Room 1	#218 CBM CE Ch: Ely					#260 CalABA			
Private Dining Room 2	#205 Cont'd	#239 EDC CE Ch: Lewis-Palmer				#257 Student Committee			
Private Dining Room 3	#209 Cont'd	#236 OTH CE Ch: Whiteside				#262 St. Cloud Event #2	#272 St. Cloud State Reunion		
Private Dining Room 4									
Private Dining Room 5	#222 INT MICHAEL	#244 INT KEOHANE				#261 JBE Ed. Board			Eighth Floor
Private Dining Room 6	Speaker-Ready Room								
Private Dining Room 7	Speaker-Ready Room								
Joliet	#223 OBM CE Ch: Alavosius	#242a OBM CE Ch: McNeal					#271 May Institute Hospitality Suite		
Marquette	#224 OBM CE Ch: Sulzer-Azaroff						#269 Odgen Lindsley Celebration		
Lake Erie	#212 Cont'd	#226 TBA BINDER				#264 Parent/Prof. Sharing			
Lake Huron	#206 Cont'd	#225 CSE CE Ch: Baker				#265 PBS SIG			
Lake Michigan	#221 DEV CE Ch: Pelaez					#267 Tenn ABA			
Lake Ontario	#217 BPH BEVINS	#247 BPH Ch: Dallery				#266 Spanish Speaking SIG			

#113 Special Event

8:00 AM - 8:50 AM

Private Dining Room 1 (3rd floor)

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: Janet Ellis (University of North Texas) and Maria Ruiz (Rollins College)

DDA: Kent Johnson (Morningside Academy)

DEV: Jacob Gewirtz and Martha Pelaez (Florida International University)

EAB: William Palya (Jacksonville State University)

EDC: Tim Slocum (Utah 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 & Intervention Services)

#114 Business Meeting

8:00 AM - 8:50 AM

Private Dining Room 5 (3rd floor)

Behavioral Gerontology Special Interest Group

Chair: R. Mark Mathews (University of Kansas)

The Gerontology SIG's annual business meeting will include a discussion of strategies to promote behavior analytic research on aging and evaluation of programs and services for older adults. The SIG maintains a web site, publishes a bi-annual newsletter, sponsors an invited address, and provides an annual cash award to the best student poster or symposium presentation on a topic related to gerontology. Discussion will also focus on activities for the next year and election of SIG officers.

#115 Business Meeting

8:00 AM - 8:50 AM

Private Dining Room 3 (3rd floor)

Behaviorists Interested in Gambling

Chair: Ginger Wilson (University of Nevada Reno)

The purpose of the meeting will be to discuss the events of our special interest group since last ABA and to discuss the progress of our book. In addition, we will elect the new officers for the next year.

#116 Business Meeting

8:00 AM - 8:50 AM

Lake Erie (8th floor)

Chicago Association for Behavior Analysis

Chair: Charles Merbitz (Chicago School of Professional Psychology)

CABA welcomes all members and persons desiring to join CABA to the CABA Business Meeting. We will review 2004-05, make plans for 2005-06, and elect officers.

#117 Business Meeting

8:00 AM - 8:50 AM

Lake Ontario (8th floor)

Direct Instruction Special Interest Group

Chair: Timothy Slocum (Utah State University)

This meeting provides an opportunity for networking among those interested in Direct Instruction research and practice.

#118 Business Meeting

8:00 AM - 8:50 AM

Boulevard B (2nd floor)

International Certification of Behavior Analysts: Behavior Analyst Certification Board

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

The purpose of this meeting is to explore means of expanding BACB certification around the world. The BACB Executive Director will answer questions regarding certification and discuss strategies and challenges with participants.

#119 Business Meeting

8:00 AM - 8:50 AM

Boulevard C (2nd floor)

Journal of Applied Behavior Analysis Business Meeting

Chair: Patrick C. Friman (Father Flanagan's Girls and Boys Home)

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.

#120 Business Meeting

8:00 AM - 8:50 AM

Lake Michigan (8th floor)

Missouri Association for Behavior Analysis Business Meeting

Chair: Jenny Frisbee (MOABA)

The purpose of this meeting is to review MOABA business.

#121 Business Meeting

8:00 AM - 8:50 AM

Joliet (3rd floor)

New Jersey Association for Behavior Analysis Business Meeting

Chair: Marlene Cohen (Douglass Developmental Disabilities Center)

The New Jersey Association for Behavior Analysis will be holding a business meeting. The meeting will discuss final plans for our first conference on August 5, 2005 as well as other upcoming activities. Members and all other interested parties are invited to attend.

#122 Business Meeting

8:00 AM - 8:50 AM

Astoria (3rd floor)

New York State Association for Behavior Analysis

Chair: Joanne Gerenser (Eden II Programs)

The purpose of this meeting is to provide members an overview of the association's activities over the past year as well as discuss an issues that may be of importance to behavior analysts through out New York State.

#123 Business Meeting

8:00 AM - 8:50 AM

Boulevard A (2nd floor)

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. The New Jersey Association for Outreach and Services for the Autism Community (COSAC) will provide continental breakfast. All interested parents and professionals are encouraged to attend.

#124 Special Event

8:00 AM - 8:50 AM

Private Dining Room 2 (3rd floor)

Tai Chi for Health and Relaxation

Chair: Jill Basso (Private Practice)

The purpose of this class is to introduce participants to the art of Tai Chi Chuan. Tai Chi is an ancient, meditative martial art, originating in China, good for health, relaxation and self-defense. Practiced in this country primarily for its health benefits, tai chi is a series of postures that assists with accessing the meridians/pathways in the body to help with chi (energy) flow and relaxation. Tai chi assists one in focusing and balancing energy. It is useful to bring relaxation and balance during a weekend of sedentary (sitting or standing) activities and strenuous intellectual challenges, that may bring tension and stiffness. Wear loose and comfortable clothes.

#125 Business Meeting

8:00 AM - 8:50 AM

Lake Huron (8th floor)

Wisconsin Association for Behavior Analysis

Chair: Corrine Donley (President)

This will be an organizational meeting for the chapter.

#126 Special Event

9:00 AM - 9:50 AM

International North (2nd floor)

CSE; Theory

BACB CE (CE Instructor: Kurt Salzinger, Ph.D.)

2005 ABA Tutorial: Are We Ready to Explain and Modify Complex Social Behavior?

Chair: Janet Ellis (University of North Texas)

KURT SALZINGER, Ph.D. (Hofstra University)



Dr. Kurt Salzinger is Senior Scholar in Residence at Hofstra University in Hempstead, N.Y. since January 2003. He was Executive Director for Science at the American Psychological Association 2001 to 2003. He's been President of the New York Academy of Sciences, has served on the Board of Directors of the APA, and been president of Divisions 1 (General Psychology) and 25 (Behavior Analysis), and of the American Association of Applied and Preventive Psychology. He also served as the first Chair of the Board of the Cambridge Center 1986 – 1988, subsequently as a member until 1991 and again a member of the Board since 2004. He is author or editor of 12 books and over 120 articles and book chapters. The most recent book was edited by Rieber, R.W., and Salzinger in 1998: *Psychology: Theoretical-historical perspectives*. Washington, D.C.: American Psychological Association. He has varied research interests, including behavior analysis applied to

human beings, dogs, rats, and goldfish, schizophrenia, verbal behavior of children and adults and history of psychology. He has both given grants (when a program officer at the National Science Foundation) and received them (when professor of psychology at Hofstra University and Polytechnic University of New York and Principal Research Scientist at the New York State Psychiatric Institute) for his own research. He received the Sustained Superior Performance Award from the NSF, the Stratton Award from the American Psychopathological Association, and the Most Meritorious Article Award from the Journal of Behavior Therapy and Experimental Psychiatry. In 2002 he was Presidential Scholar for the Association for Behavior Analysis.

Abstract: Ever since Skinner (1938), early on after presenting an extensive study of the rat, invoked his "Let him extrapolate who will," we have been hesitant to do so. It is, nevertheless, also true that just a few sentences before that fateful one, in the very same book, Skinner had said: "The importance of a science of behavior derives largely from the possibility of an eventual extension to human affairs." In that sense, John Stoddard (2001) should not have been so surprised that Skinner engaged in what the former called "premature extrapolation." As we well know, Skinner went on to engage in much-attacked extensive, not to say excessive, extrapolation and for that reason I will try for some more modest, but not too limited, extrapolation, examining how one could apply the basic reinforcement contingency paradigm to complex human behavior and thus (eventually) shed light on how to improve it. Beginning immodestly with some of my early work with conditioning of speech deficient children and "flat-affect" schizophrenic patients, I will try to elucidate human error, communication (all the while not ignoring the overlap of the latter two), and other human vagaries by means of behavior analysis' most basic concepts.

#127 International Panel Discussion

9:00 AM - 9:50 AM

Lake Erie (8th floor)

TBA/EDC; Applied Behavior Analysis

BACB CE (CE Instructor: Pamela G. Osnes, Ph.D., BCBA)

Developing and Maintaining Training Programs in Behavior Analysis: Lessons and Tips

Chair: Pamela G. Osnes (The Ohio State University)

PAMELA G. OSNES (The Ohio State University)

INGUNN SANDAKER (Akershus University College)

MIKE R. JOHNSTON (University of Nevada, Reno)

#128 International Paper Session

9:00 AM - 9:50 AM

Private Dining Room 5 (3rd floor)

INT

Developing Behavioral Models of Human Language and Cognition Based on Relational Frame Theory

Chair and Spanish Interpreter: Yors A. Garcia (Southern Illinois University, Carbondale)

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

#129 International Panel Discussion

9:00 AM - 9:50 AM

Waldorf (3rd floor)

TPC; Theory

Historical Preservation and Archiving for Behavior Analysis

Chair: Alexandra Rutherford (York University)

DAVE BAKER (Archives of the History of American Psychology)

WADE PICKREN (American Psychological Association)

JAMES TODD (Eastern Michigan University)

#130 Paper Session

9:00 AM - 9:50 AM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Stimulus Control and Behavioral Toxicology

Chair: Miranda Reed (Auburn University)

Effects of Gestational Methylmercury Exposure on Behavior Under External Stimulus Control Following Drug Challenges. MIRANDA REED and M. Christopher Newland (Auburn University)

A Discrimination Procedure for Determining Critical Fusion Frequency in Rats. JOHN C. HEATH and M. Christopher Newland (Auburn University)

#131 Symposium

9:00 AM - 10:20 AM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Michele D. Wallace, Ph.D., BCBA)

Advances in Functional Analysis Methodology: Implications for Assessment and Treatment

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

Discussant: Brian A. Iwata (University of Florida)

Correspondence of Functional Analyses Across Settings and Therapists. JESSICA L.

THOMASON, Brian A. Iwata, and Jennifer N. Fritz (University of Florida)

When Functional Analyses of Problem Behavior Are Not Possible: An Evaluation of a

Precursor Assessment. ALICIA MACALEESE, Michele D. Wallace, Adel C. Najdowski, Carrie Ellsworth, and Jacki Cleveland (University of Nevada, Reno)

Functional Analysis and Intervention for Students with Emotional/Behavioral Disorders in a Public School Setting. THOMAS S. HIGBEE and Glenna Wright-Gallo (Utah State University)

#132 Symposium

9:00 AM - 10:20 AM

Stevens #2 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Iser Guillermo DeLeon, Ph.D., BCBA)

Alternative Communication Systems for Individual with Developmental Disabilities: Comparisons of Acquisition, Generalization, and Response Strength

Chair: Iser Guillermo DeLeon (Johns Hopkins University)

Discussant: David P. Wacker (University of Iowa)

Structured Assessment to Predict Ease of Acquisition for Manual Sign and Picture Exchange Communication Systems. MEAGAN GREGORY (The Kennedy Krieger Institute), Iser Guillermo DeLeon (Johns Hopkins University), and David M. Richman (University of Maryland, Baltimore County)

An Evaluation of Communication Modality. TERRY FALCOMATA, Joel E. Ringdahl, Eric Boelter, and Tory J. Christensen (University of Iowa)

Comparing the Acquisition, Generalization, and Emergence of Untrained Verbal Operants for Two Mand Forms in Adults with Severe Developmental Disabilities. MEGAN M. ZIOMEK and Ruth Anne Rehfeldt (Southern Illinois University)

#133 Symposium

9:00 AM - 10:20 AM

Stevens #4 (Lower Level)

AUT; Service Delivery

Aspects of Training in Behavior Analysis

Chair: Kelly Kates-McElrath (Bucks County Schools Intermediate Unit #22)

Discussant: Ruth Axelrod (Temple University)

Teaching College Students to Use Functional Assessment Methodology. MARIA AGNEW (Holy Family University)

Effective Staff Training in Verbal Behavior Classrooms. KIM STUNKARD (Council Rock School District) and Rebekah Barnes (Bucks County Schools Intermediate Unit #22)

Providing Training in Behavior Analysis to Parents of Children with Autism. NINA WILDE (Bucks County Schools Intermediate Unit #22) and Pamela Culin (Bancroft NeuroHealth)

#134 Symposium

9:00 AM - 10:20 AM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

Behavioral Approaches to Feeding Disorders

Chair: Kimberly Schreck (Pennsylvania State University, Harrisburg)

Discussant: Keith Williams (Pennsylvania State Milton S. Hershey Medical Center Feeding Program)

Chew, Chew, Chew: A Behavioral Approach to Chewing. KATHERINE RIEGEL and Keith Williams (Pennsylvania State Milton S. Hershey Medical Center Feeding Program)

Behavioral Treatment of Pathological Tongue Thrust. BRIDGET GIBBONS and Keith Williams (Pennsylvania State Milton S. Hershey Medical Center Feeding Program)

Parent Perceptions of the Acceptability and Effectiveness of Intensive Behavioral Treatment for Childhood Feeding Disorders. KIMBERLY SCHRECK (Pennsylvania State University, Harrisburg) and Keith Williams (Pennsylvania State Milton S. Hershey Medical Center Feeding Program)

#135 Symposium

9:00 AM - 10:20 AM

Continental A (1st floor)

AUT; Service Delivery

BACB CE (CE Instructor: Stephanie Lockshin, Ph.D., BCBA)

Broadening Perspectives on Social Skills for Children with Autism: School, Family, and Community

Chair and Discussant: Stephanie Lockshin (Institute for Child Development)

Targeting Family- and Community-Friendly Social Skills: Social Skills at the Movies. ROSE EAGLE and Emily Huber (Institute for Child Development, Binghamton University), Sara White (SUNY Binghamton), and Stephanie Lockshin (Institute for Child Development, Binghamton University)

Programming for Social Behaviors in the Home Environment for Children with Autism and Other Developmental Disabilities. STEPHANIE LOCKSHIN (Institute for Child Development, Binghamton University)

Incorporating the Instruction of Social and Communication Skills into an Everyday Classroom Activity. EMILY HUBER, Rose Eagle (Institute for Child Development, Binghamton University), Tammy Hammond Natof (Association for Metroarea Autistic Children, Inc.), and Stephanie Lockshin (Institute for Child Development, Binghamton University)

#136 Invited Symposium

9:00 AM - 10:20 AM

International South (2nd floor)

OTH; Applied Behavior Analysis

BACB CE (CE Instructor: Mark Alavosius, Ph.D.)

Cambridge Center Symposium: Unity of Purpose, Unity of Effort: Collective Response to the 9/11 Commission Report

Chair: Mark P. Alavosius (Western Michigan University)

Session Abstract: The 9/11 Commission Report provides a detailed account of the nature and extent of terrorism facing us and recommendations for a global strategy to combat terrorism and build respect among cultures. Their recommended strategy includes a remarkable range of initiatives seeking a coalition of forces to build respect for cultures, tolerance for diversity, opportunities for the disadvantaged, defense of western values, and defeat of terrorism. Many of their recommendations pertain to restructuring the US governments' systems for security and defense and will require wide scale organizational change. The challenges and complexity of this are enormous and the struggle will require a unity of purpose and effort perhaps unseen in our lifetimes. The 9/11 Commission has wisely called for an open dialogue on this process. In response, this symposium presents four papers by behavior analysts reacting to the 9/11 Commission report. Our

purpose is to contribute to the dialogue needed to develop a coherent response to global terror and suggest contributions by behavioral scientists to this endeavor.

The Struggle Against Intolerance. Steven C. Hayes, Ph.D., JASON LILLIS, M.A., and Akihiko Masuda (University of Nevada, Reno)



Dr. Steven C. Hayes is Nevada Foundation Professor at the Department of Psychology at the University of Nevada. An author of twenty five books and 340 scientific articles, his career has focused on an analysis of the nature of human language and cognition and the application of this to the understanding and alleviation of human suffering. In 1992 he was listed by the Institute for Scientific Information as the 30th "highest impact" psychologist in the world during 1986-1990 based on the citation impact of his writings during that period. Dr. Hayes has been President of Division 25 of the American Psychological Association, of the American Association of Applied and Preventive Psychology and of the Association for Advancement of Behavior Therapy. He was the first Secretary-Treasurer of the American Psychological Society, which he helped form. He has received the Don F. Hake Award for Exemplary Contributions to Basic Behavioral Research and Its

Applications from Division 25 of the American Psychological Association and was appointed by US Health and Human Services Secretary Donna Shalala to a 5 year term on the National Advisory Council on Drug Abuse in the National Institutes of Health.



Jason Lillis is a doctoral student of Clinical Psychology at the University of Nevada, Reno (UNR). He received his B.A. from Loyola College in Maryland and his M.A. in clinical psychology from UNR. His interests include Acceptance and Commitment Therapy (ACT) approaches for enhancing treatment compliance and outcomes in medical populations, and Relational Frame Theory (RFT) accounts of prejudice and discrimination.

Abstract: The war on terrorism is at its core not so much a war on terrorism as it is a struggle against intolerance. It is not possible to overcome that struggle with bullets alone: we must also learn to how to change human prejudice. The usual view is that we are without prejudice until a sick culture pours it into us. While there is a seed of truth in that view, it misses the larger truth. Prejudice is built into humans beings through our ability to arbitrarily form verbal categories, give those categories attributes, to compare one

category to another, and to do so in such a way that we end up on top at the expense of others. Because the human nervous system works by addition, not subtraction, we have little hope of getting rid of prejudicial categories once they are formed, as least as echoes of the past. We can, however, reduce or even eliminate the perverse role these categories play in human behavior. Evidence of the impact of acceptance, defusion, and values based methods on human prejudice will be presented.

ABA Social

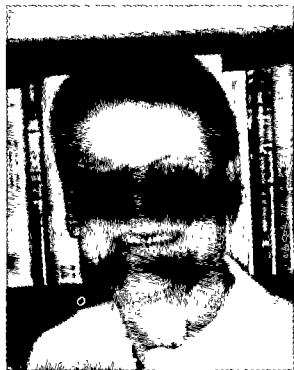
Monday, May 30th, from 9:00 pm – 1:00 am
in the luxurious

Grand Ballroom

(Located on the second floor of the Hilton Chicago)

Enjoy an evening of music, dancing, and socializing!

Seeking Cooperation Post 911: A Behavior Analytic Account of Linked Contingencies. DWIGHT HARSHBARGER, Ph.D. (Cambridge Center for Behavioral Studies)



Dr. Dwight Harshbarger is Executive Director and Senior Fellow of the Cambridge Center for Behavioral Studies. His interests are in strengthening human performance in organizations. Dwight has headed human resources in two corporations; as a corporate senior vice president for Reebok International, Ltd., and corporate vice president of Sealy, Inc. He served as a consultant in RHR International's Chicago office and later as director of strategic consulting and vice president at Aubrey Daniels International. He heads The Browns Group, Inc., and has successfully implemented behavior-based performance improvement programs in the United States and Asia. Prior to entering corporate work, Dwight was a tenured professor of psychology at West Virginia University and later served as CEO of a community mental health center in the southern West Virginia coal fields. Dwight has edited and authored books and articles on organizational performance. He is a Fellow of the American Psychological Association and American Psychological Society.

Abstract: Events like those of September 11, 2001 change political, economic, cultural, and psychological forces and powerfully influence how we live, work and play. Uncertainty, fear, economic instability, anger, patriotism are just some of the factors that influence our everyday behaviors. The complexity of these contingencies creates enormous challenges to those leaders seeking to maintain the stability, productivity, and security of populations under their span of influence, be they leaders of work organizations, communities, and nations. Some may find appeal to 'faith-based' initiatives that inform public policy and sustain a clash of opposing faiths; others can find guidance from a science of behavior that serves as a foundation for initiatives seeking to establish common ground among conflicting cultures. This presentation provides an overview of how behavior analysis contributes to understanding the complexity of socio political contexts under threat of terror and how consideration of contingency management, particularly linked contingencies, might assist efforts to enhance cultural awareness and renew communities, economies, businesses, and relations with other nations.

Verbal Networks in the Face of Terror. RAMONA HOUMANFAR, Ph.D. and Joe Rodrigues (University of Nevada, Reno)



Dr. Ramona Houtmanfar is an Assistant Professor, the Program Coordinator of the Behavior Analysis Program, and Director of Performance Systems Technology Program at the University of Nevada, Reno. Currently, Dr. Houtmanfar is serving as the senior co-chair of the Association for Behavior Analysis, a trustee of the Cambridge Center for Behavioral Studies, editor of the Performance Systems Analysis of Cambridge Center for Behavioral Studies, and an editorial board member of Journal of Organizational Behavior Management. In the area of improving human performance Dr. Houtmanfar has published articles and chapters, delivered more than 100 presentations at regional, national, and international conferences, and has co-published a book, "Organizational Change" (available through Context Press).

Abstract: Environmental ambiguity is one factor affecting verbal networks in organizations and is the topic of this paper. Our analysis considers the investigative data offered by the 911 Commission Report particularly in terms of the complex verbal networks among security agencies. Our descriptive recount demonstrates the gaps and redundancies in verbal networking processes that appears to have contributed to the failure of the US government and military to thwart the attacks on September 11, 2001. The ambiguity associated with the chain of command and individuals' roles are discussed particularly in regards to the 'lack of imagination' that the 9/11 Commissioners identified as underlying the systemic failure of our security forces. Process analysis occasions a number of behavior analytic interpretations of verbal events and their role in organizational effectiveness. We address the significance of the analysis of reciprocal relations

among verbal networks and human performance in organizations by using data from a series of analog preparations that shed some light on the design of effective organizations operating in times of terror.

Life in Wartime: Organizational Behavior, Systems Analysis, Private Sector Preparedness. MARK P. ALAVOSIUS, Ph.D. (Western Michigan University)



Dr. Mark P. Alavosius is an Assistant Professor of psychology joining the faculty of Western Michigan University in August, 2003. Dr. Alavosius received his BA in psychology from Clark University in 1976 and earned his MS (1985) and Ph.D. (1987) in Psychology from the University of Massachusetts at Amherst. His interests are in developing behavioral and instructional systems to improve work performance particularly in the areas of health and safety. Dr. Alavosius has a proven track record with NIOSH as a recipient of Small Business Innovations Research Grants to develop and test behavioral safety technologies. With over twenty years of experience in behavioral approaches to work performance and occupational safety, Dr. Alavosius has over 90 publications and conference presentations. As President of MPA & Associates, Inc., Dr. Alavosius works with specialists in instructional design, multimedia interactive systems, software development, business strategy,

and performance management to develop and provide behavioral systems to improve performance in business and industry.

Abstract: The publication of the 9/11 Commission Report provides a detailed accounting of the nature and extent of terrorism facing our culture. The report reviews extensive investigative data available on the 9/11 attack on the United States and recounts the evidence revealing al Queda as the perpetrator. The Commission report provides a vivid and unsettling assessment of the extent and sophistication of terrorists' threats to homeland security and the current limitations of our government's ability to detect and preempt future attacks. One stark assessment of the 9/11 Commission is that more attacks more terrible than those of September 11, 2001 will occur. This talk summarizes the report and offers considerations for behavioral science applications towards improving the private-sector's prevention of and preparedness for future attacks.

#137 Symposium

9:00 AM - 10:20 AM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Developing Effective and Preferred Preschool Classrooms: Promoting Discriminated Social Responses, Compliance, Novel Play, and Healthy Snack Choices

Chair: Jennifer M. Asmus (University of Florida)

Assessing Preschooler's Preferences for Continuously Signaled or Unsignaled Periods of Reinforcement and Extinction. JEFFREY H. TIGER, Gregory P. Hanley, Nicole A. Heal, and Jill M. White (University of Kansas)

An Evaluation of the Importance of the Density and Contingency of Superimposed Positive Reinforcement in the Treatment of Escape-Maintained Behavior. EINAR T. INGVARSSON, Gregory P. Hanley, and Katherine M. Solberg (University of Kansas)

An Examination of the Generalization of Diverse Block Building. JILL M. WHITE and Gregory P. Hanley (University of Kansas)

An Evaluation of Procedures for Promoting Preschooler's Healthy Snack Selections. KATHERINE M. SOLBERG, Gregory P. Hanley, Stacy A. Layer, Emma Hernandez, and Einar T. Ingvarsson (University of Kansas)

#138 International Symposium

9:00 AM - 10:20 AM

Private Dining Room 1 (3rd floor)

CBM; Service Delivery

Drugs and Depression: A Special Investigative Report

Chair: Christeine M. Terry (University of Washington)

Discussant: Rainer Franz Sonntag (Private Practice, Germany)

Client Reactions to an Antidepressant Treatment Rationale: Correlates, Implications, and Bears, Oh, My! REO NEWRING and Robert J. Kohlenberg (University of Washington)

Do Pharmacotherapist Behaviors Matter? An Investigation into the Influence of Pharmacotherapist Behaviors on Patient Adherence. CHRISTEINE M. TERRY and Robert J. Kohlenberg (University of Washington)

Evolutionary Hypotheses and Antidepressant Medication. MADELON Y. BOLLING (University of Washington)

#139 International Symposium

9:00 AM - 10:20 AM

Private Dining Room 3 (3rd floor)

OTH; Experimental Analysis

Expanding the Boundaries of Behavior Analysis with Advances in Computer Technology

Chair: Sean W. Clark (Southern Illinois University)

Simulating Gambling Tasks with Visual Basic.NET. ASHTON J. ROBINSON and Mark R. Dixon (Southern Illinois University)

Interfacing Visual Basic with Peripheral Devices: EEG Acquisition Equipment, Square Wave Stimulators, and Eye-Trackers. ROBERT WHELAN (Anglia Polytechnic University) and Derek Walsh and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

World Wide Dissemination of Behavior Analysis via the World Wide Web. Mark R. Dixon, JENNIFER A. DELANEY, Susan Edgren, and Jeffrey E. Dillen (Southern Illinois University)

A Programming Platform for Analysis of Human Behavior Through the Internet. JOHN E. WILLIAMS (University of Northern Iowa)

#140 Symposium

9:00 AM - 10:20 AM

Williford C (3rd floor)

EDC; Service Delivery

Function-Based Assessment and Behavior Intervention in School Programs

Chair: Mary Taylor (The Institute for Effective Education)

Discussant: Kenneth Traupmann (The Institute for Effective Education)

Function-Based Intervention to Treat Problem Behaviors Maintained by Access to Preferred Items and Activities. HILLARY WHITESIDE and Carol Nielsen (The Institute for Effective Education)

Reducing Severe Assaultive Tantrum Behavior in an Eleven-Year Old Boy with Autism. JENNY MAYS, Mary Taylor, and Jennifer Walk (The Institute for Effective Education)

Using Preference Assessments to Assist in Functionally Analyzing a New Antecedent to Assaultive Behavior. SHARON HODGES, Mary Taylor, and Jenny Mays (The Institute for Effective Education)

#141 International Symposium

9:00 AM - 10:20 AM

Boulevard B (2nd floor)

EAB; Experimental Analysis

Investigating Acceptance and Control

Chair: Andy Cochrane (National University of Ireland, Maynooth)

Paradoxical Effects of Thought Suppression Through Equivalence Classes. OLGA GUTIERREZ-MARTINEZ, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Carmen Luciano-Soriano (University of Almería, Spain)

Developing a Behavioural Approach Task to Examine Acceptance- Versus Control-Based Strategies. ANDY COCHRANE, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian Stewart (National University of Ireland, Galway)

The Effects of and Acceptance- and Control-Based Coping Strategy on Tolerance for Radiant Heat Pain. ANNE KEHOE, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth) and Ian Stewart (National University of Ireland, Galway)

Acceptance-Based Strategies and Pain Tolerance: The Role of Rule-Following and Relational Coherence. JENNY MCMULLEN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian Stewart (National University of Ireland, Galway)

#142 International Symposium

9:00 AM - 10:20 AM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Methodologies for Exploring Derived Stimulus Relations

Chair: Yolanda Von Wijnen (National University of Ireland, Maynooth)

The Implicit Association Test and Relational Frame Theory: A Behavioral Approach to Social Behaviour. GAIL G. CHAN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

The Implicit Association Test as a Measure of Implicit Parental Attitudes Towards Their Children with Autism Versus Siblings. YOLANDA VAN WIJNEN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

Measures of Attitudes to Autism using the IAT and IREP. REBECCA MILNE, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

Transfer of Contextual Control over Non-arbitrary Relations via Emergent Relations of Compound Stimuli. JOSE ORTEGA-PARDO and M. Carmen Luciano Soriano (University of Almería, Spain)

#143 Symposium

9:00 AM - 10:20 AM

Williford B (3rd floor)

EDC; Applied Behavior Analysis

BACB CE (CE Instructor: Stephanie M. Peterson, Ph.D., BCBA)

New Developments in Peer Tutoring

Chair: Lloyd Peterson (Idaho State University)

Discussant: Debra M. Kamps (University of Kansas)

ClassWide Peer Tutoring as an Intervention for Middle and High School Students with E/BD in Alternative Education Classrooms. LISA J. BOWMAN (University of Kansas, Juniper Gardens Children's Project)

If Only There Were a Mini-Me...The Effects of Pre-Recorded Sight Words on the Accuracy of Tutor Feedback. RENEE K. VAN NORMAN (The Ohio State University), Stephanie M. Peterson (Idaho State University), and Wendy Swazuk (The Ohio State University)

Preparing Preservice General Education Teachers to Implement Class Wide Peer Tutoring. LAWRENCE J. MAHEADY and Gregory F. Harper (SUNY Fredonia)

#144 Symposium

9:00 AM - 10:20 AM

Marquette (3rd floor)

OBM; Applied Behavior Analysis

BACB CE (CE Instructor: David Wilder, Ph.D., BCBA)

Recent Research on Assessment in Organizational Behavior Management

Chair: Byron Wine (Florida Institute of Technology)

Discussant: Ted Boyce (Center for Behavioral Safety, LLC)

A Comparison of Methods for Assessing Preference Among Employees: A Reinforcer Survey Versus a Forced Choice Procedure. DAVID WILDER, Kelly Therrien, and Byron Wine (Florida Institute of Technology)

Antecedent Analysis and Improvement of Customer Greeting in a Restaurant. Kelly Therrien, David Wilder, Manuel Rodriguez, and BYRON WINE (Florida Institute of Technology)

Use of the Performance Diagnostic Checklist to Assess and Improve Employee Task Completion in a Physical Therapy Clinic. MICHELLE VANWAGNER, Nicole Gravina, and John Austin (Western Michigan University)

#145 Symposium

9:00 AM - 10:20 AM

Joliet (3rd floor)

OBM; Applied Behavior Analysis

The Design and Analysis of Factors Promoting the Survival of Behavioral Programs

Post-research

Chair: L. Keith Miller (University of Kansas)

Researcher Supports: A Crucial Variable Affecting Survival of Behavioral Programs in Post-research Settings. L. KEITH MILLER (University of Kansas)

Increasing Data-Based Decision Making in Schools. MARIE C. TIEGHI-BENET, L. Keith Miller, and Rachel L. Freeman (University of Kansas)

The Effects of a Spouse-Implemented Contingency Contract on Survival of an Asthma Medication Adherence Program. HEIDI L. HILLMAN and L. Keith Miller (University of Kansas)

A Laboratory for Investigating Staff-Management Procedures. NATHANIEL G. SMITH and L. Keith Miller (University of Kansas)

#146 International Symposium

9:00 AM - 10:20 AM

Stevens #3 (Lower Level)

VRB; Applied Behavior Analysis

The Echoic Repertoire as a Tool to Teach Other Verbal Operants in Children with Autism

Chair: Gladys Williams (CIEL, S.L.)

Discussant: Joseph E. Spradlin (University of Kansas)

Intraverbal Behavior and Echoic Control: Analysis of this Relation and Possible Interferences. GLADYS WILLIAMS (CIEL, S.L.), José Julio Carnerero and Ana Pastor (Al-Mudariš, Spain), and Anna Beatriz Müller (União deo Americas)

The Use of Echoic Behavior as an Intervention to Decrease Palilalia. Gladys Williams (CIEL, S.L., Spain), ANA PASTOR and José Julio Carnerero (Al-Mudari's, Spain), and Jennie Williams Keller (Applied Behavioral Consultant Services, Inc., NY)

How to Teach a Child with Autism to Narrate Stories Utilizing an Echoic Repertoire as a Prompt System. JOSÉ JULIO CARNERERO (Al-Mudari's, Spain), Jesús López (Servicio Andaluz de Salud, Spain), Ana Pastor (Al-Mudari's, Spain), Gladys Williams (CIEL, S.L. Spain), and Laura Montenegro (Al-Mudari's, Spain)

#147 International Symposium

9:00 AM - 10:20 AM

Lake Michigan (8th floor)

DEV; Theory

BACB CE (CE Instructor: R. Douglas Greer, Ph.D.)

The Evolution of Verbal Behavior in Children

Chair: R. Douglas Greer (Columbia University Graduate School and Teachers College)

Discussant: Olive Healy (CABAS Ireland)

The Identification of Verbal Capabilities from A Verbal Behavior Analysis Perspective.

DOLLEEN-DAY KEOHANE (Columbia University Teachers College)

The Roles of Behavioral and Cultural Selection in the Evolution or Induction of Verbal Capabilities. R. DOUGLAS GREER (Columbia University Graduate School and Teachers College)

College)

#148 International Symposium

9:00 AM - 10:20 AM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Topics in Stimulus Equivalence: Terminology, Problem Solving, and Resistance to Change

Chair: Marta Leon (West Virginia University)

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

Terminology in the Stimulus-Relations Literature. CHRISTY A. ALLIGOOD, Harold E. Lobo, and Philip N. Chase (West Virginia University)

The Instructional Control of Performance on Emergent Stimulus Relations. HAROLD E. LOBO and Philip N. Chase (West Virginia University)

Resistance to Change and Stimulus Equivalence Tasks. MARTA LEON and Philip N. Chase (West Virginia University)

#149 Symposium

9:00 AM - 10:20 AM

Continental B (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Rebecca P. F. MacDonald, Ph.D., BCBA)

Towards a Behavioral Analysis of Joint Attention in Young Children with Autism

Chair: Rebecca P. F. MacDonald (The New England Center for Children)

An Analysis of Responsiveness to Joint Attention Bids in Children with Autism. REBECCA P. F. MACDONALD and Gretchen O'Sullivan (The New England Center for Children), William V. Dube (University of Massachusetts Medical School Shriver Center), and Jaime Cohen, René C. Mansfield, and Jenny Klein (The New England Center for Children)

Joint Attention and Socially Mediated Reinforcers in Children with Autism. WILLIAM V. DUBE (University of Massachusetts Medical School Shriver Center) and Rebecca P. F. MacDonald and René C. Mansfield (The New England Center for Children)

Teaching Children with Autism to Respond to Bids for Joint Attention. BRIDGET A. TAYLOR and Hannah E. Hoch (Alpine Learning Group)

The Etiology of Infant Social Referencing: A Learning Paradigm. MARTHA PELAEZ (Florida International University)

#150 Symposium

9:00 AM - 10:20 AM

Continental C (1st floor)

AUT; Applied Behavior Analysis

Using Precision Teaching to Assess Acquisition, Application and Retention of Skills in Children with Autism

Chair: Gwen A. Dwiggins (The Ohio State University)

Discussant: Paul Malanga (University of South Dakota)

Assessing the Effects of Single and Multiple Learning Channels on the Acquisition and Generalization of Sight Words. GWEN A. DWIGGINS, Timothy E. Heron, and Pamela G. Osnes (The Ohio State University)

Teaching Ben for Good: Implementing Fluency-Based Instruction and Precision Teaching to Assess Retention of Receptive Commands. LIBBY A. SPRINGMEYER (St. Cloud State University) and Gwen A. Dwiggins (The Ohio State University)

Beyond Sight Reading: Assessing Reading Skills as a Measure of Application of Fluent Decoding Skills. Gwen A. Dwiggins and NICHOL M. MOREY (The Center for Cognitive and Behavioral Therapy of Greater Columbus, Inc.)

#151 Paper Session

9:00 AM - 10:20 AM

Stevens #5 (Lower Level)

AUT

Verbal Behavior and Children with Autism

Chair: Teresa Grimes (Whole Child Consulting, LLC)

Combining a Verbal Behavior Approach with Other Methodologies Based upon Individual Needs and Team Preferences (Applied Behavior Analysis). TERESA GRIMES and Steven Ward (Whole Child Consulting, LLC)

Verbal behavior without Vocal Speech: Writing as Expressive Verbal Behavior (Applied Behavior Analysis). MARK A. ADAMS, Patricia Massoth, and Sergio Pinto (B.E.S.T. Consulting, Inc.)

Establishing an Autoclitic Repertoire in Children with Autism (Experimental Analysis). ALLYSON MOORE and Jane Howard (California State University)

#152 Symposium

9:00 AM - 10:20 AM

Astoria (3rd floor)

TPC; Theory

Verplank's Glossary and Thesaurus of Some Behavioral Terms: Bringing it to the Public via the Internet

Chair: Roger Ray (Rollins College)

Discussant: Jessica Ray ((AI)², Inc.)

A Retrospective on the History of Verplank's Glossary and Thesaurus. BRADY PHELPS (South Dakota State University) and A. Charles Catania (University of Maryland Baltimore County)

Bringing Verplank's Glossary and Thesaurus to the Internet: Intrinsic Issues and Extrinsic Solutions. ROGER D. RAY (Rollins College)

Mechanics of an Internet and Database Solution for Verplank's Glossary and Thesaurus. TARIEL GOGOBERIDZE ((AI)², Inc.) and Roger D. Ray (Rollins College)

#153 Special Event

10:00 AM - 10:50 AM

International North (2nd floor)

TBA; Applied Behavior Analysis

BACB CE (CE Instructor: Jack Michael, Ph.D.)

2005 ABA Tutorial: One Behavioral Approach to College Teaching

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

JACK MICHAEL, Ph.D. (Emeritus, Western Michigan University)



Dr. Jack L. Michael was born in 1926 in Los Angeles. He entered UCLA in 1943 as a chemistry major, served two years in the army, and returned to UCLA in 1946. He obtained a B.A., M.A., and Ph.D. at UCLA, finishing in 1955. As a graduate student his main interests were statistical methodology, physiological psychology, and learning theory. During his first teaching job (in the Psychology Department at Kansas University) he was much influenced by reading B. F. Skinner's *Science and Human Behavior*, and since then has been primarily involved in teaching behavioral psychology; at Kansas University, the University of Houston, Arizona State University, and Western Michigan University. At Houston In 1957 as a result of influence by the rehabilitation psychologist, Lee Meyerson, he began to apply Skinner's behavior analysis in the areas of mental retardation, mental illness, and physical disability. During the next several years behavior modification was in a

period of rapid expansion and Michael contributed with his teaching, writing, and public presentations. At ASU as a result of contact with Fred S. Keller, he became interested in college instructional technology from a behavioral perspective. Most recently he has been concerned with the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior.

He contributed to the founding of the Association for Behavior Analysis in 1974 and served as president of that organization in 1979. In 2002 he received the ABA Award for Distinguished Service to Behavior Analysis, and the American Psychological Association Division 25 Don Hake Award for research that bridges the gap between experimental and applied behavior analysis. He is author of a laboratory manual and a number of articles and chapters dealing with basic and applied behavior analysis. He retired from WMU in 2003.

Abstract: Many college courses have fairly clear goals related to a specific verbal content, and are taught by assigning text material, giving lectures, and assessing student repertoires with in-class exams. Some learning occurs during class attendance, but most results from out-of-class study. This tutorial will describe the evolution, rationale, and current status of the use of detailed study objectives and frequent exams as a way to produce highly effective out-of-class study, excellent student performance, and very good course evaluations. The approach does not require any resources other than those ordinarily available to an instructor, nor any special class-scheduling arrangements, and over time can result in a course that approaches programmed self-instruction in appearance and effectiveness.

#154 Paper Session

10:00 AM - 10:50 AM

Lake Huron (8th floor)

CSE

Challenges to Behavior Analysts: Do We See Ourselves as Others See Us?

Chair: Richard F. Rakos (Cleveland State University)

The Effects of a Training Module Designed to Increase Knowledge of ABA and Change Misconceptions (Service Delivery). LARAINÉ WINSTON and Michelle Sereno (University of South Florida), Alexandra Edward (Behavior Analysis Services Program), and Camille Pedone (University of South Florida)

Is the "Sense of Autonomy" a Primary Reinforcer for Humans? (Theory) RICHARD F. RAKOS (Cleveland State University)

#155 International Paper Session

10:00 AM - 10:50 AM

Private Dining Room 5 (3rd floor)

INT

Operants as Response Classes: An Incoherent Concept

Chair and Spanish Interpreter: Robin Nuzzolo-Gomez (Columbia University Teachers College)

JOSE E. BURGOS (University of Guadalajara)

#156 Paper Session

10:00 AM - 10:50 AM

Waldorf (3rd floor)

TPC; Theory

Some Political and Social Implications of Behavior Analysis

Chair: Richard Malott (Western Michigan University)

Is Behaviorism Liberal, Conservative, or Neither? STUART VYSE (Connecticut College)

Are Women, People of Color, Asians, and Southern Europeans Inherently Inferior to the Rest of Us? RICHARD W. MALOTT (Western Michigan University)

#157 Symposium

10:00 AM - 11:20 AM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Contributions of Behavioral Pharmacology to the Experimental Analysis of Behavior II

Chair and Discussant: Steven I. Dworkin (University of North Carolina, Wilmington)

Behavioral Analysis and Behavioral Pharmacology: A Synergistic Relationship. HARRIET DE WIT and Jerry Richards (University of Chicago)

Contributions of Behavioral Pharmacology to the Experimental Analysis of Behavior. CHRIS-ELLYN JOHANSON (Wayne State University School of Medicine)

Contributions of Behavioral Pharmacology to the Experimental Analysis of Behavior. CHARLES R. SCHUSTER (Wayne State University School of Medicine)

#158 Symposium

10:30 AM – 11:50 AM

Boulevard B (2nd floor)

EAB; Experimental Analysis

A Celebration of Ogden R. Lindsley: His Contributions to Basic Science

Chair and Discussant: Nicholas M. Berens (Center for Advanced Learning, Inc.)

Celeration and Component/Composite Relations: Two Elements of Ogden Lindsley's

Enduring Legacy for Selectionism. CHARLES T. MERBITZ (The Chicago School of Professional Psychology) and Nancy Hansen Merbitz (MHRC, Inc)

Og's Contributions to the Scientific Study of Human Behavior: Tools and Data. JESUS ROSALES-RUIZ (University of North Texas)

Ogden Lindsley's Foundations in and Early Contributions to Basic Science. HENRY S. PENNYPACKER (University of Florida)

#159 Symposium

10:30 AM - 11:50 AM

Continental C (1st floor)

AUT; Applied Behavior Analysis

Application of Descriptive and Experimental Assessment Procedures to Social Skill Interventions for Children with Autism

Chair: Brian A. Boyd (University of Florida)

Review of Evidence-Based Practices for Social Skills Interventions for Preschoolers with Autism. KIMBERLY CRAWFORD and Howard Goldstein (Florida State University)

Increasing Functional Communication Skills of Elementary Students with ASD: Written-Text Cueing within Peer-Mediated Interventions. KATHY THIEMANN (Juniper Gardens Children's Project)

Evocative Effects of the Repetitive Behavior of Children with Autism on their Social Behavior with Peers. BRIAN A. BOYD, Maureen A. Conroy, and Peter J. Alter (University of Florida)

Functional Analysis of Socially Withdrawn Behavior in Children with Autism. JENNIFER ANNE SELLERS, Jennifer M. Asmus, Maureen A. Conroy, Elizabeth Weeks, and Glenn Sloman (University of Florida)

#160 Symposium

10:30 AM - 11:50 AM

Williford B (3rd floor)

EDC; Service Delivery

BACB CE (CE Instructor: Susan Ainsleigh, Ed.D., BCBA)

Applications for Court Involved Youth and High School Students with Learning Disabilities

Chair: Diane Raymond (Simmons College)

Discussant: Michael J. Cameron (Simmons College)

Functional Assessment of Truant Behavior. TERRELL THEODULE and Michael J. Cameron (Simmons College)

Constructionalism: A Behavior Analytic Approach to Teaching High School Students. ROBERT DASILVA and Michael J. Cameron (Simmons College)

Word-Picture Associations for Teaching Vocabulary Skills to High School Students with Dyslexia. CHRISTINE SPIGNESI, Michael J. Cameron, and Susan Ainsleigh (Simmons College)

#161 Symposium

10:30 AM - 11:50 AM

Lake Michigan (8th floor)

DEV; Theory

Applications of a Behavioral Developmental Theory of Therapist Behavior with Clients: Therapeutic Boundaries

Chair: Patrice Marie Miller (Salem State College)

Discussant: Thomas Gutheil (Harvard Medical School)

Clinicians' Perceptions of Boundaries in Brazil and United States. PATRICE MILLER (Salem State College) and Thomas Gutheil (Harvard Medical School)

Differences in What Is a Boundary Violation for Traditional Therapists and Applied Behavior Analysts. MICHAEL COMMONS (Harvard Medical School)

Avoiding Getting Sued over Boundary Issues. MICHAEL COMMONS (Harvard Medical School)

#162 Symposium

10:30 AM - 11:50 AM

Continental B (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Lara Delmolino, Ph.D., BCBA)

Assessing Social Behavior of Preschoolers with Autism in Natural Settings

Chair: Sandra L. Harris (Rutgers, The State University of New Jersey)

Discussant: Gail G. McGee (Emory University)

Establishing Reliable Systems of Measurement for Social Behavior: Issues and Key Variables. MARY JANE WEISS (Rutgers University)

Assessing Improvement in Social Competence of Preschoolers with Autism: Changes in Structured Versus Unstructured Contexts. MEGAN P. MARTINS, Lara M. Delmolino, and Mary Jane Weiss (Rutgers University)

Direct Measurement of Social Behavior: Sensitivity and Relationship to Other Measures. LARA M. DELMOLINO (Rutgers University)

#163 Symposium

10:30 AM - 11:50 AM

Marquette (3rd floor)

OBM; Service Delivery

Behavioral Systems Applications in Charter Schools

Chair: Kristen Maglieri (University of Nevada, Reno)

Discussant: William B. Abernathy (Abernathy & Associates)

A National Review of Pay for Performance in Schools. MONICA GARLOCK and Ramona Houmanfar (University of Nevada, Reno)

Trials and Tribulations of Implementing a Total Performance Systems in a Public Charter School. KRISTEN MAGLIERI, Rebecca Johnson, and Ramona Houmanfar (University of Nevada, Reno)

Conducting Behavioral Systems Analysis to Improve Staff Performance. REBECCA JOHNSON, Kristen A. Maglieri, and Ramona Houmanfar (University of Nevada, Reno)

#164 Symposium

10:30 AM - 11:50 AM

Williford A (3rd floor)

CBM; Service Delivery

BACB CE (CE Instructor: Jeannie Golden, Ph.D., BCBA)

Child Clinical Applications of Behavior Analysis

Chair: Teresa Rodgers (Florida Department of Children & Families)

Using Functional Behavioral Assessment to Identify Appropriate Treatment Strategies for Children in Hospital Settings. LYNN OLSON (Regent University)

Using Applied Behavior Analysis to Provide Stability in a Foster and Adoptive Home for a Child with Multiple Diagnoses. JEANNIE GOLDEN (East Carolina University)

Using Applied Behavior Analysis to Treat School Phobia with Panic Attacks and Social Anxiety Disorder. Adam A. Spencer and JEANNIE GOLDEN (East Carolina University)

Using a Variety of Behavioral Treatments to Reduce Inappropriate Social Behavior in an Adolescent Girl with Multiple Diagnoses. Jennifer Maness and JEANNIE GOLDEN (East Carolina University)

#165 International Paper Session

10:30 AM - 11:50 AM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Choice

Chair: Angel Jimenez (University of Guadalajara)

Choice, Changeover Requirements, Haloperidol, and Magnitude of Reinforcement. CARLOS F. APARICIO (University of Guadalajara)

Changeover Requirement in Standard and Forced Choice Situations. ANGEL JIMENEZ and Carlos F. Aparicio (University of Guadalajara)

Does the Concatenated Generalized Matching Law Include the Necessary and Sufficient Conditions of Reinforcement for Influencing Preference? JAMES S. MACDONALL (Fordham University)

#166 International Paper Session

10:30 AM - 11:50 AM

Stevens #3 (Lower Level)

VRB

Conceptual and Empirical Analysis of Complex Verbal Behavior

Chair: Sam Leigland (Gonzaga University)

The Role of Verbal and Symbolic Behavior, as well as Contextual Cues in Perspective Taking (Applied Behavior Analysis). INMACULADA GÓMEZ BECERRA and María Jesús Martín (University of Almería, Spain), and R. Douglas Greer and Mapy Chávez-Brown (Columbia University Teachers College)

On the Roles of Relational Frame Theory in the Functional Analysis of Verbal Behavior (Theory). SAM LEIGLAND (Gonzaga University)

Transformation of Mathematical and Stimulus Functions: The Value of Elegance (Applied Behavior Analysis). CHRIS NINNESS and Robin Rumph (Stephen F. Austin State University), Dermot Barnes-Holmes (National University of Ireland, Maynooth), and Sharon Ninness, Glen McCuller, and Ron Smith (Stephen F. Austin State University)

#167 Symposium

10:30 AM - 11:50 AM

Stevens #2 (Lower Level)

DDA; Service Delivery

BACB CE (CE Instructor: Alison L. Moors, M.A., BCBA)

Current Topics in Precision Teaching with Autism/Developmental Disabilities

Chair: Alison L. Moors (Fabrizio/Moors Consulting)

Teaching Peers to Conduct Functional Assessments for Inappropriate Behavior in a Classroom Setting. HOLLY C. ALMON-MORRIS, Michael Fabrizio, and Kristin N. Schirmer (Fabrizio/Moors Consulting)

Teaching and Measuring "Pre-Attending" Skills in a Pre-school Child with Autism. ALISON L. MOORS and Holly C. Almon-Morris (Fabrizio/Moors Consulting)

Establishing Frequency Aims. Sara Pahl, KRISTIN N. SCHIRMER, Michael Fabrizio, and Alison L. Moors (Fabrizio/Moors Consulting)

Teaching Children with Autism Independent Play Skills Using Precision Teaching. KRISTA ZAMBOLIN, Heidi Calverley, and Kelly J. Ferris (Fabrizio/Moors Consulting)

#168 International Symposium

10:30 AM - 11:50 AM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Derived Relational Responding and the Implicit Association Test

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

The Implicit Relational Evaluation Procedure (IREP) and Event Related Potentials: Developing a Methodology for Assessing Previously Established Relational Frames. EILISH HAYDEN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian Stewart (National University of Ireland, Galway)

A Derived Relations Model of the Implicit Association Test: Reaction Times and Event Related Potentials. Dermot Barnes-Holmes (National University of Ireland, Maynooth), IAN STEWART (National University of Ireland, Galway), Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and Robert Whelan and Simon Dymond (Anglia Polytechnic University, Cambridge, UK)

Derived Relational Responding, the Implicit Association Test, and Event Related Potentials: A Possible Model of the Verbal Processes Involved in the IAT Effect. CATRIONA O'TOOLE, Sinead Smyth, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian Stewart (National University of Ireland, Galway)

#169 Symposium

10:30 AM - 11:50 AM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Myrna E. Libby, Ph.D., BCBA)

Effects of Access to Stimuli During Stimulus Preference Assessments

Chair: Myrna E. Libby (The New England Center for Children)

Comparison of Verbal Preference Assessments in the Presence and Absence of the Actual Stimuli. CINDY TERLONGE (Louisiana State University), and David E. Kuhn and Iser Guillermo DeLeon (Johns Hopkins University)

The Effect of Differential Consequences on Pictorial Preference Assessment Outcomes. MARK P. GROSKREUTZ, Richard B. Graff, Kelly K. Collins, and Nick Chappell (The New England Center for Children)

Some Anomalous Findings from Paired-Stimulus Preference Assessments. Liming Zhou, LEAH KOEHLER, Brian A. Iwata, Natalie Rolider, and Sarah E. Bloom (University of Florida)

Evaluation of Duration-Based Procedures for Assessing Leisure Item Preference. JODY M. STEINHILBER and Cammarie Johnson (The New England Center for Children)

#170 Symposium

10:30 AM - 11:50 AM

Astoria (3rd floor)

TPC; Applied Behavior Analysis

Examining Measurement and Analysis Issues on the Validity of Single Subject Design Research

Chair: Maureen A. Conroy (University of Florida)

Discussant: Joseph Wehby (Vanderbilt University)

A Critical Analysis of the Role of Measurement on the Validity of Research. MAUREEN A. CONROY (University of Florida) and Janine Peck Stichter (University of Missouri, Columbia)

Alternative Strategies for Determining Intervention Effectiveness. MELISSA L. OLIVE (University of Texas at Austin)

Multiple Measures to Assess Student Behavior Change and Treatment Fidelity: Issues, Methods and Preliminary Results. JAMES J. FOX, Leia D. Blevins, Angela Spranger, Cheri Kyzer, Christi Carr, and Stacy Foster (East Tennessee State University)

#171 Symposium

10:30 AM - 11:50 AM

Private Dining Room 1 (3rd floor)

CBM; Applied Behavior Analysis

Implications and Outcomes of Acceptance in Relation to Acute and Chronic Pain Behavior

Chair: Ann Branstetter (Southwest Missouri State University)

Focused Attention Versus Thought Suppression in Avoidant Pain Behavior. CHRIS LORANCE, Mikaela Hildebrandt, and Beth McCorkle (Southwest Missouri State University)

Comparing Standard Care and ACT: Acute Pain Tolerance and Subjective Ratings. MIKAELA HILDEBRANDT, Chris Lorange, Beth McCorkle, Tanya Kimbrough, and Ann Branstetter (Southwest Missouri State University)

Comparison of Treatment Outcomes for Individuals with Recurrent Headache: Does ACT Offer More Than Standard Care Interventions? MIKAELA J. HILDEBRANDT, Chris Lorange, Beth McCorkle, Scott Hemphill, Shelley Muckey, and Ann Branstetter (Southwest Missouri State University)

Efficacy of ACT in Rehabilitation for Patients with Chronic Pain Conditions. RIKARD WICKSELL, Josefin Ahlqvist, and Gunnar Olsson (Astrid Lindgren Children's Hospital) and Melin Lennard (Uppsala University)

#172 Symposium

10:30 AM - 11:50 AM

Continental A (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Dana R. Reinecke, M.A., BCBA)

Increasing the Range of Reinforcers for Students with Autistic-Spectrum Disorders

Chair and Discussant: Dana R. Reinecke (Room to Grow)

Increasing the Number of Play Activities Chosen by Children with Autism: Effects of Exposure and Response-Independent Reinforcers. DANA R. REINECKE (Room to Grow) and Nancy S. Hemmes (Queens College, City University of New York)

Generalization of the Exposure Effect within Categories of Activities. ERIC H. SHYMAN (East Meadow UFSD) and Dana R. Reinecke (Room to Grow)

Simple Exposure in the Development of New Reinforcers for Preschoolers with Autism. AMY GEWIRTZ and Dana R. Reinecke (Room to Grow)

#173 Symposium

10:30 AM - 11:50 AM

International South (2nd floor)

EAB; Experimental Analysis

BACB CE (CE Instructor: Mark R. Dixon, Ph.D., BCBA)

Is Verbal Behavior Necessary to Understand Gambling?

Chair: Beau Laughlin (Southern Illinois University)

Discussant: Steven R. Hursh (Johns Hopkins University)

Toward an Animal Model of Gambling: Rats Playing a Slot Machine. JEFFREY N. WEATHERLY, Jeri T. Nurnberger, and Carla J. Demaine (University of North Dakota)

Biasing Response Allocations on Concurrently Available Slot Machines via Rule Governed Behavior. ASHTON J. ROBINSON and Mark R. Dixon (Southern Illinois University)

Verbal Relations Contribution to the Behavioral Economics of Gambling. MARK R. DIXON (Southern Illinois University)

#174 Symposium

10:30 AM - 11:50 AM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Learning: A Behavioral View

Chair: Donald K. Pumroy (University of Maryland)

Discussant: Leopold O. Walder (Behavior Service Consultants)

Elements of Learning. DONALD K. PUMROY (University of Maryland)

Why Are Boys More Trouble? ROGER W. MCINTIRE (University of Maryland)

Distance Learning. JUDY G. BLUMENTHAL (Associates for BehaviourChange)

#175 International Symposium

10:30 AM - 11:50 AM

Joliet (3rd floor)

OBM; Applied Behavior Analysis

Literature Reviews for Better Practice

Chair and Discussant: Heather M. McGee (Western Michigan University)

An Objective Comparison of ABA and OBM Research. KATHY M. CULIG, Alyce M. Dickinson, Heather M. McGee, and John Austin (Western Michigan University)

A Review of Process Improvement Strategies: Selling OBM to Non-OBMers. JOSEPH R. SASSON (Florida State University)

Institutionalization and Response Maintenance in Organizational Behavior Management. SIGGI SIGURDSSON and John Austin (Western Michigan University)

#176 Paper Session

10:30 AM - 11:50 AM

Stevens #4 (Lower Level)

AUT

Optimal Learning Environments for Children with Autism

Chair: Patricia Oliver (Florida Atlantic University)

A Comparison of Program Quality Indicators for Self-Contained Structured Environments and Naturalistic Inclusive Environments for Students with Autism (Service Delivery).

PATRICIA OLIVER and Charles Dukes (Florida Atlantic University)

Translating Research into Practice for Learners with Autism Spectrum Disorders (Service Delivery). KIRSTEN K. YURICH and Kendra Lauren Peacock (The Vista School), Peter F. Gerhardt (Private Practice), and Richard M. Kubina, Jr. (Pennsylvania State University)

A Comprehensive Examination of the Benefits of a Teacher/Prompter Model in an ABA Classroom for Children with Autism (Applied Behavior Analysis). TRAVIS HAYCOOK, Francine Dimitriou, and Leslie Sinclair (The Cleveland Clinic Center for Autism)

#177 International Paper Session

10:30 AM - 11:50 AM

Stevens #5 (Lower Level)

AUT

Parents' Roles in Behavioral Intervention

Chair: Jack Scott (Florida Atlantic University)

Early Intensive Behavioral Intervention: 2004-2005 International Survey of Parents Conducting Home Programs (Service Delivery). JACK SCOTT and Jessica Wassung (Florida Atlantic University)

Understanding How Families Manage Their ABA Programmes: The Parent Interview Project (Applied Behavior Analysis). CORINNA F. GRINDLE, Hanna Kovshoff, and Bob Remington (University of Southampton, UK) and Richard P. Hastings (University of Wales Bangor)

A Theoretical Examination of the Motivation and Buy-In for Parents Seeking ABA Services (Applied Behavior Analysis). CRISTIN HARRISON and Ginger Wilson (University of Nevada, Reno)

#178 Paper Session

10:30 AM - 11:50 AM

Williford C (3rd floor)

EDC

Tools for Developing Interventions on Problem Behavior

Chair: Michelle Larocque (Florida Atlantic University)

Effective Practices in Behavior Intervention Plan Development and Implementation (Applied Behavior Analysis).

KIM KILLU (University of Michigan, Dearborn)

The Functional Tool: Examining Educators' Use of Abbreviated Functional Behavioral Assessment Procedures (Service Delivery). MICHELLE LAROCQUE and Charles Dukes (Florida Atlantic University)

Visit the ABA Exhibitors

Friday – Monday, 10 am – 2 pm and 3 pm – 7 pm
Tuesday, 9 am – noon

Southwest Exhibit Hall

Next to Poster Sessions and START
(take escalator down from registration area)

For an updated list of exhibitors, visit

www.abainternational.org/convention/exhibitorlist.asp

#179 Special Event

11:00 AM - 11:50 AM

International North (2nd floor)

OTH; Applied Behavior Analysis

BACB CE (CE Instructor: Brian Iwata, Ph.D., BCBA)

2005 ABA Tutorial: Professional Development Series: Disseminating Research Findings through Peer-Review Publication

Chair: Rachel Tarbox (Center for Autism and Related Disorders)

BRIAN A. IWATA, Ph.D. (University of Florida)



Dr. Brian Iwata received his Ph.D. in Clinical and School Psychology from Florida State University as a student of Jon Bailey. He subsequently held faculty appointments at Western Michigan University and at the Johns Hopkins University School of Medicine, and he is currently Professor of Psychology and Psychiatry at the University of Florida, where he directs research programs on self-injurious behavior, the Prader-Willi syndrome, and autism. Brian's primary areas of interest are research methodology, developmental disabilities, functional analysis of severe behavior disorders, and program evaluation. He has published over 200 articles and chapters on these topics and has received over \$5 million in research grants to support that work. Brian is the former editor of JABA and past president of ABA, APA Division 33, FABA, SABA, and SEAB. He has chaired study sections for both NIH and NIMH and is a fellow in AAMR, ABA, APA, and APS. Brian has

received a number of significant awards for his work, including the D.F. Hake Award for Contributions to Basic and Applied Research as well as the Award for Applied Research from APA, the Award for Distinguished Contributions to Service from ABA, and the R. B. Dillard Award for Excellence in Research from AAMR. Brian is just as much a teacher of researchers as he is a researcher: Half of the recipients of the B. F. Skinner Award (APA Division 25) have been his former Ph.D. students.

Abstract: Although a common mechanism for disseminating research findings is the conference presentation, the standard for determining quality in scientific communication is publication in a peer-reviewed journal. However, traditional thesis and dissertation requirements, and the way in which these requirements are met, typically fail to produce research competence that survives the peer-review process. My presentation will focus on strategies for acquiring general research skills, formulating research questions, generating publishable data, and learning the ins and outs of the peer-review process.

#180 International Paper Session

11:00 AM - 11:50 AM

Private Dining Room 5 (3rd floor)

INT

Analisis del Comportamiento y Analisis de la Conducta: Two Different Behavior Analyses

Chair and Spanish Interpreter: Mapy Chavez-Brown (Columbia University Teachers College)

R. DOUGLAS GREER (Columbia University Teachers College)

#181 Paper Session

11:00 AM - 11:50 AM

Lake Huron (8th floor)

CSE; Applied Behavior Analysis

Behavior Analytic Research: Where, How, Why

Chair: Jennifer Dressel-Wosmek (University of Kansas)

Promoting Large Scale Behavior Change: Diffusion of Research Ethics Across a University.

WAYNE FUQUA (Western Michigan University)

Day-Care in America: Context and Research Opportunities. JENNIFER DRESSEL-WOSMEK

(University of Kansas)

#182 Invited Event

11:00 AM - 11:50 AM

Waldorf (3rd floor)

TPC; Theory

BACB CE (CE Instructor: T. V. Joe Layng, Ph.D.)

Theory of Mind: A Behavior Analytic Perspective

Chair: David Palmer (Smith College)

T. V. JOE LAYNG, Ph.D. (Headsprout, Inc.)



Dr. T. V. Joe Layng co-founded Headsprout, and serves as the company's Senior Scientist where he led the scientific team that developed Headsprout's patented Generative Learning Technology. This technology forms the basis of the company's Headsprout Early Reading program, for which Joe was the chief architect.

Joe has over 25 years of experience in the experimental analysis of behavior and the learning sciences both in the laboratory and in applied settings. Joe earned a Ph.D. in Behavioral Science (Biopsychology) from The University of Chicago, where he conducted basic research on animal models of psychopathology. Specifically, he, in collaboration with P. T. Andronis and I. Goldiamond, investigated the recurrence of chronic, un-reinforced, self-injurious behavior (SIB – head-banging by pigeons) as a

function of past selection contingencies for SIB, and current selection contingencies which maintained a different class of behavior (key-pecking). He also collaborated with P. T. Andronis and I. Goldiamond on research investigating the adduction of untrained complex symbolic social-behavior, which led to the key elements upon which the Headsprout Generative Learning Technology is based. From 1991 to 1996, Joe was the Director of the Academic Support Center, and then Dean of Public Agency and Special Training Programs at Malcolm X College in Chicago.

Abstract: In the past few years there has been growing interest in what some investigators have come to call Theory of Mind. Catalyzed by work with Chimpanzees by David Premack and his colleagues, it has been postulated that certain animals, particularly humans, develop a model for what another may be thinking. This model is used in turn to guide how the organism responds in various social situations. In essence, an individual generates a theory concerning the mind of another, and uses that theory to help maximize his or her own social effectiveness. Where such ability is lacking, social effectiveness is said to diminish. Recently, it has been suggested that such diminished capacity may be at the root of Autism. This presentation explores some of the data, both behavioral and from brain imaging studies, which are used to support some of the theory of mind hypotheses. Further, it suggests a behavioral alternative based on Skinner's (1957) analysis of Verbal Behavior, with particular emphasis on autoclitic responses, and the steps behavior analysts might take to further explore this interesting area of animal and human research.

#183 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

AUT

1. **Using Precision Teaching to Teach Storytelling to a Young Child with Autism (Applied Behavior Analysis).** KRISTIN N. SCHIRMER, Holly C. Almon-Morris, Michael Fabrizio, Brenda Abrahamson, and Katie Chevalier (Fabrizio/Moors Consulting)
2. **Using Precision Teaching to Measure Language Development through an Augmentative Communication Device in a Young Child with Autism (Applied Behavior Analysis).** AMY KING, Kelly J Ferris, Michael Fabrizio, and Katherine Greenberg (Fabrizio/Moors Consulting) and Paula Herrington (Communication, Language And Speech Services, Inc.)
3. **Treatment of Sleep Problems in a Young Child with Autism Using a Multi-Component Behavioral Intervention (DDA; Applied Behavior Analysis).** HANNAH HOCH (The Graduate Center, City University of New York) and Mary E. McDonald (The Genesis School)
4. **The Development of Verbal Behavior: Predicting Outcome (VRB; Experimental Analysis).** DEBRA RAUSCH-HARRIS and Laura Schreibman (University of California, San Diego)
5. **Intensive Behavioral Treatment for Young Children with Autism: Four Year Outcome and Prediction (Service Delivery).** GLEN O. SALLOWS and Tamlynn D. Graupner (Wisconsin Early Autism Project)
6. **The Effects of Video-Based Instruction on Discrimination Training with a Child Diagnosed with Autism (DDA; Applied Behavior Analysis).** Jessica Feger, LORI RUSSO, and Tessa VanKirk (Behavioral Innovations, Inc.)
7. **Teaching a Child with Autism to Respond to His Name (Applied Behavior Analysis).** JESSICA CHERNE (St. Cloud State University)
8. **Improving Spontaneous Requesting Message for Children with Autism Using Parent's Cellphone (EDC; Service Delivery).** KYONG BONG KIM, Kee Yeon Min, Yun Hee Lee, Eun Hee Shon, Jin Hwa Lee, Jee Hae Lee, Soo Ok Shong, and Hae Ree Bark (Lotus Flowers Children Center, Korea)
9. **Teaching Autistic Children Generative Questions (VRB; Applied Behavior Analysis).** LAURA BELZ and Marilyn Bonem (Eastern Michigan University)
10. **Assessing Generalization from the Computer to 3-D Objects Using the Discrete Trial Trainer Computer Program (EDC; Applied Behavior Analysis).** JAIME SCHILLING, Bridget Taylor, and Hannah Hoch (Alpine Learning Group)
11. **Comparison of Early Progress and Outcome for Children with Autism (Applied Behavior Analysis).** VICKI MADAUS KNAPP, Kathleen B. Honer, and Amy L. Jablonski (Summit Educational Resources)
12. **Comparing Constant Time Delay and Simultaneous Prompting Procedures on Skill Acquisition for Children with Autism (Applied Behavior Analysis).** NICOLE ZEUG, Julie Ackerlund, Sara Czekalski, Sarah Tillman, and Kevin P. Klatt (University of Wisconsin, Eau Claire)
13. **Assessment of Responding to Joint Attention after One Year of EIBI Treatment (Applied Behavior Analysis).** JENNY KLEIN, Gretchen O'Sullivan, and Rebecca P. F. MacDonald (The New England Center for Children)
14. **Post-training Discrete-Trial Teaching Performance by Instructors of Young Children with Autism in Early Intensive Behavioral Intervention (OBM; Applied Behavior Analysis).** CAROLYN S. RYAN (New York Center for Autism) and Nancy S. Hemmes (Queens College)
15. **Comparison of Typical Match-to-Sample and Match "Tacts" in the Acquisition of Tacts (Applied Behavior Analysis).** ELAINE JOHNSON (Bay District Schools) and H. Allen Murphy, Jennifer Fenwick, and Lisa Gravlee (Florida State University at Panama City)
16. **Teaching Tact for Children with Autistic Disorders (Applied Behavior Analysis).** NOZOMI NAOI and Jun-ichi Yamamoto (Keio University, Japan)

17. **Teaching Functional Verbal Behavior Using the Picture Exchange Communication System (PECS) with Low Functioning Children with Autistic Disorders (Applied Behavior Analysis).** KUMIKO YOKOYAMA, Nozomi Naoi, and Jun-ichi Yamamoto (Keio University)
18. **Analyzing the Results of the Assessment of Basic Language and Learning Skills (ABLLS) Given to Siblings of Children Diagnosed with Autism (EDC; Applied Behavior Analysis).** Jennifer Wiessner, KRISTIN WIER, and Amy Hund (The Early Intervention Center)
19. **A Comparison of Therapist Versus Spousal Feedback on Parent Training Implementation Fidelity (Service Delivery).** DONNA CHANEY (Behaviour Institute)
20. **Intervention Planning in Reducing Inappropriate Verbalizations in a Preschooler Diagnosed with Pervasive Developmental Disorder (DDA; Applied Behavior Analysis).** AMY SOKOL, Joanne Tufano, and Helen Bloomer (Crossroads Center for Children)
21. **Behavioral Skills Training for Parents of Children with Autism: Teaching Implementation of the Natural Language Paradigm (DDA; Applied Behavior Analysis).** JILL GILLET and Linda LeBlanc (Western Michigan University)
22. **The Kindergarten Survival Skills Checklist: Psychometric Properties with Typically Developing Children and Children with Autism (EDC; Applied Behavior Analysis).** DANIEL W. MRUZEK, Tasha Geiger, and Caroline I. Magyar (University of Rochester School of Medicine and Dentistry)
23. **Communication and Adaptive Behavior Skills of Preschoolers Receiving Early Intensive Behavioral Intervention: One Year Outcome (Applied Behavior Analysis).** MICHELLE RONE-DEPOLO, Jocelyn Mills, Leslie Sinclair, and Aletta Sinoff (The Cleveland Clinic Center for Autism)
24. **Retrospective Analysis of the Effects of Decreases in Treatment Hours in Early Intervention for Young Children with Autism (Service Delivery).** SIENNA WOOTEN, Rachel S. F. Tarbox, Doreen Granpeesheh, and Sarah Larsen (Center for Autism and Related Disorders, Inc.)
25. **Evaluation of Simultaneous Instruction of Receptive by Feature, Function and Class Discrimination Skills with Young Children with Autism (VRB; Applied Behavior Analysis).** AMANDA SPITZER and Jill McGrale-Maher (Marlborough Public Schools) and Sharon Krendall-Ames (Ashland Public Schools)
26. **Evaluation of Baseline Procedures Implemented in Discrete Trial Assessments (EDC; Applied Behavior Analysis).** LORRIE A. PERRY, Jessica Everett, and Mark Williams (May Center for School and Home-Based Consultation)
27. **Retention of Expressive Labels Using Video Modeling on a Preschooler with Autism: A Case Study (EDC; Applied Behavior Analysis).** Aletta Sinoff, ALLISON NEWMAN, Leslie Sinclair, and Jocelyn Mills (Lerner School)
28. **Teaching Concepts to Children with Autism Using Incidental Versus Discrete Trial Formats (EDC; Applied Behavior Analysis).** JANET A. BUTZ (CARE, LLC) and Ceri Edwards and Rolando Ocanas (Schertz-Cibola-Universal City ISD)
29. **"Keep Your Clothes On:" A Strategy for a Preschool Student with Autism (EDC; Applied Behavior Analysis).** JANET A. BUTZ (CARE, LLC) and Larry Combs and Leslie Wilson (Artesia School District)
30. **Benefits of a Summer Therapeutic Activities Program When Transitioning into the Academic School Year (Service Delivery).** PAIGE KEETER, Emily Leayman, and John McElwee (KidsPeace)
31. **Therapy Balls as Seating and Engagement in Children with Autism: A Replication (EDC; Applied Behavior Analysis).** AMY SLYMAN and Jane Carlson (The May Institute)
32. **Establishing Toy Play and Reinforcement in a Child with Autism: Parents as Paired Reinforcers (DDA; Applied Behavior Analysis).** ALEXIS HYDE-WASHMON, Courtney Ferguson, and Gerald Harris (University of Houston, Texas Young Autism Project)

#184 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

BPH

33. **A Novel Model of Drug-Induced Reinstatement (EAB; Experimental Analysis).** RICHARD FOLTIN, Stephanie Collins, Margaret Haney, and Suzette Evans (The New York State Psychiatric Institute)
34. **Dose Intermittency and the Stability of a Cocaine Dose-Response Curve (EAB; Experimental Analysis).** JULIE ANN MARUSICH and Marc N. Branch (University of Florida)
35. **The Discriminative Stimulus Effects of Twenty-Two Hours Food Restriction in Rats (Experimental Analysis).** DAVID JEWETT, Valerie Jonjak, Sarah Weis, Natalie Koffarnus, Regina Carroll, and Daniel Hehli (University of Wisconsin Eau Claire) and Martha Grace and Allen Levine (University of Minnesota)
36. **The Effects of Muscarinic Acetylcholine Receptor Antagonism in the Ventral Tegmental Area on Food Reward in Rats (Experimental Analysis).** RUTH SHARF and Robert Ranaldi (Queens College)
37. **Changes in Response Topography and Sensitivity to Reward During Exposure to DA D1, D2 and D3 Receptor Agonists (EAB; Experimental Analysis).** VALERI FARMER-DOUGAN, Katie Freske, Sarah Davis, Melanie Grzesik, Corinne Smith, and Sesha Chandrashekar (Illinois State University)
38. **Effects of Clomipramine on Self-Control Choice in Lewis and Fischer 344 Rats (EAB; Experimental Analysis).** KAREN G. ANDERSON (West Virginia University)
39. **The Effects of Clinically-Relevant Doses of Amphetamine and Methylphenidate on Self-Control, Impulsivity, and Attention (EAB; Experimental Analysis).** ROBERT C. SPENCER, Matthew E. Andrzejewski, Ann E. Kelley, and Craig Berridge (University of Wisconsin, Madison)
40. **Choice Between Immediate and Delayed Reinforcement in Alcohol Self-Administration (EAB; Experimental Analysis).** FORREST FILES (Bradley University)
41. **Time Allocation on a Four Random-Interval Concurrent Schedule: Effects of Free Water and Alcohol Availability (EAB; Experimental Analysis).** ELIAS ROBLES, Wilson Howe, and William Wessinger (University of Arkansas for Medical Sciences)
42. **A Three-Lever Drug Discrimination Procedure Differentiates GHB and Ethanol (EAB; Experimental Analysis).** GABRIEL D. SEARCY, Dori M. Pynnonen, Alan D. Poling, and Lisa E. Baker (Western Michigan University)
43. **Do Self-Reported Effects of Inhaled Anesthetics Predict Subsequent Self-Administration? (EAB; Experimental Analysis).** ANDREW SYVERTSEN and Diana Walker (University of Chicago)
44. **A Comparison Between Internet-Based Voucher Reinforcement and Nicotine Patches for Cigarette Smoking (CBM; Applied Behavior Analysis).** IRENE M. GLENN and Jesse Dallery (University of Florida)
45. **An Internet-Based Voucher Program for Smoking Abstinence (CBM; Applied Behavior Analysis).** STEVEN MEREDITH, Irene Glenn, and Jesse Dallery (University of Florida)

#185 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

CBM

46. **Effect of Behavioral Activation Treatment on Pain Anxiety Cognition (VRB; Applied Behavior Analysis).** DUANE A LUNDERVOLD, Chris Talley, and Michael Buermann (Central Missouri State University)

47. **Two and a Half Years Follow-Up of Weight and Body Mass Index Values in the Weight Control for Life! Program: A Descriptive Analysis (Applied Behavior Analysis).** BLAKE NUNN (University of Wisconsin, Milwaukee) and R. Gregory Nunn (National University)
48. **Parental Nonadherence to Treatment Recommendations After Discharge from a Feeding Program: Functional Assessment and Intervention (Applied Behavior Analysis).** JOYCE KAO, Kellie Hilker, and Peter Girolami (The Kennedy Krieger Institute)
49. **Acceptance, Bariatric Surgery, and Comorbid Conditions (Service Delivery).** DANIEL J. MORAN (MidAmerican Psychological Institute) and Patricia Bach (Illinois Institute of Technology)
50. **Pedometers and Brief Family Physician Counseling: Increasing Physical Activity for Patients (Applied Behavior Analysis).** JEFFREY VANWORMER (HealthPartners Center for Health Promotion) and Steven Stovitz, Bruce Center, and Karin Lindstrom Bremer (University of Minnesota)
51. **An Integrative Behavior Therapy for Smoking Cessation (Service Delivery).** JAMES ANDERSON and Scott Gaynor (Western Michigan University)
52. **The Impact of Poor Sleep Hygiene on Human Behavior (TPC; Applied Behavior Analysis).** MICHELLE DUDA (University of South Florida), Tonya Bauermann (Queen's University), Derek Duda (Oshawa Clinic Centre For Sleep Medicine), and Jonathan Worcester (University of South Florida)
53. **Support for the Health Compliance Model-II Across Cultures (Service Delivery).** Carrie Lukens, ELAINE HEIBY, and Harald Barkhoff (University of Hawaii) and Wolfgang Schlicht and Roberto Rojas (University of Stuttgart)
54. **Assessment of Barriers to Medication Compliance in the HIV Pediatric Population: A Clinic Review of Cases (Applied Behavior Analysis).** ADRIANNA M. AMARI, Melissa Beck, Keith J. Slifer, and Rachel Piszczor (The Kennedy Krieger Institute)
55. **Behavioral Interventions used to Increase Medication Compliance in Pediatric HIV: A Clinic Review (Applied Behavior Analysis).** MELISSA BECK, Adrianna M. Amari, Keith J. Slifer, and Rachel Piszczor (The Kennedy Krieger Institute)
56. **Behavioral Treatment of Complex Regional Pain Syndrome: Functional Rehabilitation and Anxiety Management (Applied Behavior Analysis).** LEANNA HERMAN, Melissa Beck, Adrianna M. Amari, Keith J. Slifer, Jessica Tischner, and Shreya Patel Hessler (The Kennedy Krieger Institute)
57. **A Functional Analysis for "Pseudo-Seizures" Using Duration as the Dependent Variable (DDA; Applied Behavior Analysis).** RACHEL J. VALLELEY (Munroe-Meyer Institute), Gretchen Scheidel (Mankato State University), and Keith D. Allen (Munroe-Meyer Institute)
58. **Analysis of Predictors of Child Behavioral Distress During Parent-Administered Injections (Applied Behavior Analysis).** KEITH J. SLIFER, Valerie Pulbrook, Adrianna M. Amari, and Melissa Beck (The Kennedy Krieger Institute), Lynn Dahlquist and Katia Jones (University of Maryland Baltimore County), and Natalie Vona-Messersmith (The Kennedy Krieger Institute)
59. **Biofeedback Treatment of Paradoxical Vocal Fold Dysfunction and Respiratory Distress in an Adolescent Female (Applied Behavior Analysis).** KEITH D. ALLEN and Emily Warnes (Munroe-Meyer Institute)
60. **The Efficacy of Noncontingent Escape for Decreasing Disruptive Behavior During Dental Treatment (Applied Behavior Analysis).** PATRICK M. O'CALLAGHAN and Keith Allen (Munroe-Meyer Institute), Shawn Powell (University of Nebraska Medical Center), Holly Roberts (Munroe-Meyer Institute), Mary Lou Kelley (Louisiana State University), and Fouad Salama (University of Nebraska Medical Center)
61. **The Use of Choice-Based Distraction to Decrease the Distress of Children at the Dentist (CSE; Applied Behavior Analysis).** HOLLY A. FILCHECK (Beneficial Behavioral Health Services, Inc.), Keith D. Allen, Hilary Ogren, Brandt Darby, and Brian Holstein (Munroe-Meyer Institute), and Stephen D. A. Hupp (Southern Illinois University, Edwardsville)

62. **Behavior Management Techniques in a Pediatric Medical Setting (DDA; Applied Behavior Analysis).** MIA A. BERGMAN (Evanston Northwestern Healthcare), Walt Rucker (Private Practice), Shira Benhorin (DePaul University), and Jeff O'Koon and Lisa Gold (Evanston Northwestern Healthcare)

#186 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

CSE

63. **The Utility of Positive Peer Reporting to Improve Positive Interactions in Foster Care Settings (CBM; Applied Behavior Analysis).** Jenny Van Horn (University of South Florida) and PAMELA G. OSNES (The Ohio State University)
64. **A Stepped-Care Broad-Spectrum Cognitive Behavioral Treatment Program for Addictive Behaviors in University Population (CBM; Applied Behavior Analysis).** HORACIO QUIROGA ANAYA and Angeles Mata Mendoza (National Autonomous University of Mexico)
65. **Tourette's Disorder and Peer Evaluations: An Examination of Tic Frequency and Number of Tics (CBM; Applied Behavior Analysis).** CHRISTOPHER FLESSNER (University of Wisconsin, Milwaukee), Raymond G. Miltenberger (North Dakota State University), Douglas W. Woods (University of Wisconsin, Milwaukee), and Brigitte Johnson (University of Iowa)
66. **Evaluation of Participant Satisfaction with Behavioral Parent Training (Applied Behavior Analysis).** AMANDA M. PRESTEMON, Carole Van Camp, and Kristin K. Farr (University of Florida)
67. **Increasing the Number of Mutual Help Recovery Homes for Substance Abusers (CBM; Service Delivery).** LEONARD A. JASON (De Paul University), Jordan Braciszewski (Wayne State University), and Brad Olson and Joseph Ferrari (DePaul University)
68. **An Evaluation of the Effects of Foster Parent Training on Placement Disruptions (TBA; Applied Behavior Analysis).** CAMILLE PAULY and Carole Van Camp (University of Florida)
69. **Applications of Performance Feedback: Fee-For-Service Consultation in the Home (EDC; Service Delivery).** CONNELL JAMES and Adam Feinberg (The May Institute) and Amy Tsirovassile-Domo (Lexington Public Schools)
70. **Effects of Gambling Probability Knowledge on Slot Play Persistence (EAB; Applied Behavior Analysis).** STEPHEN RAY FLORA and Kourtney Kidd (Youngstown State University)
71. **The Use of Paired-Reading and Assisted-Reading Interventions to Ameliorate Reading Difficulties in a Third-Grader (EDC; Service Delivery).** DANIEL FUDGE, Skinner Christopher, and Philip Axtell (University of Tennessee)
72. **Increasing Social Skills of at Risk Children (EDC; Applied Behavior Analysis).** ANGELA M. DUARTE, Ana Monica Rodrigues, and Ilma Britto (Universidade Católica de Goiás)
73. **Efficacy of a Behavioral Abduction Prevention Programs for Preschoolers Against Familiar and Unknown Perpetrators (CBM; Applied Behavior Analysis).** LAURIE B. GOLDFARB and Richard M. O'Brien (Hofstra University)

#187 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

DDA

74. **Behavioral Problems and Self-Concept in Siblings of Children with Developmental Disabilities (EDC; Applied Behavior Analysis).** Sang Bok Lee, HYUN-MI MUN, Jujin Oh, Hyo Jung Jun, Min A. Park, and Min Kyu Son (Daegu University)
75. **Analysis of Functional Communication Training Across Treatment Type and Behavioral Function (EAB; Applied Behavior Analysis).** JOHN F. LEE, Jay W. Harding, David P. Wacker, and Wendy K. Berg (University of Iowa)

76. **An Analysis of Interspersed Requests During Functional Communication Training (CBM; Applied Behavior Analysis).** LISA WINBORN-KEMMERER (Portland State University) and David Wacker, Jay Harding, Wendy Berg, John Lee, and Muska Ibrahimovic (University of Iowa)
77. **Using Video Prompting to Teach Daily Living Skills (EDC; Applied Behavior Analysis).** Jeffrey S. Sigafoos, Mark F. O'reilly, Helen Cannella, and CHATURI EDRISINHA (University of Texas at Austin)
78. **The Effects of a Toilet Training Program in a School and Home Setting with Children Diagnosed with Developmental Disabilities (EDC; Applied Behavior Analysis).** Melissa Torpey and ELIZABETH HILL (Bancroft NeuroHealth), Phillip Himeline (Temple University), Sage Schmidt, Wanda Brooks, and Kima McGee (Camden City School District), and Kristin DiNovi and Megann Czekalski (Bancroft NeuroHealth)
79. **The Use of Prompt Fading in Vocational Training of a 15-Year-Old Girl with Autism (AUT; Applied Behavior Analysis).** JESSICA SURETTE, Lisa Dunn, and Michael Mims (Melmark New England)
80. **Behavioral Interventions to Reduce the Rumination of Persons with Development Disabilities (AUT; Applied Behavior Analysis).** DAVID MCADAM and Lynn Cole (University of Rochester)
81. **The Confounding Effect of Stimulus Size on a Duration-Based Measure of Preference (Applied Behavior Analysis).** VANESSA RODRIGUEZ-CATTER and James A. Mulick (The Ohio State University) and Eric Butter (Childrens Research Institute, Columbus, Ohio)
82. **Generalization of Social Skills Training for an Adolescent with Cornelia de Lange Syndrome (Applied Behavior Analysis).** Melanie Dubard, MEGHAN MOORE, and Louis Hagopian (The Kennedy Krieger Institute)
83. **Competing Items: Functional Reinforcers or Substitutable Reinforcers? (Applied Behavior Analysis)** Traci Brown (The Kennedy Krieger Institute) and David E. Kuhn (Johns Hopkins University School of Medicine)
84. **Globe Dislocation in a Woman with Dementia and Down Syndrome (BPH; Service Delivery)** JAMES KUHAGEN, Yan Jin, and Theodore A. Hoch (Northern Virginia Training Center)
85. **The Effects of Function-Based and Tangible Reinforcers on Engagement in Occupational Therapy Activities Within a Self-Control Training Paradigm (CBM; Applied Behavior Analysis).** SUSAN A. PARKER-SINGLER and Mark R. Dixon (Southern Illinois University)
86. **Use of Positive Reinforcement to Increase Appropriate Social Interactions of a Fifteen-Year-Old with PDD (AUT; Applied Behavior Analysis).** TIFFANEY ESPOSITO (Melmark New England)
87. **The Effects of Positive Reinforcement as a Treatment for Food Selectivity in an Adolescent Boy with Autism (AUT; Applied Behavior Analysis).** MARGARET ARMSTRONG, Anjali Barretto, Nicole Newman, and Constance Lehan (Gonzaga University)
88. **Special Education and Multidisciplinary Work in Institutional Settings (CSE; Service Delivery).** PATRICIA PLANCARTE, Patricia Ortega, and Hugo Romano (National Autonomous University of Mexico)
89. **Increasing Tolerance for Wearing Socks and Underwear (AUT; Applied Behavior Analysis).** SEAN MURPHY and Frances Perrin (Bancroft NeuroHealth)
90. **The Effects of Thirty-Minute Sessions in Determining the Function of Problem Behavior (AUT; Applied Behavior Analysis).** CAMILLE DANIELS, Frances Perrin, and Patrick Progar (Caldwell College)
91. **Use of a Differential Reinforcement Procedure in the Treatment of Food Selectivity (Applied Behavior Analysis).** JAYME B. MEWS, Joel E. Ringdahl, and Tory J. Christensen (University of Iowa) and Eric Boelter (The Kennedy Krieger Institute)

92. **Analyzing Separate and Interrelated Functions for Stereotypic and Destructive Behavior Displayed by Individuals with Autism (AUT; Applied Behavior Analysis).** AMANDA ZANGILLO, Michael Schafer, Michael Kelley, Wayne Fisher, and Amber Jones (The Marcus Institute)
93. **Using Music to Reduce Hand Mouthing in a Child with Retts Disorder (DDA; Applied Behavior Analysis).** HAKAM M. KAIR and Kerry Sabin (Shafallah Center for Children with Special Needs)
94. **Training Parents to Treat Noncompliance in Children with Developmental Disabilities Using Guided Compliance (Applied Behavior Analysis).** CHRISTINE M. BENNETT and Linda A. LeBlanc (Western Michigan University)
95. **Combining Video Modeling with Least-to-Most Prompting in Teaching Daily Living Skills (Applied Behavior Analysis).** NATALIE MURZYNSKI and Jason Bourret (The New England Center for Children)

#188 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

EAB

96. **SET or LeT? A Test of Two Models of Timing (TPC; Experimental Analysis).** JOANA ARANTES and Armando Machado (University of Minho)
97. **Assessing the Devaluation Hypothesis for Negative Anticipatory Contrast (Experimental Analysis).** JERI T. NURNBERGER and Jeffrey N. Weatherly (University of North Dakota)
98. **Haloperidol, Multiple Schedules, and Different Reinforcers (BPH; Experimental Analysis).** DORIS B. MARTINEZ (University of Lamar) and Mario Serrano and Carlos F. Aparicio (University of Guadalajara)
99. **Assessing Agonists and Antagonists of Dopamine in Dynamic Choice Situations (BPH; Experimental Analysis).** JORGE A. BALDERRAMA (University of Veracruz) and Carlos F. Aparicio (University of Guadalajara)
100. **Foraging in Multiple Patches with Differing Travel Requirements and Prey Densities (EAB; Experimental Analysis).** FELIPE CABRERA and Carlos F. Aparicio (University of Guadalajara)
101. **Changes in Within-Session Contrast: Does Exposure to a DA Agonist or Antagonist Alter Habituation? (BPH; Experimental Analysis)** SSHA CHANDRASHEKAR, Catherine Brown, Shannon Ross, Yuliya Borre, and Valeri Farmer-Dougan (Illinois State University)
102. **Behavioral Economics: The Effects of Access-Time to a Food and of Qualitatively Different Foods on the Performance of Brushtail Possums (*Trichosurus Vulpecula*) Under Fixed-Ratio Schedules (Experimental Analysis).** T. MARY FOSTER, Catherine Sumpter, and William Temple (University of Waikato, New Zealand)
103. **Acquisition of Identity Matching in Pigeons with a Multiple-Sample-Location Training Procedure (Experimental Analysis).** YUSUKE HAYASHI and Manish Vaidya (University of North Texas)
104. **Win-Shift-Lose-Stay Choices Between Delayed Reinforcers by Pigeons (Experimental Analysis).** TAKU ISHII and Takayuki Sakagami (Keio University)
105. **EAHB-SIG Student Paper Award Winner: Precurrent Behavior and Mediation of Delayed Matching-to-Sample: Systematic Replication of Extension (TPC; Experimental Analysis).** DAVID SIDENER (Lafayette College)
106. **Dishabituation and the Prisoner's Dilemma Game: The Effect of Reinforcement Variability on Animals Learning Self-Control Skills (Experimental Analysis).** LAUREN MENGDOHT, Frances K. McSweeney, Benjamin Kowal, Benjamin Lawson, and Roberta Varao (Washington State University)
107. **A Behavioral Assessment of Alcohol Risk Management Practices in Fraternity Party Settings (CSE; Applied Behavior Analysis).** KRISTIN WILLIAMSON, Matthew Cox, Patrick Rhodes, and Kent E. Glindemann (Virginia Polytechnic Institute and State University)

108. **Behavioral Contrast in a Group Foraging Paradigm (Experimental Analysis).** JAMES D. DOUGAN (Illinois Wesleyan University) and Valeri Farmer-Dougan, Sesha Chandrashekar, and George Mucher (Illinois State University)
109. **A Continuing Search for the Malevolent Pigeon (Experimental Analysis).** Christopher M. Schaub, Stefanie Horvath, Christopher J. Perrin, Frank Castro, Andrew V. Deming, and Phillip N. Hineline (Temple University)
110. **Behavioral Economics of Relative Reinforcer Efficacy: Food and Booze (Experimental Analysis).** CARLA H. LAGORIO, Mark Remiker, Bob Bourgeois, Nicole Zeug, John Smethells, Travis Smith, and Gregory J. Madden (University of Wisconsin, Eau Claire)
111. **Where's The Treat? An Exploration of the Click/Treat Relationship (Applied Behavior Analysis).** RACHEL DUNHAM, Pam Wennmacher, Jesus Rosales-Ruiz, Chad Hunter, and Ami Miller (University of North Texas)
112. **Pavlovian Blocking and Activity Anorexia (Experimental Analysis).** Anna-Maria Biondo, W. DAVID PIERCE, C. Donald Heth, Spencer Proctor, and James C. Russell (University of Alberta)
113. **Delayed-Matching to Sample Task in Children Exhibiting Symptoms of Depression (CBM; Experimental Analysis).** CHRISTIAN LYNCH (University of Arkansas at Little Rock), Brian Kubacak (University of Arkansas for Medical Sciences), John Chelonis (University of Arkansas at Little Rock), and Ronald Baldwin, Mark Edwards, and Merle Paule (University of Arkansas for Medical Sciences)
114. **Web-Based Behavior Analysis for Children with Developmental Disabilities in Korea (DDA; Service Delivery).** YUN HEE SHIN, Won R. Lee, Weon Ok Koo, and Mi Hyang Choi (Daegu University, South Korea)
115. **Rate-Building, Goal-Setting, and Roller Skaters (EDC; Applied Behavior Analysis).** TRUDY POCOCK, T. Mary Foster, and James McEwan (University of Waikato, New Zealand)
116. **The Effect of Rate of Stimulus Presentation on Human Adult Responding Under a Peak-Interval Trials Procedure (Experimental Analysis).** Amy Tan (Townsend Harris High School), DAPHNA EL-ROY (Eden II Programs), and Nancy Hemmes and Bruce Brown (Queens College of The City University of New York)
117. **Some Determinants of Toddler Response Allocation (EDC; Experimental Analysis).** PAIGE McKERCHAR, Rachel Thompson, and Catherine Cote (University of Kansas)
118. **A Behavioral Economic Analysis of the Illusion of Control While Playing Roulette (EAB; Experimental Analysis).** JEFFREY E. DILLEN, Jennifer A. Benne, and Mark R. Dixon (Southern Illinois University)
119. **Effects of Instructional Situations with Different Modes of Presentation Under the Execution in a Test of Knowledge (EDC; Experimental Analysis).** MARÍA AVALOS, Pablo Covarrubias, Carlos Martínez-Munguía, Sucei Morán, Antonia Padilla, Julio Varela, and Idania Zepeda (Universidad de Guadalajara)
120. **Transfers of Sexual Arousal Functions in Acquired Brain Injury (EAB; Experimental Analysis).** JONAH D. MARTIN and John M. Guercio (Center for Comprehensive Services)
121. **"Response" Equivalence: Formation of Untrained Response Chain Using the Stimulus Equivalence Paradigm (VRB; Experimental Analysis).** MASANOBU KUWAHARA, Akio Matsumoto, and Hiroto Okouchi (Osaka Kyoiku University)

#189 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

EDC

122. **The Use of Fading Procedures to Teach Academic Readiness Skills (AUT; Applied Behavior Analysis).** CHERYL MARTINEZ (Quality Behavioral Outcomes) and Ellen Talbot (Pleasanton Unified School District)
123. **The Effects of Physical Activity on Classroom Performance (Applied Behavior Analysis).** KATIE HILDEBRAND and David L. Lee (Pennsylvania State University)

124. **Further Examination of Task Interspersal Procedures on Task Selection (Applied Behavior Analysis).** SHAWN BRYANT and D. Daniel Gould (The New England Center for Children)
125. **The Effects of High-p Sequences on Homework Completions (Applied Behavior Analysis).** RACHEL WANNARKA and David Lee (Pennsylvania State University)
126. **Varying Problem Effort and Problem Completion Rates: The Interspersal Procedure and Student Assignment Choice (EAB; Experimental Analysis).** ERIC BILLINGTON (Shaping Responses Plus), Christopher Skinner (University of Tennessee, Knoxville), and Natalie Cruchon (Knox County Schools)
127. **Increasing Learn Unit Presentations to Decrease Inappropriate Behaviors in a Five-Year-Old Boy (AUT; Applied Behavior Analysis).** Joann Pereira-Delgado and MARIETTA PAPAGAPITOS (Columbia University Teachers College)
128. **Compliance Training and Positive Peer Reporting in the Pre-School Classroom: A Case Study (CBM; Service Delivery).** KRISTIN JOHNSON-GROS and Mark Shriver (University of Nebraska Medical Center) and Bill Longo (Clarkson Family Place)
129. **The Effects of Response Cost and Rewards on the Compliance and Disruptive Behavior Leading to Inclass Timeout for Two Preschool Children with Disabilities (DDA; Applied Behavior Analysis).** Patrick J. Mulick, KIMBERLY P. WEBER, and T. F. McLaughlin (Gonzaga University)
130. **A Class-Wide Intervention for At-Risk Students (Applied Behavior Analysis).** STEPHANIE THORNE (University of Kansas), Nicole Heier (Douglass Elementary School), and Cheryl Utlej and Lisa Bowman (Juniper Gardens Children's Project)
131. **The Effects of a Token Economy System Specifically Targeting Academic Performance for Students with Severe Behavior Disorders (Applied Behavior Analysis).** ED LANGFORD, Patricia Rivera, Joseph Trawick, Candy McGarry, and Matthew L. Israel (Judge Rotenberg Educational Center)
132. **Effects of a Comprehensive Classwide Intervention on Student's Academic Engagement and Frequency of Problem Behaviors (Applied Behavior Analysis).** Lisa Bowman, Stephanie Thorne, and CHERYL UTLEY (Juniper Gardens Children's Project, University of Kansas)
133. **Use of a Classroom-Wide Intervention to Increase On-Task Behavior (DDA; Applied Behavior Analysis).** CARON ELLZEY, Brian K. Martens, and Leah K. Brzuszkiewicz (Syracuse University)
134. **Increasing Appropriate Circle-Time Sitting of a Student with Autism in an Inclusive Setting (AUT; Applied Behavior Analysis).** Katherine Johnson, KATRINA FALLON, and Matthew Mosher (Advances Learning Center)
135. **Smiley Faces and Spinners: Effects of Self-Monitoring of Productivity with an Indiscriminable Contingency of Reinforcement on On-Task Behavior and Academic Productivity (EDC; Applied Behavior Analysis).** ROBIN L. LUDWIG, Michelle A. Anderson, and William L. Heward (The Ohio State University)
136. **The Effect of Goal Setting and Self-Generated Feedback on the Class Preparation Behaviors of Japanese Children in the Classroom (OBM; Applied Behavior Analysis).** YUKI DOJO and Junko Tanaka-Matsumi (Kwansei Gakuin University)
137. **The Effects of a Daily Report Card on Classroom Behavior for a Middle School Student (DDA; Applied Behavior Analysis).** Nicholas Edwards, Daniel Pecka, and BETTY FRY WILLIAMS (Whitworth College)
138. **Comparing and Improving the Performance of University Faculty on Two Teaching Models (OBM; Applied Behavior Analysis).** MARCO WILFREDO SALAS MARTÍNEZ, Victoria Baruch, and Martin Ortiz Bueno (Universidad Veracruzana)

- 139. Student Research at Gonzaga University (TBA; Applied Behavior Analysis).** T. F. MCLAUGHLIN, Kimberly Weber, K. Mark Derby, Anjali Barretto, and Randy Lee Williams (Gonzaga University)
- 140. Retention in the Association for Behavior Analysis: What Do Student Members Say? (Service Delivery)** Jamie M. Hughes (Developmental Disabilities Consultants, P.C.), GWEN A. DWIGGINS (The Ohio State University), Rachel S. F. Tarbox (Center for Autism and Related Disorders), and Pamela G. Osnes (The Ohio State University)

#190 Special Event

1:30 PM - 2:20 PM

International North (2nd floor)

BPH; Experimental Analysis

2005 ABA Tutorial: Pharmacology for Behavioral Scientists

Chair: Amy Odum (Utah State University)

GAIL WINGER, Ph.D. (University of Michigan)



Dr. Gail Winger obtained her bachelor's degree in psychology from the University of California, Berkeley, and her Ph.D. in physiological psychology and M.S. in pharmacology from the University of Michigan. She is currently a Research Professor in the pharmacology department at the University of Michigan. The focus of her research, from her Ph.D. thesis onward, has been on the reinforcing properties of drugs and the contribution of this property to the general problem of drug abuse. Her earliest research in this area contributed some of the initial information on intravenous ethanol as a reinforcer in rhesus monkeys. Her current interest is in developing procedures for measuring the relative reinforcing effects of drugs of abuse, and she is willing to consider behavioral economic or behavioral analysis approaches or a combination of these to obtain this measure efficiently. Along with her husband, Dr. James H. Woods, and the late Fred Hofmann, Dr. Winger wrote the

third and fourth edition of *A Handbook on Drug and Alcohol Abuse: The Biomedical Aspects* (Oxford University Press, 1992 and 2004). She is currently working with Dr. Woods on a textbook with a working title of *Principles and Practice of Behavioral Pharmacology*. She appreciates the opportunity to test some aspects of this book on the ABA audience.

Abstract: This tutorial will discuss some of the principles of pharmacology that are most relevant to behavioral scientists. Using specific examples from published experiments, the following questions may be posed: Are dose-response curves really important? How do you know that drug is really a selective serotonin, dopamine, opioid, GABA, or (fill in the blank) receptor agonist (or antagonist) and does it matter? What is receptor theory and how does it explain the actions of agonists, antagonists, partial agonists, and inverse agonists? How do these various drug actions impact different behavioral assays and vice versa? What has the experimental analysis of behavior contributed to the experimental analysis of drug action? What do behavioral pharmacologists know about the stimulus properties of drugs and are these different from non-drug stimuli?

#191 Invited Event

1:30 PM - 2:20 PM

Continental B (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Jack Scott, Ph.D., BCBA)

ABA and Autism: An Unfinished Agenda

Chair: Jack Scott (Florida Atlantic University)

WILLIAM H. AHEARN, Ph.D., BCBA and Rebecca P. F. MacDonald, Ph.D., BCBA (The New England Center for Children)



Dr. William H. Ahearn is Board Certified Behavior Analyst who serves as the Director of Research at the New England Center for Children and a Clinical Assistant Professor in the Masters in Applied Behavior Analysis (MABA) Program at Northeastern University. He is also Past-President of the Berkshire Association for Behavior Analysis and Therapy (BABAT). Bill received his doctorate at Temple University in 1992 and subsequently completed a post-doctoral fellowship in the Department of Behavioral Psychology at the Kennedy Krieger Institute and Johns Hopkins University School of Medicine. Dr. Ahearn then served as Program Manager for the Inpatient Pediatric Feeding Program at the Children's Seashore House in Philadelphia before moving to the New England Center for Children in 1996. Bill has published studies that have appeared in the *Journal of the Experimental Analysis of Behavior*, *Journal of Applied Behavior Analysis*, *Journal of Autism and Developmental*

Disorders, *Behavior Modification*, *Animal Learning and Behavior*, *The Lancet*, *Journal of Behavior Therapy and Experimental Psychiatry*, *The Behavior Analyst*, and *Behavioral Interventions*. Dr. Ahearn currently serves on the Board of Editors for the *Journal of Applied Behavior Analysis* and *Behavioral Interventions* and provides service to the Behavior Analyst Certification Board and the Cambridge Center for Behavioral Studies.



Dr. Rebecca MacDonald is a Licensed Psychologist in Massachusetts and a Board Certified Behavior Analyst who serves as the Director of Intensive Instructional Preschool Program for children with autism at the New England Center for Children. She is an Adjunct Professor in the Masters in Applied Behavior Analysis (MABA) Program at Northeastern University. Rebecca received her doctorate in Developmental and Child Psychology from the University of Kansas in 1983. Dr. MacDonald began at The New England Center for Children as the Clinical Director in 1983. She then taught for three years in the Graduate School of Education at Simmons College in Boston (1992-1995). In 1995 she returned to the New England Center for Children in her current position. Rebecca has presented her research at numerous conferences over the past twenty years and published studies that have appeared in the *Journal of Applied Behavior Analysis*, *Research in Developmental Disabilities*, and

Analysis and Intervention of Developmental Disabilities. Dr. MacDonald's research interests currently include; assessment and teaching joint attention, teaching play and social reciprocity to children with autism, and measuring clinical outcomes of early intensive behavior intervention.

Abstract: The success behavior analysts have had in treating individuals with autism has had a substantial impact on our membership and has led to a much wider profile for our discipline. However, many challenges and obstacles face us that we have either not met or that we choose to ignore. Though agencies, such as the National Institute of Mental Health, acknowledge ABA as an empirically-based effective intervention, they also state that there is no single best treatment option for children with autism. Prominent members of the autism community often criticize ABA as; not addressing social functioning, failing to establish dramatic play skills, incapable of establishing a theory of mind, and of creating children with robotic responding that lacks spontaneity. Other more

practical critiques state that it is unclear what the effective components of ABA are, how many hours of service delivery are necessary to achieve gains, and what setting ABA services should be delivered in. The main purpose of this presentation is to describe what is necessary for ABA to address these criticisms. Among the recommended courses of action we will describe the importance of local, regional, and national advocacy and public relations.

#192 Invited Event

1:30 PM - 2:20 PM

Marquette (3rd floor)

OBM; Applied Behavior Analysis

BACB CE (CE Instructor: Maria E. Malott, Ph.D.)

Addressing the Complex and Dynamic Nature of Organizations

Chair: Ramona Houtmanfar (University of Nevada, Reno)

MARIA E. MALOTT, Ph.D. (Malott and Associates)



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

Dr. Malott has served as the Executive Director of the Association for Behavior Analysis and Secretary-Treasurer of the Society for the Advancement of Behavior Analysis since 1993. She is an adjunct faculty member at five universities and has collaborated with 33 universities around the world. She has presented over 150 papers and nearly 50 workshops in 17 countries.

Abstract: Organizations are complicated entities: They incorporate constant, countless dynamic interconnections among behavioral contingencies of many individuals, and yet each configuration of interconnections is unique and temporary. In this context, linear approaches are insufficient to account for and manage organizational change. This presentation will address the complex, transient dynamics within organizations and propose methodological considerations for successful organizational change.

#193 Paper Session

1:30 PM - 2:20 PM

Private Dining Room 1 (3rd floor)

CBM

Combining ACT and FAP

Chair: Ann Branstetter (Southwest Missouri State University)

Clinical Case Presentation: Layering the Lenses of Multiple Behaviorally-Based Therapies (Service Delivery). MARY PLUMMER (University of Washington)

Clinical Case Presentation (Applied Behavior Analysis). SARA LANDES (University of Wisconsin, Milwaukee)

#194 International Paper Session

1:30 PM - 2:20 PM

Private Dining Room 5 (3rd floor)

INT

Comparing Different Procedures of Discriminations in the Frame to Reading and Writing

Chair and Spanish Interpreter: Inmaculada Gomez (University of Almeria, Spain)

Carlos V. Garcia and INMACULADA GOMEZ (University of Almeria, Spain)

#195 Paper Session

1:30 PM - 2:20 PM

Stevens #3 (Lower Level)

VRB

Interpreting Complex Human Behavior and Assessing the Role of "Awareness" in Learning

Chair: Francisco Perez (Baylor College of Medicine)

Methodological Approach to the Personal Interpretation of Complex Human Behavior: History, Context, Intention (Applied Behavior Analysis). FRANCISCO PEREZ (Baylor College of Medicine)

Toward an "Awareness" of The Relationship Between Task Performance and Verbal Behavior Concerning That Performance (Theory). FRANK HAMMONDS (Troy University)

#196 Invited Event

1:30 PM - 2:20 PM

Lake Michigan (8th floor)

DEV; Theory

BACB CE (CE Instructor: Jacob L. Gewirtz, Ph.D., BCBA)

Sources of Novel Behavior: Implications for the Development of Verbal Behavior

Chair: Jacob L. Gewirtz (Florida International University)

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



Dr. A. Charles Catania began his career in behavior analysis in fall 1954, when he enrolled in Fred Keller's course in introductory psychology at Columbia. That course included a weekly laboratory on the behavior of rats, and Catania continued working with rats and pigeons and other nonhuman organisms over subsequent decades. In Spring 2004, having closed down his pigeon laboratory the previous summer, he celebrated his half century of animal lab activity with a classroom rat demonstration in a learning course that he had shared for many years with his late colleague, Eliot Shimoff. He regards the study of nonhuman behavior as essential to our understanding of verbal behavior, because verbal behavior is necessarily supported by a nonverbal scaffolding. That lesson too came from Columbia, where, as a senior, Catania took a seminar on verbal behavior jointly taught by Fred Keller, Nat Schoenfeld, and Ralph Hefferline. Ever since, Catania has been

addicted to the field of verbal behavior, teaching courses in it whenever possible. One function of his text, "Learning," is to integrate the topics of nonverbal and verbal behavior, which have too often been given separate treatments.

Abstract: Among the criticisms of B. F. Skinner's analysis of verbal behavior is Noam Chomsky's claim that it had nothing useful to say about productivity, the generation of novel grammatical utterances. Yet the behavior analytic armamentarium includes a variety of sources of novel behavior, including shaping, fading, adduction, the direct reinforcement of novelty, and the emergence of novel instances of higher order classes. This presentation will consider the implications of such sources for the development of productive verbal behavior and will address Chomskian arguments such as the argument from the poverty of the stimulus. In so doing, it will examine semantic as well as syntactic novelty, as when verbal behavior allows the creation of novel entities such as angels and demons. This address is dedicated to Eliot Shimoff.

#197 Symposium

1:30 PM - 2:50 PM

Waldorf (3rd floor)

TPC; Theory

BACB CE (CE Instructor: Michael A. Fabrizio, M.A., BCBA)

A Celebration of Ogden R. Lindsley: The History of Precision Teaching and the Standard Celeration Chart

Chair and Discussant: Michael Fabrizio (Fabrizio/Moors Consulting)

Where Did the Standard Celeration Chart Come From? JULIE S. VARGAS (B. F. Skinner Foundation)

The Standard Celeration Chart: Its Development and Uses. ABIGAIL B. CALKIN (Calkin Learning Center)

Past into Future: Lindsley's Enduring Legacy of Standard Celeration. JOHN W. ESHLEMAN (Optimal Instructional Systems)

#199 Symposium

1:30 PM - 2:50 PM

Williford B (3rd floor)

EDC; Applied Behavior Analysis

BACB CE (CE Instructor: Bryan J. Davey, M.Ed., BCBA)

Analysis and Treatment of Problem Behavior in School Settings

Chair: Michael M. Mueller (May South)

Discussant: T. Stewart Watson (University of Miami of Ohio)

Functional Behavioral Assessments Including Experimental Manipulations in Public School Settings for Students with Mild, Moderate, and Severe Disabilities. BRYAN J. DAVEY (Utah State University)

Innovative Approaches to Functional Analysis and Treatment of Severe Problem Behavior in School Settings. MICHAEL M. MUELLER (May South)

Using Functional Analysis to Design Intervention Plans to Facilitate Inclusion. DEBORAH A. NAPOLITANO, Tasha C. Geiger, Caroline I. Magyar, and Amy Leo (University of Rochester)

#200 Symposium

1:30 PM - 2:50 PM

International South (2nd floor)

EAB; Experimental Analysis

BIG SIG Student Paper Symposium on Gambling

Chair: Mairi McAllister (Southern Illinois University)

Near Win or Loss: Perceptions of Luck and Gambling Patterns. DUSTIN DAUGHERTY and Otto MacLin (University of Northern Iowa)

Toward an Animal Model of Gambling. ERIC E. EWAN, Lesley R. Baird, and Gregory J. Madden (University of Wisconsin, Eau Claire)

The Hunt for the New White Buffalo: The Impact of Legalized Gambling on Native Americans. KIMBERLY MOORE and Mark R. Dixon (Southern Illinois University)

From Research to Treatment: The Gap in Behavior Analysis' Contribution to the Study of Problem Gambling. MAIRI MCALLISTER, Mark R. Dixon, and Ashton J. Robinson (Southern Illinois University)

#201 Symposium

1:30 PM - 2:50 PM

Stevens #2 (Lower Level)

DDA; Applied Behavior Analysis

Current Research on Assessment and Treatment Implementation Training

Chair: April S. Worsdell (Southern Illinois University)

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

On the Importance of Training in the Use of Structured and Unstructured ABC Assessments in Identifying the Functional of Aberrant Behavior and Developing Function-Based Interventions. ALAINA MAY and Michele D. Wallace (University of Nevada, Reno)

A Comparison of In-Vivo Versus Video Training for Observers. CARRIE M. DEMPSEY, Brian A. Iwata, Jennifer N. Fritz, Natalie Rolider, and Pamela L. Neidert (University of Florida)

Parental Skill Generalization of Feeding Training to Managing Child Behavior Outside of Meals and the Influence on Child Appropriate Behavior. STEPHANIE BETHKE (The Marcus Institute), Cathleen C. Piazza (The Kennedy Institute), Meeta R. Patel (Clinic 4 Kidz), Gregory Reed (The Marcus Institute), and James McCoy (Auburn University)

#202 Symposium

1:30 PM - 2:50 PM

Astoria (3rd floor)

TPC; Theory

Current Status of Maintenance in Applied Behavior Analysis

Chair: Timothy A. Slocum (Utah State University)

Discussant: Ronnie Detrich (Spectrum Center)

Conceptual Analysis of the Problem of Maintenance. CHARLES L. SALZBERG (Utah State University)

Current Practices for Promoting Maintenance. TIMOTHY A. SLOCUM (Utah State University)

Treatment of Maintenance in JABA Studies. KAREN D. HAGER (Utah State University)

#203 Symposium

1:30 PM - 2:50 PM

Stevens #1 (Lower Level)

DDA; Service Delivery

BACB CE (CE Instructor: John Pokrzywinski, M.A., BCBA)

Enhancing the Direct Care Professional's Ability to Implement Effective Behavior Supports

Chair: Richard Powell (Shelby Residential & Vocational Services)

Using Feedback to Improve Direct Support Staff and Supervisor Performance. IRFA KARMALI and Richard Powell (Shelby Residential & Vocational Services) and John Pokrzywinski (Arlington Developmental Center)

Identifying Contextual Variables to Improve Preventative Procedures in Behavior Support Plans. JOHN POKRZYWINSKI (Arlington Development Center) and Richard Powell, Irfa Karmali, and Tandra Hicks (Shelby Residential & Vocational Services)

Using Enhanced Direct Support Participation to Increase the Proficient Implementation and Integrity of Behavior Support Plans. ANGELIQUE DILWORTH, Richard Powell, and Irfa Karmali (Shelby Residential & Vocational Services) and John Pokrzywinski (Arlington Developmental Center)

Teaching Staff to Neutralize Problem Behaviors Through Identifying and Increasing Choice-Making Opportunities. TANDRA HICKS, Irfa Karmali, and Richard Powell (Shelby Residential & Vocational Services) and John Pokrzywinski (Arlington Developmental Center)

Sunday, May 29

#204 International Paper Session

1:30 PM - 2:50 PM

Williford C (3rd floor)

EDC

Evaluating Mathematics Instruction Practices

Chair: Kristin Mayfield (University of Florida)

Improving Mathematics Skills of Maltreated Children Using Untrained Peer Tutors (Applied Behavior Analysis). KRISTIN MAYFIELD and Timothy R. Vollmer (University of Florida)

Peer Tutoring Effects on Basic Math Facts Learning, Retention, and Generalization of Jordanian Elementary School Students (Experimental Analysis). SUHA AL-HASSAN (The Hashemite University)

#205 Symposium

1:30 PM - 2:50 PM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Increasing Teacher Praise During Instruction

Chair: Lloyd Peterson (Idaho State University)

Discussant: Joseph Wehby (Vanderbilt University)

Effects of Self-Scoring on Teachers' Rates of Positive and Negative Statements During Instruction. SUSAN M. SILVESTRI (Hawthorne Country Day School) and William L. Heward (The Ohio State University)

Using Public Posting and Group Contingencies to Increase Rates of Behavior-specific Praise by Behavioral Intervention Aides Working with Children with Autism. MICHELLE A. ANDERSON and William L. Heward (The Ohio State University)

Effects of Praise Training and Increasing Opportunities to Respond on Teachers' Praise Statements and Reprimands During Classroom Instruction. LAURA LACY RISMILLER (Antioch University-McGregor) and Stephanie M. Peterson and Lloyd Peterson (Idaho State University)

#206 Symposium

1:30 PM - 2:50 PM

Lake Huron (8th floor)

CSE; Theory

Interdependence, Behaviorism and Sustainability

Chair: Madelon Y. Bolling (University of Washington)

Discussant: Maria R. Ruiz (Rollins College)

School Curricula and Environmentally Unsustainable Behavior. LIVIA SA (University of Nevada at Reno)

Developing Attention to Interdependence: The Presence of Systemic Constraints. MADELON Y. BOLLING (University of Washington)

Interlocking Contingencies and the Steps to Sacred Practice. CHRISTINE T. LOWERY (University of Wisconsin, Milwaukee)

#207 Symposium

1:30 PM - 2:50 PM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Lab Lore: Secrets of the Matching-to-Sample Procedure...REVEALED!!

Chair: Chad E. Drake (University of Mississippi)

These Participants Are Not Learning Correctly: Some Noteworthy Observations in a Behavior Analytic Laboratory. Chad E. Drake, Catherine Adams, Rhonda M. Merwin, Jonathan H. Weinstein, WILLIAM D. NEWSOME, JR., Adam Hahs, and Kelly G. Wilson (University of Mississippi)

Issues That We Forgot About: Familiarization, Practice Effects, and Ceiling Effects. Chad E. Drake, Karen Kate Kellum, Jonathan H. Weinstein, JON N. BENSON, Katie Patrick, Jacquelyn Surrel, and Kelly G. Wilson (University of Mississippi)

Issues That We Wonder About: Stimulus Function. Chad E. Drake, Karen Kate Kellum, Jonathan H. Weinstein, ADAM HAHS, and Kelly G. Wilson (University of Mississippi)

Issues That We Make Assumptions About: Using Undergraduates in the Laboratory. KAREN KATE KELLUM, Chad E. Drake, Jonathan H. Weinstein, and Kelly G. Wilson (University of Mississippi)

#208 International Symposium

1:30 PM - 2:50 PM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Novel Interventions and Procedures in the Study of Derived Relational Responding

Chair: Robert Whelan (Anglia Polytechnic University)

Discussant: Simon Dymond (Anglia Polytechnic University, Cambridge UK)

The Relational Completion Procedure: A New Method for Training and Testing Multiple Stimulus Relations. ROBERT WHELAN (Anglia Polytechnic University) and Simon Dymond (Anglia Polytechnic University, Cambridge UK)

Effects of Emotional and Neutral Stimulus Functions on the Emergence of Derived Stimulus Relations. IAN TYNDALL (American College Dublin), Bryan T. Roche (National University of Ireland, Maynooth), and Jack James (National University of Ireland, Galway)

The Quest to Raise IQ: Finding Hope in Multiple Exemplar Relational Training. SARAH O'CONNOR and Bryan T. Roche (National University of Ireland, Maynooth) and Denis P. O'Hora (University of Ulster)

#209 Panel Discussion

1:30 PM - 2:50 PM

Private Dining Room 3 (3rd floor)

OTH; Service Delivery

Professional Development Series: Non-traditional Research Questions and the Expansion of Behavior Analysis

Chair: Christy A. Alligood (West Virginia University)

BRANDI C. FINK (University of New Mexico)

ALYCE M. DICKINSON (Western Michigan University)

DONALD A. HANTULA (Temple University)

KENNETH SILVERMAN (John Hopkins University)

#210 Symposium

1:30 PM - 2:50 PM

Continental C (1st floor)

AUT; Applied Behavior Analysis

Recent Developments in the Assessment and Treatment of Severe Challenging Behavior

Chair: Chaturi Edrisinha (University of Texas at Austin)

A Comparison of Contingent and Noncontingent Positive Reinforcement in the Treatment of Escape-Maintained Inappropriate Behavior. NICHOL MOREY (The Ohio State University), Stephanie M. Peterson (Idaho State University), Laura Rismiller and Renee K. Van Norman (The Ohio State University), and Jamie Hughes

Examination of the Influence of the Establishing Operation on the Evocative Effectiveness of the Discriminative Stimulus. Mark F. O'Reilly, Jeffrey S. Sigafos, CHATURI EDIRISINHA, and Helen Cannella (University of Texas at Austin) and Anjali Barretto (Gonzaga University)

The Effects of Directive and Nondirective Prompts on Noncompliant Vocal Behavior Exhibited by a Child with Autism. ROBERT T. PEYTON and Steve Lindauer (The Kennedy Krieger Institute) and David M. Richman (University of Maryland, Baltimore County)

Comparison of Treatments to Reduce Hand Mouthing: Advantages of Functionally Derived Interventions over Arbitrary Interventions. HELEN CANNELLA and Mark F. O'Reilly (University of Texas at Austin)

#211 Symposium

1:30 PM - 2:50 PM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

BACB CE (CE Instructor: David Wilder, Ph.D., BCBA)

Recent Research on Functional Analysis and Function-Based Interventions

Chair: Julie Atwell (Florida Institute of Technology)

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

Brief Functional Analysis and Treatment of Tantrums Associated with Transitions in Preschool Children. DAVID WILDER, Liyu Chen, Julie Atwell, Josh Pritchard, and Phillip Weinstein (Florida Institute of Technology)

A Systematic Evaluation and Treatment of Multiply Controlled Inappropriate Mealtime Behaviors. MELANIE H. BACHMEYER, Cathleen C. Piazza, Gregory K. Reed, Stephanie Bethke, Sam Maddox, and Amanda Bosch (The Marcus Institute)

Function-Based Treatment of Feeding Problems in the Absence of Escape Extinction. ANGELA PRUETT, Cathleen C. Piazza, Gregory K. Reed, Melanie H. Bachmeyer, Stephanie Bethke, Barbara S. Wimberly, and Percy Milligan (The Marcus Institute)

#212 Paper Session

1:30 PM - 2:50 PM

Lake Erie (8th floor)

TBA

Teaching Behavior Analysis to Different Populations

Chair: Randy Williams (Gonzaga University)

Facilitating Quality Research in a Beginning University Course in Applied Behavior Analysis (Applied Behavior Analysis). RANDY WILLIAMS (Gonzaga University)

Teaching Behavior Analytic Techniques to Help Caregivers Tend to Alzheimer's Patients (Service Delivery). CARY S. SMITH and Li-Ching Hung (Mississippi State University)

Developing Instructional Materials for Behavior Analysis Classes (Theory). LIVIA SA (University of Nevada, Reno)

#213 Symposium

1:30 PM - 2:50 PM

Stevens #5 (Lower Level)

AUT; Service Delivery

The Pennsylvania Verbal Behavior Project: Infusing ABA into Public School Autism Programs

Chair: William Galbraith (PA Training and Technical Assistance Network)

Discussant: Michael Miklos (PA Training and Technical Assistance Network)

The Pennsylvania Verbal Behavior Project Overview. WILLIAM GALBRAITH (Pennsylvania Training and Technical Assistance Network)

Talking the Talk/Walking the Walk. MICHAEL MIKLOS (Pennsylvania Training and Technical Assistance Network)

Case Study Presentation. MARY BARBERA (SAFE of Pennsylvania)

#214 International Paper Session

1:30 PM - 2:50 PM

Stevens #4 (Lower Level)

AUT; Applied Behavior Analysis

Treatment Effects for Children Who Receive Early Behavioral Treatment

Chair: Sigmund Eldevik (Center for Early Intervention, Oslo, Norway)

Effects of Low-Intensity Behavioral Treatment for Children with Autism and Mental Retardation. SIGMUND ELDEVIK (Center for Early Intervention, Oslo, Norway), Svein Eikeseth (Akershus College), Erik Jahr (Akershus University Hospital, Norway), and Tristram Smith (University of Rochester Medical Center)

First-Year Outcomes of the St. Amant ABA Preschool Program. Angela Cornick and DANIELA FAZZIO (St. Amant Centre)

Targeting Social Communication Skills in Infants Showing Early Signs of Autism or Communication/Expressive Language Delays. SHELLEY MITCHELL and Jessica Brian (Hospital for Sick Children), Lonnie Zwaigenbaum (Hamilton Health Sciences Corp.), Susan Bryson (IWK Health Centre), and Wendy Roberts (Hospital for Sick Children)

#215 Symposium

1:30 PM - 2:50 PM

Continental A (1st floor)

AUT; Service Delivery

BACB CE (CE Instructor: Robert K. Ross, M.S., BCBA)

Treatment Interventions for Children with Autism: Expanding the Toolbox

Chair: Robert Ross (BEACON Services)

Discussant: David Corcoran (BEACON Services)

Using Video Modeling to Teach Play Skills and Language to a Five-Year-Old with Autism. JOE VEDORA and BethAnne Miles (BEACON Services)

Expanding Food Preferences with a Photographic Activity Schedule. KELLY KELM, Joe Vedora, and Robert Ross (BEACON Services)

Acquisition of Intraverbal Behavior for Two Young Children with Autism: A Systematic Replication. LAURA MEUNIER and Robert Ross (BEACON Services)

#216 Special Event

2:30 PM - 3:20 PM

International North (2nd floor)

EAB; Experimental Analysis

2005 ABA Tutorial: Behavioral Economic Concepts for Understanding Health-Related Behavior

Chair: Gregory Galbicka (sanofi aventis)

STEVEN R. HURSH, Ph.D. (John Hopkins University School of Medicine/SAIC)



Dr. Steven R. Hursh has over thirty years experience as a researcher and is author of over 50 articles, book chapters, and books. He is a former associate editor of the *Journal of the Experimental Analysis of Behavior*. His seminal article on economic concepts for the analysis of behavior is considered one of the most significant articles in the history of the journal. Dr. Hursh has been a key figure in the establishment of behavioral economics as a major conceptual area. His research papers have introduced into the behavioral vocabulary a number of "household terms" in behavioral psychology: open and closed economies, demand curves and demand elasticity, unit price, normalized demand, substitution and complementarity, P_{max} , O_{max} , and an equation for demand and responding that has broad generality across species and reinforcers. His extensions to drug abuse and the framing of drug abuse policy have had a major impact on the research direction of the National Institute of Drug

Abuse, which now funds a variety of studies on the behavioral economics of drug abuse. Dr. Hursh continues to make contributions as a consultant on research at three major university medical schools looking at behavioral economic processes with humans and non-human primates.

Abstract: The concepts of behavioral economics have proven useful for understanding the environmental control of overall levels of behavior for a variety of commodities, including, for example, reinforcement by food, water, drugs, and cigarettes. The general concepts will be summarized for application to the analysis of factors controlling overall consumption, overall response expenditure, and choice among different commodities. There has emerged a reliable mathematical expression that describes demand for various commodities and this basic demand law applies equally well to rats, monkeys, and human subjects. Behavioral economics provides a conceptual framework for understanding key factors that can contribute to reductions in consumption of illicit drugs and excessive consumption of other commodities and changes in choice behavior. When combined with an appreciation of the social and verbal dimensions of economic behavior, they provide a basis for generalization from laboratory and clinical studies to the development of novel behavioral therapies to reduce behaviors in excess and government policies to limit the illegal consumption of controlled substances.

#217 Invited Event

2:30 PM - 3:20 PM

Lake Ontario (8th floor)

BPH; Experimental Analysis

A Pavlovian Conditioning Approach to Studying Discriminative Stimulus Effects of Nicotine

Chair: Amy Odum (Utah State University)

RICK A. BEVINS, Ph.D. (University of Nebraska, Lincoln)



As an undergraduate student, **Dr. Rick Bevins** received training in experimental analysis of behavior from Dr. Palya at Jacksonville State University. In 1989, with a B.S. in Psychology, he went to the Neuroscience and Behavior Ph.D. program at the University of Massachusetts-Amherst to work with Dr. Ayres. His research as a graduate student focused on associative learning processes in Pavlovian fear conditioning. In the last year of training Dr. Bevins became interested in pharmacology as a tool for understanding learning processes. Following this interest, he took a post-doctoral position in 1993 at the University of Kentucky with Dr. Bardo. There, Dr. Bevins received training in behavioral and neuropharmacology. He also discovered that learning processes involving drugs were in and of themselves an important and intellectually challenging research area. With this perspective, Dr.

Bevins joined the Psychology Department faculty at the University of Nebraska, Lincoln in 1996. His current research program reflects a merging of this diverse training. The main empirical effort in the laboratory concerns behavioral and neuropharmacological factors affecting the ability of drug cues to acquire additional excitatory and/or modulatory control over behavior. Other effort focuses on the behavioral impact of novelty, conditioned environment-drug associations, and immunotherapies for nicotine addiction.

Abstract: Most Pavlovian (classical) conditioning theories of nicotine addiction conceptualize the pharmacological effects of nicotine as an outcome or unconditional stimulus (US) that changes the incentive/motivational value of contiguous stimuli. Although preclinical and clinical laboratory studies have affirmed the potential role of these processes in the etiology of nicotine addiction, therapies targeting nicotine and its associated cues have not consistently outvied other forms of intervention in promoting long-term abstinence from smoking. This disconnect highlights the possibility that nicotine might be serving as more than a US. One possibility supported by recent preclinical research with rats from our laboratory is that nicotine appears to also serve as a conditional stimulus (CS). According to this view, nicotine as a CS acquires the ability to evoke a conditioned response by being reliably paired with an appetitive US. The present talk will describe this research

characterizing nicotine as a CS, discuss some predictions (e.g., occasion setting, renewal) and implications of this conceptualization, and hopefully facilitate critical discussion on research exploring similarities and differences between nicotine in the role of a discriminative stimulus (SD) versus conditional stimulus.

#218 Panel Discussion

2:30 PM - 3:20 PM

Private Dining Room 1 (3rd floor)

CBM; Service Delivery

ACT Case: Treatment of Adult Male Presenting with Cutting/Burning and Depression

Chair: Laura Ely (University of Mississippi)

PATRICIA BACH (Illinois Institute of Technology)

ROBERT J. KOHLENBERG (University of Washington)

BARBARA S. KOHLENBERG (University of Nevada School of Medicine)

#219 Paper Session

2:30 PM - 3:20 PM

Continental B (1st floor)

AUT; Applied Behavior Analysis

Behavioral Research and Training Enhanced by Digital Media

Chair: Jack Scott (Florida Atlantic University)

Rate of Presentation and Listening Comprehension for Children with Autism and for Typically Developing Children. JACK SCOTT, Debra Leach, and Vanessa Garcia (Florida Atlantic University)

Recipe for Success: The Application of Principles of Behavior Analysis in Parent Management Training. MARK CLAYTON (Autism Association of New South Wales)

#220 Paper Session

2:30 PM - 3:20 PM

Stevens #3 (Lower Level)

VRB; Experimental Analysis

Conceptual and Empirical Advances in Verbal Behavior

Chair: William Potter (California State University, Stanislaus)

The Intraverbal. WILLIAM POTTER and Michelle Hannink (California State University, Stanislaus)

A Functional Analysis of Psychological Terms Using Simulated Operant Interactions. SAM LEIGLAND (Gonzaga University)

#221 International Panel Discussion

2:30 PM - 3:20 PM

Lake Michigan (8th floor)

DEV/EDC; Theory

BACB CE (CE Instructor: A. Charles Catania, Ph.D.)

Discussion of Dr. A. Charles Catania's Invited Address: Sources of Novel Behavior: Implications for the Development of Verbal Behavior

Chair: Martha Pelaez (Florida International University)

MARTHA PELAEZ (Florida International University)

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

PER HOLTH (Randstone University)

MARGARET VAUGHN (Salem State College)

#222 International Paper Session

2:30 PM - 3:20 PM

Private Dining Room 5 (3rd floor)

INT

Skinner's Molecular Interpretation of Behavior

Chair and Spanish Interpreter: Veronica Delgado (Behavioral Counseling and Research Center)

JACK MICHAEL (Western Michigan University)

#223 Symposium

2:30 PM - 3:50 PM

Joliet (3rd floor)

OBM; Service Delivery

Applications and Analyses of Emerging Information Technologies for Systemic Change

Chair: Mark P. Alavosius (Western Michigan University)

Behavior Change via the Internet. MATTHEW L. PORRITT, Alan D. Poling, and Mark P. Alavosius (Western Michigan University)

Enabling Communications with Geographically Dispersed Organizations Using Customized Media. GRISEL M. PUERTOS, Bismarck J. Manes, and Mark P. Alavosius (Western Michigan University)

Interactive Media to Train Work Safety Practices in Dining Services. BRIAN J. CROWLEY-KOCH, Siggí Sigurdsson, and Mark P. Alavosius (Western Michigan University)

Multimedia Program Design for the 21st Century: A CD-Rom-Based Distance Learning System for Conference Volunteers. BISMARCK J. MANES, Grisel M. Puertos, Matthew L. Porritt, Michelle VanWagner, and Mark P. Alavosius (Western Michigan University)

#224 Panel Discussion

2:30 PM - 3:50 PM

Marquette (3rd floor)

OBM/AUT; Service Delivery

BACB CE (CE Instructor: Beth Sulzer-Azaroff, Ph.D., BCBA)

Optimizing Applied Behavior Analysts' Functional Effectiveness in Educational Programs for Youngsters with Special Needs

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

STEVEN LUCE (Melmark)

KATHLEEN DYER (The River Street School at Coltsville)

SAUL AXELROD (Temple University)

ROBERT F. LITTLETON, JR. (Behavioral Education Assessment and Consultation Services (BEACON))

#225 Panel Discussion

3:00 PM - 3:50 PM

Lake Huron (8th floor)

CSE; Applied Behavior Analysis

Interactive Video Technology: Delivering Effective Behavior Analytic Services to Project 12-Ways Families-Rural Victims of Abuse and Neglect and Foster Care Children

Chair: Luke Baker (CNow)

BRANDON GREENE (Project 12-Ways)

JAMES F. MCGIMSEY (AdvoServ)

MAIRI MCALLISTER (Project 12 Ways, Southern Illinois University)

#226 Invited Event

3:00 PM - 3:50 PM

Lake Erie (8th floor)

TBA; Theory

Passing It On: In Honor of Fred Keller, Ogden Lindsley, and All My Teachers

Chair: Thomas A. Brigham (Washington State University)

CARL V. BINDER, Ph.D. (Binder Riha Associates)

Dr. Binder's photo and biographical statement may be found on page 94.

Abstract: Originally delivered in shortened form to accept the APA Division 25 Fred S. Keller Award for behavioral education, this address is part of our celebration of Ogden Lindsley's legacy. It honors Dr. Keller and Dr. Lindsley whose contributions to education and behavior analysis continue through their students and colleagues. As behavior analysts we share an understanding of biological, cultural, and individual evolution as processes of selection by consequences. As students and teachers, we participate in the process of evolution itself and can accelerate our contributions to our planet's well being and the survival of its inhabitants by consciously assuming responsibility for that participation. Because of the potential advantage that a science of behavior offers our species, we have an evolutionary imperative to pass it on. Some of our greatest teachers, including Skinner, Keller, and Lindsley have given us examples to emulate in this regard. Carl will share anecdotes illustrating the multiplicative effects of passing on what we know and discuss the critical role and evolution of Skinner's response rate measurement passed on to us through Lindsley. He'll highlight some of the important ways in which the foundation measurement technologies of our science can inform education and our continued evolution.

#227 Symposium

3:00 PM - 4:20 PM

Boulevard B (2nd floor)

OTH; Theory

A Celebration of Ogden R. Lindsley: His Contributions to Applied Science

Chair and Discussant: Charles T. Merbitz (The Chicago School of Professional Psychology)

Precision Teaching: Og's Gift to Education. CLAY STARLIN (University of Oregon)

Learners Spend More Time Learning and Less Time Performing. PATRICK E. MCGREEVY (Patrick McGreevy, Ph.D., P.A. and Associates)

The Standard Celeration Chart and Its Critical Importance to Applied Work. RICHARD M. KUBINA, JR. (Pennsylvania State University)

#228 Symposium

3:00 PM - 4:20 PM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: William H. Ahearn, Ph.D., BCBA)

Applying Behavioral Economic Theory in Providing Services to Individuals with Developmental Disabilities

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

Applications of Behavioral Economics to Enhancing Performance and Skill Acquisition.

WILLIAM H. AHEARN, Ruth M. Debar, Christine M. Florentino, Kelly K. Collins, and Kathleen M. Clark (The New England Center For Children) and William V. Dube (University of Massachusetts Medical School Shriver Center)

Analysis of Unit Price Within the Context of Reinforcement-Based Programs for Individuals with Developmental Disabilities. HENRY S. ROANE (The Marcus Institute), Terry Falcomata (University of Iowa), and Ashley C. Glover and Robert R. Pabico (The Marcus Institute)

Functional Similarity, Reinforcer Substitutability, and Elasticity of Demand: Paradoxical Implications for the Treatment of Behavior Disorders? ISER GUILLERMO DELEON (Johns Hopkins University), Stephanie A. Contrucci Kuhn and Meagan K. Gregory (The Kennedy Krieger Institute), Lynn G. Bowman (Johns Hopkins University), and Melissa Shuleeta (The Kennedy Krieger Institute)

#229 International Paper Session

3:00 PM - 4:20 PM

Stevens #2 (Lower Level)

DDA

Case Studies in Developmental Disabilities

Chair: Jane Petty (University of Birmingham, UK)

The Structure and Sequence of Precursor Behaviours to Bursts of Self-Injurious Behaviour in Children with a Severe Intellectual Disability (Applied Behavior Analysis). JANE PETTY, Chris Oliver, and Debbie Allen (University of Birmingham, UK)

Transformation from Sorting-to-Matching to Typical Matching-to-Sample: Teaching Computer-Based Matching Through a Systematic Fading Procedure (Applied Behavior Analysis). HIROFUMI SHIMIZU, Sudha Ramaswamy, Kelly Hobbins, and Christopher McDonough (Hawthorne Country Day School)

Obsessive Compulsive Behaviors in People with Mental Retardation (Service Delivery). DIXIE D. EASTRIDGE and Zhankun Cheng (The Habilitation Corporation)

#230 International Symposium

3:00 PM - 4:20 PM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Derived Relations and Psychopathology

Chair: Lorretto M. Cunningham (National University of Ireland, Maynooth)

A Behavior Analytic Investigation of Expectancy Bias: Developing a Relational Frame Exploration of "Expectancy" Functions Model of Irrational Fears. SINEAD SMYTH and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Exploring Experiential Avoidance Through Derived Stimulus Relations. FODHLA COOGAN, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Experiential Avoidance and Deficits in Autobiographical Memory. LORRETTO M. CUNNINGHAM, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Implicit Associations and Self-Reports: The Role of Instructions. SINEAD SMYTH and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#231 Symposium

3:00 PM - 4:20 PM

International South (2nd floor)

EAB; Experimental Analysis

BACB CE (CE Instructor: Craig Kennedy, Ph.D., BCBA)

Experimental Analyses of Behavioral Processes Relevant to Applied Behavior Analysis

Chair: Craig H. Kennedy (Vanderbilt University)

An Evaluation of Response Persistence and Response Suppression under Time-Based Schedules of Food Presentation. JOHN C. BORRERO (University of the Pacific) and Timothy R. Vollmer and Andrew Samaha (University of Florida)

Access to Aggression as Positive Reinforcement under Various Time and Ratio Schedule Requirements in Mice. MICHAEL E. MAY, Maria Couppis, and Craig H. Kennedy (Vanderbilt University)

Some Effects of Contingency Manipulations on Responding with Rats. ANDREW SAMAHA, Timothy R. Vollmer, and Laura E. O'Steen (University of Florida)

Behavioral Pharmacology of Aggression in Mice Lacking the Tailless Gene. PABLO JUAREZ, Maria G. Valdovinos, Maria Couppis, Michael E. May, and Craig H. Kennedy (Vanderbilt University)

#232 Symposium

3:00 PM - 4:20 PM

Astoria (3rd floor)

TPC; Theory

Illuminating the Cross-Cultural Context: Integrating Acceptance and Commitment Therapy and Minorities

Chair: Leslie Rogers (University of Mississippi)

Discussant: Amy Murrell (University of Mississippi)

Acculturation Issues in Behavioral Assessment and Treatment. Laura Johnson and CHRISTINA TUCKER (University of Mississippi)

Challenges in Using Acceptance and Commitment Therapy (ACT) with Non-European-American Cultures in the United States. MARY POLITI (George Washington University)

ACT and the Cross-Cultural Context in Therapy: Developing Interventions. Leslie Rogers and AMY MURRELL (University of Mississippi)

#233 Symposium

3:00 PM - 4:20 PM

Waldorf (3rd floor)

TPC; Theory

BACB CE (CE Instructor: William R. Hutchison, Ph.D.)

Implementing Behavior Analytic Models in Mobile Robots: Where the Rubber Meets the Road (Literally)

Chair: Betsy J. Constantine (Context Systems)

Implementing a Behavior Analytic Model in a Mobile Robot. WILLIAM R. HUTCHISON (Behavior Systems)

Practical Demonstration of a Mobile Robot Controlled by a Behavior Analytic Model. BETSY J. CONSTANTINE (Context Systems) and William R. Hutchison (Behavior Systems)

Implications of Developing Behavior Analytic Models in Robots. WILLIAM R. HUTCHISON (Behavior Systems), David C. Palmer (Smith College), and Betsy J. Constantine (Context Systems)

#234 International Paper Session

3:00 PM - 4:20 PM

Williford C (3rd floor)

EDC

Innovative Approaches to Mathematics Instruction

Chair: Joanne Robbins (Morningside Academy)

Evaluating Progress in Talk Aloud Problem Solving: Recent Lessons Learned at Morningside Academy (Applied Behavior Analysis). JOANNE K. ROBBINS (Morningside Academy) and April Heimlich (Headsprout)

Training Fraction-Decimal Equivalence in School Students with a Respondent-Type Procedure (Experimental Analysis). JULIAN LESLIE and Diana Parker (University of Ulster)
Math Preference and Mastery Relationship in Middle School Students with Disabilities (Applied Behavior Analysis). DEVENDER BANDA (Kean University) and James McAfee, David Lee, Richard Kubina, and John Neisworth (The Pennsylvania State University)

#235 Symposium

3:00 PM - 4:20 PM

Williford B (3rd floor)

EDC; Applied Behavior Analysis

Interventions and Functional Analysis Procedures for Elementary School Children with Emotional and Behavioral Risks

Chair: Debra M. Kamps (University of Kansas)

A Token System to Increase Teacher Praise and Improve Student Behaviors: Incorporating Ecological Observational Data to Inform an Intervention. JUNELYN LAZO (Regional Center of Orange County) and Debra M. Kamps (University of Kansas)

The Effects of a Group Contingency Intervention on Students Identified At-Risk for Antisocial Behavior. STEPHANIE THORNE and Debra M. Kamps (University of Kansas)

The Effects of a Para-professional Implemented Functional Analysis and Intervention on an Elementary Student with Severe Behavior Problems. KIMBERLY K. BESSETTE, Howard P. Wills, and Gregory P. Hanley (University of Kansas)

Functional Analysis in the Classroom: What are the Outcomes When a Classroom Teacher Conducts the Analysis? JANA SKINNER and Mary B. Veerkamp (University of Kansas) and Howard P. Wills (Juniper Gardens Children's Project)

#236 Panel Discussion

3:00 PM - 4:20 PM

Private Dining Room 3 (3rd floor)

OTH; Applied Behavior Analysis

Professional Development Series: On Being a Postdoc

Chair: Hillary Whiteside (The Institute for Effective Education)

KYONG-MEE CHUNG (The Kennedy Krieger Institute)

CHAD M. GALUSKA (University of Michigan)

ANDREW W. GARDNER (The Kennedy Krieger Institute)

CYNTHIA J. PIETRAS (Western Michigan University)

#237 International Paper Session

3:00 PM - 4:20 PM

Continental C (1st floor)

AUT

Ritualistic and Stereotypic Behavior in Persons with Autism

Chair: Svein Eikeseth

Reinforcer Induced Stereotypes and Reinforcer Induced Self-Injury in Participants with Autism (Experimental Analysis). SVEIN EIKESETH (Akershus University College)

Ritualistic Behavior in Children with Autism: Part I (Applied Behavior Analysis). BLAKE LANCASTER, Linda A. LeBlanc, and Dawn Detweiler (Western Michigan University)

Ritualistic Behavior in Children with Autism: Part II (Applied Behavior Analysis). DAWN DETWEILER and Linda A. LeBlanc (Western Michigan University)

#238 Symposium

3:00 PM - 4:20 PM

Stevens #5 (Lower Level)

AUT; Applied Behavior Analysis

Strategies Used to Promote Discrimination Skills in Preschool Children Diagnosed Within the Pervasive Development Disorders Spectrum

Chair: Kelly Young (Crossroads Center for Children)

Discussant: Stephen Anderson (Summit Educational Resources)

Impulse Control Used As Instructional Support to Promote Discrimination Skills. JOANNE EMERLE (Crossroads Center for Children)

Discrimination Skills Facilitated by the Use of "3+" Program. VANESSA RUSSELL (Crossroads Center for Children)

Use of a Multiple Modality Approach to Promote Discrimination Performance. SHANNON SOWLE (Crossroads Center for Children)

#239 Symposium

3:00 PM - 4:20 PM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Supporting Teachers use of Effective Teaching Practices: Building and Sustaining Successful Classrooms

Chair: Teri Lewis-Palmer (University of Oregon)

Discussant: Mack D. Burke (University of Georgia)

An Examination of Classroom Instructional Practices and Office Discipline Referrals.

ROBERT F. PUTNAM, Marcie W. Handler, Jannette Rey, and Christine Davis (The May Institute)

Use of Performance Feedback to Increase Preservice Teacher's Positive Teacher-Student Social Behavioral and Academic Instruction. NANDITA RAO and Emma Martin (University of Oregon)

Effects of Performance Feedback on the Generalization of Preservice Teacher Skills Across Content and Instructional Groups. SARAH A. FAIRBANKS and Emma Martin (University of Oregon)

#240 Symposium

3:00 PM - 4:20 PM

Continental A (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Marjorie H. Charlop-Christy, Ph.D.)

Teaching Social Skills to Children with Autism with Empirically Validated Procedures

Chair: Marjorie Charlop-Christy (Claremont McKenna College)

Discussant: Chris LaBelle (University of Florida)

The Generalization and Maintenance of Affective Perspective-Taking Skills of Children with Autism. DEBRA BERRY (Claremont Graduate University) and Marjorie Charlop-Christy (Claremont McKenna College)

Increasing Coordinated Joint Attention in Children with Autism Using Naturalistic Teaching Strategies (NaTS). H. Michael Carpenter and, KATHERINE K. BYRD (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

The Effects of Naturalistic Teaching Strategies (NaTS) on Acquisition of Gestures and Subsequent Increases in Speech in Children with Autism. H. Michael Carpenter and KARI L. BERQUIST (Claremont Graduate University) and Marjorie H. Charlop-Christy (Claremont McKenna College)

#241 Symposium

3:00 PM - 4:20 PM

Stevens #4 (Lower Level)

AUT; Service Delivery

Toward Outcome-Level Analyses of Early Intensive Intervention Programs for Young Children with Autism

Chair: Rachel S. F. Tarbox (The Center for Autism & Related Disorders, Inc.)

Discussant: Glen O. Sallows (Wisconsin Early Autism Project)

The Need for Empirical Evaluation of Behavioral Intervention and the Difficulty of Establishing It. PATRICK M. GHEZZI (University of Nevada, Reno)

Early Intensive Behavioral Intervention: Evaluation of a Direct Observation Assessment Protocol for Children with Autism and PDD. RENÉE C. MANSFIELD and Rebecca P. F. MacDonald (The New England Center for Children)

A Preliminary Outcome Analysis of a Large-Scale Early Intervention Program for Children with Autism. RACHEL S. F. TARBOX and Doreen Granpeesheh, Jonathan Tarbox (University of Nevada, Reno), and Marla Saltzman and Lisa Brownfield (The Center for Autism and Related Disorders)

#242 International Symposium

3:00 PM - 4:20 PM

Boulevard C (2nd floor)

EAB; Experimental Analysis

What Exactly Are the Associations in the Implicit Associations Test?

Chair: Fiona O'Neill (National University of Ireland, Maynooth)

Assessing Emotive and Non-Emotive A-B Transfer Effects Using Respondent and Matching-To-Sample Training Procedures. Sinead Smyth, Lisa Harvey, FIONA O'NEILL, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Assessing Emotive and Non-Emotive B-A Symmetry Transfer Effects Using Respondent and Matching-to-Sample Training Procedures. Sinead Smyth, Marina Dillon, STEPHANIE DORAN, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Assessing Emotive and Non-Emotive A-C Transitivity Transfer Effects Using Respondent and Matching-To-Sample Training Procedures. Sinead Smyth (National University of Ireland, Maynooth), Lorraine Woods (National University of Ireland, Maynooth), GRACE O'MALLEY (National University of Ireland, Maynooth), Dermot Barnes-Holmes (National University of Ireland, Maynooth), Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Assessing Emotive and Non-Emotive C-A Equivalence Transfer Effects Using Respondent and Matching-To-Sample Training Procedures. Sinead Smyth, SUZY FURNEY, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

#242a Symposium

3:30 PM - 4:20 PM

Joliet (3rd floor)

OBM; Service Delivery

A Behavioral View of Current Workplace Issues

Chair: Travis McNeal (Continuous Learning Group)

Discussant: Ramona Houmanfar (University of Nevada, Reno)

Learnings About Leadership in a "Do More with Less" Environment. TRACY THURKOW and Travis McNeal (Continuous Learning Group)

A Behavioral Approach to Talent Strategy. BILL REDMON (Bechtel)

#243 Invited Event

3:30 PM - 4:20 PM

Williford A (3rd floor)

CBM; Theory

Acceptance and Commitment Therapy and Behavior Analysis

Chair: Kelly G. Wilson (University of Mississippi)

STEVEN C. HAYES, Ph.D. (University of Nevada, Reno)

Dr. Hayes's photo and biographical statement may be found on page 146.

Abstract: Applied behavior analysis has become dominated by the study of developmental disabilities and a few other problem areas where direct contingency principles provide relatively adequate guidance for technological development. Basic behavior analysis is struggling for its identity and indeed for its very survival. Both situations are symptoms of the same problem: the failure to provide an adequate account of human language and cognition. In this talk I review the empirical and conceptual progress of Acceptance and Commitment Therapy (ACT). ACT is one of a small number of new "third wave" interventions that is fundamentally changing modern behavioral and cognitive therapy. In the five years since the first major outcome study on ACT appeared, successful outcome studies have shown that ACT is helpful in the areas of stress, substance abuse, smoking, diabetes, pain, anxiety, psychosis, prejudice, parenting, and other areas. Both the breadth of application of ACT and the data on its processes of change comport with its underlying theory, Relational Frame Theory (RFT). Since the combination of functional contextualism, RFT, and ACT is at its essence an expression and extension of the core assumptions of behavior analysis, empirical and conceptual progress in this area carries with it a broader lesson: It is useful for behavior analysis to embrace the empirical and conceptual analysis of language and cognition, and explore the applied implications of that analysis. There are barriers to be overcome in both the applied and basic areas before the opportunities that lesson affords can be realized, however. If these barriers can be addressed there is little to prevent behavior analysis from becoming much more central to modern psychology without having to abandon any of its core commitments.

#244 International Paper Session

3:30 PM - 4:20 PM

Private Dining Room 5 (3rd floor)

INT

CABAS® School Programs for Children with Autism in Ireland: A Five-Year Review

Chair and Spanish Interpreter: Janet Solorzano (Morris School District)

DOLLEEN-DAY KEOHANE (Morris School District)

Future ABA Annual Conventions

May 26-30, 2006

Atlanta, Georgia, Hyatt Regency Atlanta

May 25-29, 2007

San Diego, California, Manchester Grand Hyatt

May 23-27, 2008

Chicago, Illinois, Hilton Chicago

#245 Invited Event

3:30 PM - 4:20 PM

Stevens #3 (Lower Level)

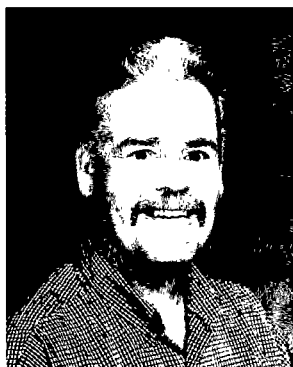
VRB; Theory

BACB CE (CE Instructor: Mark L. Sundberg, Ph.D., BCBA)

How Does Stimulus Control Develop with Automatic Reinforcement?

Chair: Robert G. Vreeland (Behavior Analysis & Intervention Services)

MARK L. SUNDBERG, Ph.D., BCBA (Behavior Analysts, Inc.)



Dr. Mark L. Sundberg received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. Dr. Sundberg is a Licensed Psychologist and Board Certified Behavior Analyst who has been conducting language research with children with autism for over 30 years. He is the founder and past editor of the journal *The Analysis of Verbal Behavior*, and is the co-author (with James W. Partington) of the books *Teaching Language to Children with Autism or Other Developmental Disabilities*, *The Assessment of Basic Language and Learning Skills: The ABLLS*, and (with Jack Michael) *A Collection of Reprints on Verbal Behavior*. He has published over 40 professional papers, given over 350 conference presentations and workshops, and taught over 70 college courses on behavior analysis, verbal behavior, sign language, and child development. Dr. Sundberg received the 2001 "Distinguished Psychology Department Alumnus

Award" from Western Michigan University.

Abstract: Behavior that is automatically reinforced must come under some type of stimulus control. However, the development of stimulus control is not discussed much by Skinner (1957), or by others who have since written about automatic reinforcement. The current presentation will briefly describe the concept of automatic reinforcement, its applications, and then suggest how stimulus control develops when behavior is automatically reinforced. The analysis may help to explain behavior such as delayed echolalia, self-stimulation, and verbal perseverations. In addition, techniques to evoke desirable behavior (e.g., infant babbling) related to a history of automatic reinforcement will be presented.

#246 International Symposium

3:30 PM - 4:20 PM

Continental B (1st floor)

AUT; Service Delivery

BACB CE (CE Instructor: Joel Hundert, Ph.D., BCBA)

Implementing Quality Assurance In An Organization Providing Home-Based Early Intensive Behavior Intervention

Chair: Joel P. Hundert (Behaviour Institute)

A System of Evaluation and Feedback on Therapist's Skills in Implementing EIBI. NICOLE WALTON-ALLEN (Behaviour Institute)

System To Assess Skill Level of Children with Autism and Select Instructional Targets I. MIRANDA SIM (Behaviour Institute)

System To Assess Skill Level of Children with Autism and Select Instructional Targets II. DONNA CHANEY (Behaviour Institute)

247 Paper Session

3:30 PM - 4:20 PM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Reinforcing Effects of Nicotine: Facts and Fiction

Chair: Jesse Dallery (University of Florida)

STEVEN I. DWORKIN (University of North Carolina, Wilmington)

#248 Special Event

4:30 PM - 5:30 PM

International North (2nd floor)

Presidential Scholar's Address

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

WILLIAM WIMSATT, Ph.D. (University of Chicago)

#249 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

AUT

1. **Toilet Training Children with Autism (DDA; Service Delivery).** Naomi Swiezy, Megan Grothe, and RACHEL LOFTIN (Children's School Success, Indiana University)
2. **Effects of a Weighted Hat on Self-Injurious Behavior (DDA; Applied Behavior Analysis).** CHRISTOPHER J. PERRIN (Bancroft NeuroHealth) and April S. Worsdell (Southern Illinois University)
3. **A Waiting Program for Increasing Session Behaviors Through Differential Reinforcement of Other Behaviors (DDA; Applied Behavior Analysis).** RICK SHAW (Northeastern University)
4. **Using Preference to Compete with Echolalia (VRB; Applied Behavior Analysis).** Daniel B. Shabani, Wayne Fisher, and APRIL KISAMORE (The Marcus Institute)
5. **Functional Communication Training to Reduce Biting in a Child with Autism (Applied Behavior Analysis).** CAROL DEPEDRO (BEACON Services)
6. **Assessing the Effects of Two Different Escape Extinction Procedures on the Occurrence of Extinction Bursts and Extinction Induced Aggression (DDA; Applied Behavior Analysis).** BECKY PENROD, Michele D. Wallace, and Megan D. Nollet (University of Nevada, Reno)
7. **Termination of Stereotypic Behaviors as an Establishing Operation to Tantrums, Aggressive and Destructive Behavior (Applied Behavior Analysis).** KATHERINE POWERS and Wayne Fisher (The Marcus Institute)
8. **Comparing Two Durations of Response Latency on the Academic and Challenging Behaviors of Children with Autism (DDA; Applied Behavior Analysis).** MATTHEW TINCANI and Shannon Crozier (University of Nevada, Las Vegas)
9. **Stimulus Preference Assessment Procedures: A Review and Application for Children with Autism (Applied Behavior Analysis).** ROCIO ROSALES and Anthony Cuvo (Southern Illinois University)
10. **Project GATORSS: A Comparison of Perceived Functions in Naturalistic Observations and Functions Identified via Functional Analysis (EDC; Applied Behavior Analysis).** ELIZABETH L. W. MCKENNEY, Jennifer A. Sellers, Jennifer M. Asmus, Maureen A. Conroy, and Brian A. Boyd (University of Florida)
11. **Increasing Food Repertoires of a Selective Eater with Autism: Intervention and Generalization Procedure Outcome Data (DDA; Service Delivery).** KAREN NAULT and Robert Ross (BEACON Services)

12. **A Comparison of Stereotypy as Reinforcement and Traditional Reinforcement on Response Acquisition (Service Delivery).** MELISSA GARD, Kala Dable, and Kristi Born (LIFE Midwest)
13. **Conducting an Analogue Functional Analysis in a Public School Setting (Applied Behavior Analysis).** CHRISTINE HAGENLOCHER (Newton, MA Public Schools), Daniel Cohen-Almeida (Melmark New England), and Mary Katherine Towle (Simmons College)
14. **Behavioral Functional Assessment Comparisons (DDA; Applied Behavior Analysis).** CAITLIN HERZINGER (University of Georgia)
15. **Factors Associated with Occurrence and Duration of SIB of a Ten-Year-Old Boy with Autism (Service Delivery).** COURTNEY MOODY, Joel Hundert, and Nicole Walton-Allen (Behaviour Institute)
16. **The Effects of a Multi-Component Program on Reduction of Aggression in a Student with Autism (Service Delivery).** Ellen Taylor, LEIGH ANN STRAIN, Sharon K. Kell, Jerre R. Brimer, Ann M. Morris, Holly Rogers, and Jacques Fails (The Learning Tree, Inc.) and Robert W. Montgomery (Reinforcement Unlimited)
17. **A Comparison Functional Analyses Conducted in Both the Natural and Experimental Environments for a Child with PDD-NOS (DDA; Applied Behavior Analysis).** MEGAN GUIDI and Rodney Clark (Allegheny College)
18. **Matching Treatment to Function to Reduce SIB in a Six-Year-Old Male with Autism (EDC; Applied Behavior Analysis).** ANDREA RODRIGUEZ (Behavioral Concepts Inc.)
19. **The Effects of Differential Reinforcement of Alternative Behavior on Food Refusal (DDA; Applied Behavior Analysis).** STEFANIE HORVATH and Christopher J. Perrin (Bancroft NeuroHealth)
20. **Assessment of FCT on Increasing Hair Washing Tolerance (DDA; Applied Behavior Analysis).** AIMEE E. HOLSTE, Christopher J. Perrin, and Frances A. Perrin (Bancroft NeuroHealth)
21. **Use of a DRO + Blocking Procedure to Reduce Food Stealing in a Residential Setting (Applied Behavior Analysis).** Meagan Gregory, MARIAMA ANNAN, and Frank Cicero (Eden II Programs)
22. **Comparison of Matched Versus Unmatched Stimuli in the Reduction of Automatically Reinforced Stereotypy (DDA; Applied Behavior Analysis).** LISA BARSNESS (St. Cloud State University), Kristie Thompson (Minnesota Autism Center), and Kimberly Schulze (St. Cloud State University)
23. **Determining the Behavioral Function and Implementing Subsequent Intervention Planning for Running Behavior of a Preschooler Diagnosed with Autism (DDA; Applied Behavior Analysis).** MELISSA KISS, Elaine Stack-Taylor, and Helen Bloomer (Crossroads Center for Children)
24. **Token Economy Methods to Reduce Out-of-Seat Behavior, Crying, and Vocal Outbursts (DDA; Service Delivery).** BETH ANN JACOBS, Lindsay Allazetta, Lenise Kryk, and Matt Tincani (University of Nevada, Las Vegas)
25. **The Assessment and Treatment of Inappropriate Foot Touching Maintained by Automatic Reinforcement (DDA; Applied Behavior Analysis).** AJAMU NKOSI, Michael Mueller, and Cynthia Maynard (May South)
26. **Reevaluating "Necessary" Prerequisites for Toileting Training Children with Autism (Service Delivery).** Rena Sorensen-Burnworth, JAMIE LENTZ, and Kimberly Kroeger-Geoppinger (Cincinnati Children's Hospital Medical Center)
27. **Effects of Medication on the Treatment of Severe Self-Injurious Behavior of a Child with Autism (DDA; Applied Behavior Analysis).** DAVID J. SHAW and David Garcia (Behavior Analysis, Inc.)
28. **Choice-Making as a Treatment for Disrobing and Inappropriate Urination in a Child with Autism (Applied Behavior Analysis).** JANE CARLSON, Amy Slyman, and Andrea Markowski (The May Institute)

29. **Investigation of Differences in Preference Stability over Time Among Individuals with and without Autism Spectrum Diagnoses (DDA; Applied Behavior Analysis).** AMI SPENCER, Meghan Moore, Marilyn Cataldo, Iser Guillermo DeLeon, Lynn G. Bowman, and Yaniz Padilla (The Kennedy Krieger Institute)
30. **Differential Reinforcement with and Without Stimulus Fading for Escape-Maintained Problem Behavior (DDA; Applied Behavior Analysis).** GRIFFIN ROOKER, Eileen M. Roscoe, and Diana Ervin (The New England Center for Children)
31. **Starch Satiation Treatment for Rumination in a Child with an Autism Spectrum Disorder (DDA; Applied Behavior Analysis).** CAMMARIE JOHNSON (The New England Center for Children) and Melissa A. Bidwell (Behavior Consultation and Therapy Services)
32. **Supplementing Brief Functional Analysis Data to Ameliorate Invalid Hypotheses Regarding Response Function (Applied Behavior Analysis).** LISA MARIE ANGELLO (The May Institute, Inc.), Amanda Beattie, Sara Kuperstein, Tamara Marder, and Meghan Dougherty (Ivymount Autism Program), and Jane M. Barbin (Behavioral Directions, LLC)

#250 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

CBM

33. **Context Manipulations and the Facilitation of Treatment Effects on the Rate of Targeted Responding (EAB; Applied Behavior Analysis).** BEN ZIMMERMAN and Jennifer Dawson (The Kennedy Krieger Institute)
34. **Management of Behavior Outside of Mealtime: Does Anyone Want Help? (TBA; Service Delivery).** SUZANNE M. FUNK, Kellie A. Hilker, Peter Girolami, and Ping Wang (The Kennedy Krieger Institute)
35. **Treatment Acceptability Ratings for Parkinson's Disease-Related Depression: Initial Findings (DEV; Applied Behavior Analysis).** DUANE A. LUNDERVOLD and Shannon Garcia (Central Missouri State University)
36. **Complex Pediatric Feeding Disorders: Child Characteristics and Treatments (TBA; Applied Behavior Analysis).** ASHLEY J. GREER, Elizabeth A. Masler, Charles S. Gulotta, and Peter A. Girolami (The Kennedy Krieger Institute)
37. **Treatment of Bottle Dependency and Severe Food Refusal: Use of a Nuk Brush to Increase Acceptance (TBA; Applied Behavior Analysis).** MARY HARSH, Nicole Roscoe, Peter Girolami, and Kellie A. Hilker (The Kennedy Krieger Institute)
38. **Pediatric Feeding Disorders: Changes in Caregiver Stress and Mealtime Perceptions Before and After Treatment (TBA; Applied Behavior Analysis).** ELIZABETH A. MASLER, Ashley J. Greer, Charles S. Gulotta, and Peter A. Girolami (The Kennedy Krieger Institute)
39. **The Use of Behavioral Anger-Management Techniques to Decrease the Inappropriate Behaviors of an Individual with a Severe Behavior Disorder: A Single-Case Study (EDC; Service Delivery).** EMILY BURKE, Nicholas Lowther, and Edward Langford (Judge Rotenberg Educational Center)
40. **Food Preference Assessments for Children with Food Refusal (DDA; Applied Behavior Analysis).** PETER GIROLAMI, Ashley J. Greer, and James H. Boscoe (The Kennedy Krieger Institute)
41. **Two Methods to Increase Solid Food Volume: Impact on Mealtime Variables (DDA; Applied Behavior Analysis).** PING WANG, Elizabeth Masler, Charles Gulotta, and Peter Girolami (The Kennedy Krieger Institute)
42. **Use of a Changing-Criterion Design in the Treatment of a Typically Developing Ten-Year-Old with Food Refusal (Applied Behavior Analysis).** KELLIE HILKER (The Kennedy Krieger Institute) and David Elkin (University of Mississippi Medical Center)

43. **An Analysis of Free-Time Contingencies During the Treatment of Pediatric Feeding Disorders (Applied Behavior Analysis).** TIFFANY GILMORE CLAY, Cathleen C. Piazza, Gregory K. Reed, Stephanie Bethke, Melanie Bachmeyer, Andrea Ridgway, and Allison Martin (The Marcus Institute)
44. **Children's Emotion Functioning as Predicted by Internalizing and Externalizing Behaviors and Peer Social Behavior (DEV; Applied Behavior Analysis).** LEIGH ANNE FAUL (University of Mississippi), Lisa Coyne (Brown University), and Kim M. Parks, Karen H. Petty, and Alan M. Gross (University of Mississippi)
45. **Treating Children with Thumb- and Finger-Sucking Using Habit Reversal Combined with Parent Education Procedures and a Moisture-Sensitive Awareness Training Device (DEV; Applied Behavior Analysis).** GREG NUNN (National University) and Blake Nunn (University of Wisconsin, Milwaukee)
46. **Typing Performance in the Therapeutic Workplace (BPH; Applied Behavior Analysis).** TODD KNEALING, Kylen Godfrey, Carolyn Carpenedo, Conrad Wong, and Kenneth Silverman (Johns Hopkins University School of Medicine)
47. **Behavioral Contracting and the Elimination of Enuresis in Children Ages Five-Twelve (DDA; Applied Behavior Analysis).** ANTHONY STOVER, Luis Tomas, and Stephen Starin (Behavior Analysis & Therapy, Inc.)
48. **The Assessment and Treatment of Mood in Persons with Traumatic Brain Injuries (Applied Behavior Analysis).** HANNA PODOLSKA, Gerald Faw, and Donna Della (Center for Comprehensive Services), Paula Davis (Southern Illinois University at Carbondale), and Ashton Robinson, Stacey Small, and Ashley Welch (Center for Comprehensive Services)

#251 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

DDA

49. **Assessment and Treatment of Automatically-Maintained Problem Behavior (AUT; Applied Behavior Analysis).** JAMIE HUGHES and Renee Van Norman (The Ohio State University)
50. **Single Stimulus Preference Assessment for Individuals with Profound Multiple Disabilities: Investigation of Two Procedural Parameters (EAB; Applied Behavior Analysis).** SARA SPEVACK (University of Manitoba), Jennifer Thorsteinsson (St. Amant Centre), Aynsley Verbeke and Kerri Walters (University of Manitoba), D.C.T. Yu (St. Amant Centre), and Garry L. Martin (University of Manitoba)
51. **Beyond Probabilities: Within-Session Analyses of Teacher-Child Interactions (EDC; Applied Behavior Analysis).** LAURA ADDISON (Louisiana State University), Dorothea Lerman (University of Houston, Clear Lake), and Debra Forde, Valerie Volkert, Mandy Parten, Nicole Trosclair, and Tiffany Kodak (Louisiana State University)
52. **Comparison of PECS and Speech Generating Devices: Acquisition and Learner Preference (VRB; Applied Behavior Analysis).** SEUNG-HYUN SON (University of Texas at Austin)
53. **Evaluation of a Procedure for Fading Video Prompts (EDC; Applied Behavior Analysis).** BERENICE DE LA CRUZ, Helen Cannella, Chaturi Edrisinha, and Mark F. O'Reilly (University of Texas at Austin)
54. **The Use of Differential Reinforcement in Increasing Work Production in a Seventeen-Year old with PDD (CSE; Applied Behavior Analysis).** JESSICA SURETTE, Lisa Dunn, and John Stokes (Melmark New England)
55. **The Effects of Simplified Habit Reversal on Thumb Sucking Behavior (Applied Behavior Analysis).** SAM STANSBERY and Sean Casey (Pennsylvania State University)
56. **An Experimental Analysis of Idiosyncratic Antecedents and Maintaining Variables for Aggressive Behavior (AUT; Applied Behavior Analysis).** KATHERINE GILLIGAN, Sara Huber, Jaimie Hoover, and Meredith Cochran (The May Institute)

57. **Analysis and Treatment of Aggression Maintained by Escape from Close Proximity (Applied Behavior Analysis).** MELANIE DUBARD and Louis Hagopian (The Kennedy Krieger Institute)
58. **Using Differential Reinforcement of Incompatible Behavior to Decrease Pica in a Developmentally Disable Individual (Applied Behavior Analysis).** Traci Brown (The Kennedy Krieger Institute) and David E. Kuhn (Johns Hopkins University School of Medicine)
59. **Teaching Handwriting Behavior of Chinese Characters to a Child with Mental Retardation (2) (EDC; Applied Behavior Analysis).** MASAKO TSURUMAKI (Fukushima University, Japan)
60. **Using a Video Model to Increase Staff Compliance with a Modified Incidental Teaching Protocol (AUT; Applied Behavior Analysis).** CATHLEEN ALBERTSON, Lauren Frederick, and Jamie Pagliaro (Melmark)
61. **Trends in the Use of Behavioral Procedures in an Intensive Outpatient Treatment Setting (Applied Behavior Analysis).** LINDSAY S. HAUER and Theodosia R. Paclawskyj (The Kennedy Krieger Institute)
62. **Assessing the Conditions that Occasion Protests of Nonverbal Children (VRB; Applied Behavior Analysis).** JIM HALLE and Hedda Meadan (University of Illinois) and Erik Drasgow (University of South Carolina)
63. **Parent and Patient Report of Stimulus Preferences: A Data-Based Comparison (Applied Behavior Analysis).** DAVID JARMOLOWICZ (The Kennedy Krieger Institute), Louis Hagopian and David Kuhn (The Johns Hopkins University), and Kristie Arnold (The Kennedy Krieger Institute)
65. **The Successful Use of Contingent Skin Shock Following Years of Positive-Only Programming: Two Case Studies Using a Multiple Baseline Across Individuals and Behaviors with Long Term Follow-Up (AUT; Service Delivery).** ROBERT VON HEYN, Matthew Israel, and Maryellen Kelley (Judge Rotenberg Educational Center)
66. **The Development of a Digital Video Recording System Allowing Real Time Monitoring of 40 Residences Spread Throughout Southern Massachusetts Across the Internet. (AUT; Service Delivery).** Matthew L. Israel, Ed Langford, ROBERT VON HEYN, Krause Kerry, and Jennifer Remy (Judge Rotenberg Educational Center)
67. **The Effects and Side Effects of Signals on Target and Other Behavior During Delayed Reinforcement (AUT; Applied Behavior Analysis).** MICHAEL SCHAFER, Michael Kelley, Wayne Fisher, and Amanda Zangrillo (The Marcus Institute)
68. **Influence of Stimulant Medication Plus Behavioral Intervention on the Results of a Functional Analysis of Elopement for a Child with Attention Deficit Hyperactivity Disorder (Applied Behavior Analysis).** RICHARD A. GOYSOVICH, Lynn G. Bowman, and Nicole M. Rodriguez (The Kennedy Krieger Institute)
69. **Idiosyncratic Interactions of Gender and Type of Attention in the Maintenance of Aggressive Behavior (CBM; Applied Behavior Analysis).** ARTHUR E. WILKE and Michelle Frank (The Kennedy Krieger Institute) and Iser Guillermo DeLeon (Johns Hopkins University)
70. **Time- Versus Performance-Based Work Requirements: Assessment of Problem Behavior During Work Time (EDC; Applied Behavior Analysis).** Terry Falcomata, Joel Ringdahl, Eric Boelter, and Tory Christensen (University of Iowa)
71. **The Effective Use of Seclusion Time Out and Some Techniques for its Effective Removal (Applied Behavior Analysis).** MARIANNE JACKSON, Larry Williams, and Kendra Rickard (University of Nevada, Reno)
72. **The Use of Video Modeling to Increase Social Interaction Between Two Preschool Children with Developmental Disabilities (AUT; Service Delivery).** ABIGAL FERGUSON and Darci Fischer (Hawthorne County Day School)

Sunday, May 29

#252 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

DEV

- 73. Comparison of Delayed Matching-to-Sample Performance of Persons with and Without Alzheimer's Disease (EAB; Experimental Analysis).** EUNICE GARDNER (University of Arkansas for Medical Sciences), John J. Chelonis (University of Arkansas, Little Rock), Catherine Cole and Elaine Souder (University of Arkansas for Medical Sciences), and Merle G. Paule (National Center for Toxicological Research)
- 74. The Effects of Alzheimer's Disease on Time Perception (EAB; Experimental Analysis).** EUNICE GARDNER (University of Arkansas for Medical Sciences), John J. Chelonis (University of Arkansas, Little Rock), Catherine Cole and Elaine Souder (University of Arkansas for Medical Sciences), and Merle G. Paule (National Center for Toxicological Research)
- 75. Physical Appearance and Intimate Friendship in Adolescence: A Study Using a Portuguese College Student Sample (EDC; Applied Behavior Analysis).** RAUL CORDEIRO and Miguel Arriaga (Escola Superior de Enfermagem de Portalegre, Portugal)
- 76. Increasing Group Participation in an Adult with Traumatic Brain Injury (TBA; Service Delivery).** AMBER MAKI (St. Cloud State University)
- 77. An Initial Behavioral Approach to the Study of Toddler's Emotional Behavior. (TPC; Applied Behavior Analysis).** ANNE KUPFER, Kanako Otsui, and Julie Lewis (Arizona State University)
- 78. Garden Atriums for People with Dementia: If You Build It, Will They Come? (CSE; Applied Behavior Analysis)** R. MARK MATHEWS, Gillian Woods, and Jonathan Baker (University of Kansas)
- 79. An Evaluation of the Effectiveness of a Positive Incentives Program with Nursing Home Residents (DDA; Applied Behavior Analysis).** SHASTA BRENSKE and Susan Parenteau (Minnesota Veterans Home)
- 80. A Comparison of Interventions to Increase the Medication Compliance of Nursing Home Residents (DDA; Applied Behavior Analysis).** SHASTA BRENSKE and Susan Parenteau (Minnesota Veterans Home)
- 81. An Examination of Response Patterns in Children Utilizing Interval Schedules of Reinforcement (Experimental Analysis).** JONATHAN YOUNG and John Chelonis (University of Arkansas at Little Rock), and Brian Kubacak, Ronald Baldwin, Mark Edwards, and Eldon Schulz (University of Arkansas for Medical Sciences)

#253 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

EAB

- 82. An Automated Training Procedure for Presenting Olfactory Stimuli to Rats (Experimental Analysis).** KAREN M. LIONELLO-DENOLF and Sheila Mihalick (University of Massachusetts Medical School Shriver Center)
- 83. Making the Unappetizing a Positive Reinforcer: Positive Induction and its Application to Overeating (CBM; Experimental Analysis).** BRENT C. HANSON and Jeffrey N. Weatherly (University of North Dakota)
- 84. Haloperidol and Progressive Ratio Schedules: Size of the Step and Reinforcer Type (EAB; Experimental Analysis).** PABLO COVARRUBIAS and Carlos F. Aparicio (University of Guadalajara)
- 85. The Effects of Reinforcement Magnitude on Schedule-Induced Polydipsia in Single Pellet Delivery Trials (Experimental Analysis).** JOSEPH GOLSON and James Todd (Eastern Michigan University)

86. **The Use of Odor as a Conditioned Stimulus for Schedule-Induced Polydipsia in Rats (Experimental Analysis).** HEATHER ANSON and James Todd (Eastern Michigan University)
87. **Cerebellar Dentate Lesions Disrupt Motivation on a Progressive Ratio Operant Conditioning Task (Experimental Analysis).** DAVID BAUER, Joseph Richardson, and Rodney Swain (University of Wisconsin, Milwaukee)
88. **The Response-Reinforcer Relation in Resistance to Change: Effects of Immediate, Briefly-Delayed, and Longer-Delayed Reinforcement (EAB; Experimental Analysis).** CHRISTOPHER A. PODLESNIK, Corina Jiménez-Gómez, Ryan D. Ward, and Timothy A. Shahan (Utah State University)
89. **Dishabituation with Infants (DEV; Experimental Analysis).** JAMES MCEWAN and Kylie Jeffrey (University of Waikato)
90. **Effects of Concurrently Available Fixed-Time Reinforcers on Responding Under a Variable-Interval Schedule (Experimental Analysis).** RAQUEL ALO and Kennon A. Lattal (West Virginia University)
91. **Preference and Resistance to Change in Chain and Tandem Schedule Components (Experimental Analysis).** KATHLEEN S. FITZSIMMONS (Santa Clara University), Katharine M. Seip (Rutgers University), and Matthew C. Bell (Santa Clara University)
92. **Visual Reinforcement in Female *Betta splendens* (EAB; Experimental Analysis).** MIRARI ELKORO, Stephanie P. da Silva, and Kennon A. Lattal (West Virginia University)
93. **Effects of Housing and Stress on Discrimination Behavior in Rats (DDA; Experimental Analysis).** LINDSEY KATORA, Jennifer O'Donnell, and Rodney Clark (Allegheny College)
94. **EAHB-SIG Student Paper Award Winner: Emergence of Complex Conditional Discriminations by Joint Control of Compound Samples (Experimental Analysis).** BENIGNO ALONSO-ÁLVAREZ (Universidad de Oviedo - Spain)
95. **A Virtual Alternative to the Morris Water-Maze Procedure (Experimental Analysis).** LUISA GUERRERO-CANON and Linda J. Hayes (University of Nevada, Reno)
96. **Environmental Enrichment at the Small Zoo (Experimental Analysis).** SARAH BENNETT and James D. Dougan (Illinois Wesleyan University)
97. **Using the Spontaneously Hypertensive Rat (SHR) as an Animal Model to Examine the Role of Delay in Establishing Conditioned Reinforcers in Attention Deficit/Hyperactivity Disorder (ADHD) (Experimental Analysis).** KRISTINA T. AUSTIN, Sherry L. Serdikoff, and Jonathan M. Slezak (James Madison University), and A. Charles Catania (University of Maryland, Baltimore County)
98. **Behavioral and Physiological Sequelae of Perinatal Nutritional Variations (Experimental Analysis).** JASON LANDON, Michael Davison, Mhoyra Fraser, and Bernhard Breier (University of Auckland)
99. **Activity Anorexia: Aversions to Flavors Not Seen During Continuous Access to Exercise (Experimental Analysis).** AMY K. DRAYTON and James T. Todd (Eastern Michigan University)
100. **Potential Effects of Aggressive Videogames on Children and Young Adults' Behavior and Physiology (TPC; Experimental Analysis).** R. Wayne Fuqua, KENT SMALLWOOD, and Joseph Dagen (Western Michigan University)
101. **Test Grades, Time Taken to Complete Tests, and Student Ratings of Test Difficulty (EDC; Experimental Analysis).** FRANK HAMMONDS (Troy University)
102. **EAHB-SIG Student Paper Award Winner: The Effects of Multiple Tact and Receptive-Discrimination Training on Acquisition of Intraverbal Behavior (VRB; Experimental Analysis).** CAIO MIGUEL (The New England Center for Children) and Anna Ingeborg Petursdottir and James E. Carr (Western Michigan University)
103. **Transitions in the Functional Properties of Different Interactive Episodes During Language Acquisition (VRB; Experimental Analysis).** IVETTE VARGAS, Emilio Ribes, and Carmen Quintana (University of Guadalajara)

104. **Sensitivity to Molar Contingencies of Food Presentation (Experimental Analysis).** JEFFREY EVERLY and Michael Perone (West Virginia University)
105. **Functional Analysis and Treatment of Typical Problem Behaviors in Individuals with Traumatic Brain Injury (EAB; Experimental Analysis).** Jeffrey E. Dillen, Ashton J. Robinson, Kimberly Moore, Jennifer A. Delaney, HOLLY L. BIHLER, and Mark R. Dixon (Southern Illinois University) and John M. Guerzio (Center for Comprehensive Services)
106. **Evaluation of an Instructional Situation Under Three Linguistic Modes in Schoolchildren and University Students (EDC; Experimental Analysis).** IDANIA ZEPEDA, Julio Varela, Maria Luisa Avalos, Carlos Martinez, Suce! Moran, Maria Antonia Padilla, and Pablo Covarrubias (Universidad de Guadalajara)
107. **Amount of Training, Transfer of Speed, and Class Mergers via Conditional Discriminations (Experimental Analysis).** ABDULRAZAQ A. IMAM (John Carroll University)
108. **Training Structure in the Formation of Equivalence (Experimental Analysis).** JEANETTE WILSON, Carol Pilgrim, Mark Galizio, Maureen Aro, and Natalie Jacome (University of North Carolina at Wilmington)

#254 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

EDC

109. **Teachers' Perceptions of the Effectiveness of NorthStar Program in Developing Pre-referral Interventions (TBA; Service Delivery).** PINDIPROLU SEKHAR (East Tennessee State University)
110. **The Effects of the Learn Unit on Teaching Two Teaching Assistants the Repertoire of Instructional Decision Making (TBA; Applied Behavior Analysis).** Claire Cahill and JENNIFER LONGANO (Columbia University Teachers College)
111. **The Effects of the Collaborative Assessment Conference on Teachers' Frequency and Type of Differentiated Instruction (DDA; Applied Behavior Analysis).** CARLA DEARMAN, Sheila Alber, and Linda Atwood (University of Southern Mississippi)
112. **Expanding E-learning Service for Professionals and Paraprofessionals Working with Children with Developmental Differences in Korea (CSE; Service Delivery).** SANG BOK LEE, Hyo-shin Lee, Sung Ae Kim, Gyeon Hee Seo, Chan Woon Park, Heon Seon Jeon, and Chan Seok Byun (Daegu University)
113. **The Use of Problem-Based Learning in the Functional Assessment Training of Preservice Special Educators (CSE; Service Delivery).** MICHAEL MAYTON (Beacon Behavioral Consultants, Inc.)
114. **Assessment of Strategic Text Analysis in Behavioral Psychology: The Evaluation, Intervention, and Process Analysis Model (TBA; Applied Behavior Analysis).** CARLOS SANTOYO (National Autonomous University of Mexico)
115. **Increasing Peer-Review Accuracy in a Computer-Aided PSI Course (TBA; Experimental Analysis).** KIRSTEN M. WIRTH, Joseph J. Pear, Toby L. Martin, Gabriel Schnerch, Heather D. Simister-Firth, and Kerri L. Walters (University of Manitoba)
116. **Computer-Based Program Instruction (Applied Behavior Analysis).** CONNY RAAZMAKERS, Morgan Reynolds, Greg Partlo, Eduardo Osorio, and Richard W. Malott (Western Michigan University)
117. **Behavioral Strategies for Families (AUT; Applied Behavior Analysis).** DANA SALINGER, Jane Shively, and Michael Konkel (Northwest Behavioral Associates)
118. **Enhancing Pre-service Students Learning About Bipolar Disorder via Lecturer Descriptions of Living with Mental Illness (CSE; Experimental Analysis).** AMY SKINNER and Juliann Mathis (University of Tennessee)
119. **Listserv Discussions: Effects on In-Class Discussions and Student Performance (TPC; Applied Behavior Analysis).** RYAN SAIN (Eastern Washington University) and Samantha Swindell and Thomas Brigham (Washington State University)

120. **The Effect of Mentor-Led Peer-Tutoring Sessions on Student Performance (TBA; Applied Behavior Analysis).** DARLENE E. CRONE-TODD and Alicia Satterfield (Delta State University)
121. **The Effects of Handwritten and Word-Processed Guided Notes on Post-Secondary Students' Recall and Application of Lecture Material (TBA; Applied Behavior Analysis).** SARA C. ERNSBARGER BICARD (Mercy College) and David Bicard and Hirofumi Shimizu (Hawthorne Country Day School)
122. **Attribution of Instructionally Alterable Variables Among Preservice and Inservice General Educators (EDC; Applied Behavior Analysis).** Gregory Harper, BARBARA MALLETT, and Larry Maheady (SUNY Fredonia) and Douglas Lloyd (Silver Creek Central School District)
123. **Pre-service Teachers' Reflection: Comparison of the Use of Videotape and No Videotape (Service Delivery).** RICHARD G. WELSCH and Patricia Devlin (University of Toledo)
124. **The Effects of Self-Management on Teachers' Acquisition and Generalization of Desirable and Less Desirable Statements (OBM; Applied Behavior Analysis).** NORM DAHL, Jennifer J. McComas, Anna-Lind Pétursdóttir, Laura Loftly, and Stephani Bruyer (University of Minnesota)
125. **The Role of Frequency in Maintenance of Desirable Teacher Statements Targeted in Self-Management Training (OBM; Applied Behavior Analysis).** Norm Dahl, ANNA-LIND PETURSDOTTIR, and Jennifer J. McComas (University of Minnesota)
126. **Using Self-Management to Improve Implementation and Promote Sustainability of a Class-Wide Behavior Support Program in a Special Education Classroom: A Follow-Up Case Study (Applied Behavior Analysis).** JEFFREY PISACRETA and Kimberly Thier (May Institute)
127. **The Use of Prompting and Self-Monitoring to Increase School Staff Implementation of a Token Economy (OBM; Applied Behavior Analysis).** ERIN SELIGSON and Jon Bailey (Florida State University)

#255 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

TBA

128. **Training Behavior Analysts to Improve Interobserver Agreement Scores: Implications on a Caregiver Training Curriculum (Applied Behavior Analysis).** HAN-LEONG GOH, Pat Wheat, Carole Van Camp, Valerie A. Barrow, Jennifer A. Johnston, and Marilyn K. Benham (University of Florida)
129. **Does Order Make a Difference? Which Should Come First the Lecture or the Application? (DDA; Applied Behavior Analysis).** MARCIE DESROCHERS and Cheryl Chatelle (SUNY, Brockport)
130. **How Many Clinical Cases are Required to Teach a Functional Assessment Approach? (DDA; Applied Behavior Analysis).** MARCIE DESROCHERS (SUNY, Brockport), Darlene Crone-Todd and Anna Alford (Delta State University), Mariana Coutinho (SUNY, Brockport), and Alicia Satterfield (Delta State University)
131. **Undergraduate Training in Applied Behaviour Analysis in Toronto (EDC; Applied Behavior Analysis).** JEN PORTER, Leanne Yearsley, Sarah Campbell, Sabrina Chan, and Anna Legett (George Brown College)
132. **Consecutive Weekly Assessments Versus Delayed Assessments and Their Effect on Staff Longevity (CSE; Service Delivery).** PHILIP A. WEINSTEIN, Paul Nelson, Kimberly M. Smith, and Jewlon Morris (University of South Florida)

133. **Consecutive Assessments Versus Delayed Assessments and Their Effect on Placement Disruptions for Dependent Children (CSE; Service Delivery).** PAUL NELSON, Kimberly M. Smith, Phil A. Weinstein, and Jewlon Morris (University of South Florida)
134. **Consecutive Assessments Versus Delayed Assessments and Their Effect on In Dependent Children's Maladaptive Behavior (CSE; Service Delivery).** KIMBERLY M. SMITH, Phil A. Weinstein, Paul J. Nelson, and Jewlon Morris (University of South Florida)

#256 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

VRB

135. **Transferring Control for the Mand to the Motivative Operation (AUT; Applied Behavior Analysis).** Gina Zecchin, Leigh Mariano, Emily Sweeney, Gianna Ritrovato, Kevin Bastin, and VINCENT CARBONE (Carbone Clinic)
136. **Using Stimulus Equivalence to Demonstrate Pre-existing Linguistic Relations III: Further Refinements (Experimental Analysis).** JEREMY M. HOF and Mike Clayton (Jacksonville State University)
137. **Case Examples of Rule-Governed Deceleration of Inappropriate Behavior (CBM; Applied Behavior Analysis).** MITCH ABBLETT, Timothy Paisey, and Matthew Israel (Judge Rotenberg Educational Center)
138. **Effects of Instructional Specificity and Feedback Density on the Rule Elaboration and Instructional Transmission (EAB; Experimental Analysis).** GERARDO ORTIZ (Universidad de Guadalajara, Mexico)
139. **Decreasing Inappropriate Vocalizations Through a Verbal Model (AUT; Applied Behavior Analysis),** CHANIE GOLDBERG and Gili Rechany (Shema Klainu- Hear Our Voices)
140. **Functional Communication Training in Severe TBI: Pointing to Yes/No (Applied Behavior Analysis).** JEFFREY SMITH and Sara Kressler (Timber Ridge Ranch Neurorehabilitation)
141. **Rule-Governance and Schedule-Control in the Escalation of Commitment (EAB; Experimental Analysis).** ALEXANDER PERSOSKIE and Jennifer O'Donnell (Allegheny College)
142. **The Effects of a Stimulus-Stimulus Pairing Procedure on Inducing Vocal Sounds in Children with Autism: A Replication Study (AUT; Applied Behavior Analysis).** NICOLE KALEN, Luis Barros, Soyoung Yoon, and Reyes Vera (Hawthorne Country Day School)
143. **Using Natural Environment Training to Teach Mand to a Young Child with Autism (AUT; Service Delivery).** MARCI MCCLUSKEY (St. Cloud State University)

#257 Business Meeting

7:00 PM - 7:50 PM

Private Dining Room 2 (3rd floor)

ABA Student Committee

Chair: Shawn R. Charlton (University of California, San Diego)

This meeting is for the ABA student membership. During this meeting, we will discuss opportunities for students to become involved in the associations various activities, future events for the professional development series, and other topics of interest to the student membership. All are welcome to attend.

#258 Business Meeting

7:00 PM - 7:50 PM

Boulevard A (2nd floor)

Behavior Analyst Certification Board University Faculty Contacts Meeting

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

The purpose of the meeting is to present new information for BACB Faculty Contacts of universities with BACB approved course sequences. The BACB Executive Director will provide information on the new requirements for course sequence approval, the latest information on new Professional Experience requirements, answer questions from participants, and receive feedback from participants on matters relating to the BACB.

#259 Business Meeting

7:00 PM - 7:50 PM

Boulevard B (2nd floor)

Behaviorists for Social Responsibility Special Interest Group

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

Behaviorists interested in social issues will gather to explore and share ways that the science of behavior can and should further contribute to social justice, human rights, and other important social goals. Those gathered will develop a task plan for expanding this work among behavior analysts.

#260 Business Meeting

7:00 PM - 7:50 PM

Private Dining Room 1 (3rd floor)

CalABA Business Meeting

Chair: LeeAnn Christian (Regional Center of Orange County)

This will be an open board meeting for members of the California Association for Behavior Analysis (CalABA). Non-members are invited, to find out more about CalABA and how they may become involved in the organization.

#261 Business Meeting

7:00 PM - 7:50 PM

Private Dining Room 5 (3rd floor)

Journal of Behavioral Education Editorial Board and Information Meeting

Chair: Phillip 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 future directions of the journal, and to inform the general public regarding the availability of the journal as an outlet for peer-reviewed scholarly submissions.

#262 Business Meeting

7:00 PM - 7:50 PM

Private Dining Room 3 (3rd floor)

Looking Back 40 Years: Sample of Students and Faculty in Behavior Analysis Programs at St. Cloud State University #2

Chair: Bob Murphy (St. Cloud State University)

Presentations will be given by students and faculty from the past 40 years; they will be commenting on their careers and relationship to St. Cloud State and ABA.

Dave Pyle, Psychologist at Behavior Intervention Systems in the Chicago, Illinois area; Ragnar Ragnarsson, Behavioral Psychologist, South Iceland Office of School Services; Craig Cook, Director Behavior Analysis Services, Spectrum Community Services in FL; Marge Vaughan (Peterson), Psychology Faculty, Salem State College, Salem, Massachusetts; Mary Wenker-Platt, Psychology Faculty Genesee Community College in New York.

#263 Business Meeting

7:00 PM - 7:50 PM

Astoria (3rd floor)

Mid-American Association for Behavior Analysis

Chair: Kevin P. Klatt (University of Wisconsin, Eau Claire)

The purpose of this meeting is to discuss recent activities and review plans for the 2005 MABA to be held Oct. 14 and 15 in Madison, Wisconsin.

#264 Business Meeting

7:00 PM - 7:50 PM

Lake Erie (8th floor)

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, executive director of Reaching Potentials, an ABA parent support agency, will host this meeting. Refreshments will be provided.

#265 Business Meeting

7:00 PM - 7:50 PM

Lake Huron (8th floor)

Positive Behavior Support Special Interest Group

Chair: Matthew Tincani (University of Nevada, Las Vegas)

This meeting is for all members of ABA interested in Positive Behavior Support. The purpose, goals, and activities of the Positive Behavior Support SIG will be discussed. Attendees are encouraged to bring ideas for presentations, research, and other initiatives related to positive behavior support and behavior analysis.

#266 Business Meeting

7:00 PM - 7:50 PM

Lake Ontario (8th floor)

Spanish Speaking Special Interest Group: Annual Meeting

Chair: Jose Julio Carnarero (University of Almería, Spain)

The Spanish Speaking SIG is devoted to the dissemination of behavior analysis to ABA members for whom English is not a primary language. It also invites those for whom English is not a primary language who 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, 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.

#267 Business Meeting

7:00 PM - 7:50 PM

Lake Michigan (8th floor)

Tennessee Association for Behavior Analysis

Chair: Timothy Cripps (President)

TABA will review the activities of the organization over the last year, and discuss the current activities of various committees and how members can get involved.

#268 Business Meeting

7:00 PM - 7:50 PM

Boulevard C (2nd floor)

Verbal Behavior Special Interest Group

Chair: Bill Potter (CSU Stanislaus)

The VB SIG is dedicated to promoting research, teaching and general dissemination of news related to Verbal Behavior. The purpose of the meeting is to network people involved or interested in VB, as well as establish projects and activities related to VB. Everyone is invited to attend. Interested persons should send an email to wpotter@toto.csustan.edu for an agenda prior to the meeting.

#269 Reunion

8:00 PM - 10:00 PM

Marquette (3rd floor)

A Celebration of the Life and Contributions of Ogden R. Lindsley

Chair: Michael Fabrizio (Fabrizio/Moors Consulting)

#270 Reunion

8:00 PM - 10:00 PM

Williford B (3rd floor)

Cambridge Center for Behavioral Studies Members Reception

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

#271 Reunion

8:00 PM - 10:00 PM

Joliet (3rd floor)

May Institute Hospitality Suite

Chair: Patrick Heck (May Institute)

#272 Reunion

8:00 PM - 10:00 PM

Private Dining Room 3 (3rd floor)

Reunion of St. Cloud State University and Friends

Chair: Gerald C. Mertens (St. Cloud State University)

#273 Reunion

8:00 PM - 10:00 PM

Williford A (3rd floor)

The B. F. Skinner Foundation

Chair: Julie S. Vargas (B. F. Skinner Foundation)

#274 Reunion

8:00 PM - 10:00 PM

Waldorf (3rd floor)

Western Michigan University Reunion for Students, Alumni, and Friends

Chair: Wayne Fuqua (Western Michigan University)

#275 ABA Expo

10:00 PM - 12:00 AM

ABA-Accredited Graduate Training Program

1. **Applied Behavior Analysis at St. Cloud State University.** KIM SCHULZE and Eric Rudrud (St. Cloud State University)

2. **Applied Behavior Analysis M.A. Track, University of Maryland, Baltimore County.** DAVID M. RICHMAN and A. Charles Catania (University of Maryland, Baltimore County), Iser Guillermo DeLeon (Johns Hopkins University), and Sungwoo Kahng and Louis P. Hagopian (The Kennedy Krieger Institute)
3. **Behavior Analysis and Therapy Program at Southern Illinois University.** MARK R. DIXON, Brandon F. Greene, Anthony J. Cuvo, Ruth Anne Rehfeldt, Paula Davis, and April Worsdell (Southern Illinois University)
4. **Behavior Analysis at California State University, Stanislaus.** WILLIAM F. POTTER, Jane S. Howard, Bruce E. Hesse, Gary D. Novak, and Pallotta Gina (California State University, Stanislaus)
5. **Behavior Analysis at Queens College and the Graduate Center, CUNY.** ANNE FETHERSTON (The Graduate Center, City University of New York), Carolyn S. Ryan (New York Center for Autism), and Matthew A. Taylor (The Graduate Center, City University of New York)
6. **Behavior Analysis Graduate Programs at Western Michigan University.** WAYNE FUQUA, Jim Carr, Richard Malott, and Cindy Pietras (Western Michigan University)
- 6a. **Behavior Analysis Programs at the University of Nevada, Reno.** Patrick M. Ghezzi, Linda J. Hayes, Ramona Houmanfar, Michele D. Wallace, W. Larry Williams, and KRISTEN MAGLIERI (University of Nevada, Reno)
7. **Graduate and Undergraduate Training at the University of North Texas.** MANISH VAIDYA (University of North Texas)
8. **Graduate Programs in Special Education at The Ohio State University.** Gwendolyn Cartledge, Ralph Gardner III, WILLIAM L. HEWARD, Nancy A. Neef, Pamela G. Osnes, and Diane M. Sainato (The Ohio State University)
9. **Ph.D. in Behavioral Psychology: The University of Kansas.** R. MARK MATHEWS, Edward K. Morris, Gregory P. Hanley, Rachel H. Thompson, James A. Sherman, Jan B. Sheldon, L. Keith Miller, and Stephen B. Fawcett (University of Kansas)
10. **Southern Illinois University Center for Autism Spectrum Disorders.** ANTHONY CUVO (Southern Illinois University)
11. **The Behavior Analysis Program at West Virginia University.** HAROLD E. LOBO, Ellen J. McCartney, and Karen G. Anderson (West Virginia University)

#276 ABA Expo

10:00 PM - 12:00 AM

Graduate Training Program

12. **ABA Training Opportunities at the New England Center for Children.** D. DANIEL GOULD (The New England Center for Children)
13. **Advanced Training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine.** SungWoo Kahng (The Kennedy Krieger Institute), KIMBERLY BELLIPANNI, Nicole Levasseur, Robert T. Peyton, and Tina Sidener (The Johns Hopkins University School of Medicine), and Michael F. Cataldo and Louis P. Hagopian (The Kennedy Krieger Institute)
14. **Applied Behavior Analysis at Utah State University.** TIM SLOCUM, Thomas Higbee, Charles Salzberg, Benjamin Lignugaris/Kraft, Robert Morgan, and David Forbush (Utah State University)
15. **Applied Behavior Analysis in Special Education at the University of Utah.** LEANNE HAWKEN (University of Utah)
16. **Applied Behavior Analysis Master's Training at the University of North Carolina at Wilmington.** MAUREEN ARO and Carol Pilgrim (University of North Carolina at Wilmington)
17. **Applied Behavior Analysis Programs at California State University, Fresno.** JENNIFER AUSTIN and Criss Wilhite (California State University, Fresno)

18. **Applied Behavior Analysis Training At George Mason University.** THEODORE A. HOCH (Northern Virginia Training Center) and Michael M. Behrmann and Johannes Rojahn (George Mason University)
19. **Behavior Analysis and Therapy On-Line at Southern Illinois University.** Jennifer A. Delaney, Mark R. Dixon, JEFFREY E. DILLEN, and Susan Edgren (Southern Illinois University)
20. **Behavior Analysis at Temple University.** BETSY WURSTNER, Michael J. Tobia, Philip N. Himeline, Saul Axelrod, Donald A. Hantula, Ralph Spiga, and Chris Tillman (Temple University)
21. **Behavior Analysis at the Florida Institute of Technology.** JOSE MARTINEZ-DIAZ, Matthew Normand, Wilder David, and Elbert Blakely (Florida Institute of Technology)
22. **Florida International University Behavior Analysis Programs.** JACOB L. GEWIRTZ and Martha Pelaez (Florida International University)
23. **Florida State University Panama City: Graduate Training in Applied Behavior Analysis.** COLIN PEELER, H. Allen Murphy, and Jon S. Bailey (Florida State University, Panama City)
24. **Graduate Training in Behavior Analysis and Behavior Therapy at Eastern Michigan University.** JAMES T. TODD (Eastern Michigan University)
25. **Graduate Training in Behavior Analysis at North Dakota State University.** AMANDA BOSCH, Peter Knudson, Amy Mackner, and Raymond Miltenberger (North Dakota State University)
26. **Master's Program in Clinical Psychology/Applied Behavior Analysis at East Carolina University.** JEANNIE GOLDEN (East Carolina University)
27. **Master's Program in Severe Disabilities with an Emphasis in Autism Spectrum Disorders at UMCP.** CHRISTINE HOFFNER BARTHOLD and Andrew L. Egel (University of Maryland)
28. **Master's Programme in Applied Behaviour Analysis at the University of Wales, Bangor, UK.** J. Carl Hughes and STEPHEN NOONE (University of Wales, Bangor)
29. **May Institute Graduate Training Opportunities.** JANE CARLSON (The May Institute)
30. **Pennsylvania State University Graduate Program.** YOUJIA HUA (Pennsylvania State University)
31. **Post-Baccalaureate Certificate Program in Applied Behavior Analysis.** PATRICK PROGAR, Ken Reeve, and Sharon Reeve (Caldwell College)
32. **The ABA Program at the Chicago School of Professional Psychology.** CHARLES MERBITZ and David Pyles (Chicago School of Professional Psychology)
- 32a. **The American College of Applied Science: An On-Line Learning Opportunity.** DANA REINECKE and Robert DeFranco (The American College of Applied Science)
33. **The Pennsylvania State University Graduate Program.** YOUJIA HUA, Ann Antus, and Dawn Hamlin (Pennsylvania State University)
34. **The School Psychology Program at Syracuse University: Focus on Research-Based Practice.** FLORENCE D. DIGENNARO, Derek D. Reed, Caron Ellzey, Benita Blachman, Tanya L. Eckert, Lawrence J. Lewandowski, Brian K. Martens, and Laura Lee McIntyre (Syracuse University)
35. **Utah State University: Behavior Analysis Training in the Department of Psychology.** Timothy Shahan, Amy Odum, and CARL CHENEY (Utah State University)
36. **Western Michigan University: Clinical Psychology Doctoral Program.** RICHARD SPATES, Scott Gaynor, Linda LeBlanc, and Amy Naugle (Western Michigan University)
37. **Western Michigan University: Masters Program in Industrial Organizational Psychology.** Alyce Dickinson, MARK ALAVOSIUS, John Austin, and Eric Fox (Western Michigan University)

#277 ABA Expo

10:00 PM - 12:00 AM

ABA Board

38. **ABA's Education Board.** PAMELA G. OSNES (The Ohio State University), Janet Ellis (University of North Texas), Janet Twyman (Headsprout), and Medea A. Rawls (University of North Texas)
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#278 ABA Expo

10:00 PM - 12:00 AM

ABA Committee

39. **ABA Student Committee.** SHAWN R. CHARLTON (University of California, San Diego), Rachel S. F. Tarbox (The Center for Autism & Related Disorders, Inc.), and Christy A. Alligood (West Virginia University)
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#279 ABA Expo

10:00 PM - 12:00 AM

Affiliated Chapter

40. **Behavior Analysis Association of Michigan.** JAMES T. TODD, Joseph Golson, Heather Anson, and Erin M. Lynch (Eastern Michigan University)
41. **California Association for Behavior Analysis.** LEEANN CHRISTIAN (Regional Center of Orange County)
42. **HABA: Hawai'ian Association for Behavior Analysis.** SMALLEY KIMBERLY (HABA) and Wilson Catherine (BCRC)
43. **IABA: The New Israeli ABA Chapter.** MICHAEL BEN-ZVI (Zinman College)
44. **Japanese Association for Behavior Analysis.** NAOKO SUGIYAMA (Yamawaki Gakuen College)
45. **Mid-American Association for Behavior Analysis (MABA).** KEVIN P. KLATT, Gregory J. Madden, Julie A. Ackerlund, and Britta L. Fiksdal (University of Wisconsin, Eau Claire), Mark P. Reilly (Central Michigan University), and Ruth Anne Rehfeldt (Southern Illinois University)
46. **The Chicago Association for Behavior Analysis.** CHARLES MERBITZ (Chicago School of Professional Psychology)
47. **The Swedish Association for Behavior Analysis.** Kenneth Nilsson (Behavior Analysis Group Sweden) and NED CARTER (The Swedish Association of Local Authorities and Regions)
48. **The Texas Association for Behavior Analysis.** WILLIAM EDWARDS (Behavioral Innovations, Inc.)
49. **Virginia Association for Behavior Analysis.** SHERRY L. SERDIKOFF (James Madison University)
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#280 ABA Expo

10:00 PM - 12:00 AM

Special Interest Group

50. **Behaviorists Interested in Gambling Special Interest Group (BIG SIG).** GINGER WILSON and Patrick M. Ghezzi (University of Nevada, Reno), Mark R. Dixon (Southern Illinois University), and Charles A. Lyons (Eastern Oregon University)
51. **Clinical Special Interest Group.** ANN BRANSTETTER (Southwest Missouri State University)
52. **OBM Network.** RHIANNON M. FANTE (Western Michigan University)
- 52a. **Parent-Professional Partnership Special Interest Group.** SUZANNE BUCHANAN, Germaine Ibrahim, and Barbara Wells (COSAC)
53. **The Experimental Analysis of Human Behavior Special Interest Group.** CYNTHIA J. PIETRAS (Western Michigan University), Eric A. Jacobs (Southern Illinois University), Jennifer M. O'Donnell (eCollege), and John R. Kraft (Armstrong Atlantic State University)

54. **The Standard Celeration Society.** Michael Fabrizio (Fabrizio/Moors Consulting), NICHOLAS M. BERENS (University of Nevada, Reno), Jesus Rosales-Ruiz (University of North Texas), and Sandy McLeod
55. **Verbal Behavior Special Interest Group.** BILL POTTER (California State University, Stanislaus), Matthew P. Normand (Florida Institute of Technology), David Reitman (Nova Southeastern University), and David Sidener (Western Michigan University)

#281 ABA Expo

10:00 PM - 12:00 AM

Around the World

56. **EJOBA (*European Journal of Behavior Analysis*).** ERIK ARNTZEN (Akershus University College), Per Holth (The Behavioral Center, Oslo), and Arne Brekstad (University of Oslo)
57. **Icelandic Association for Behavior Analysis (ICEABA).** RAGNAR S. RAGNARSSON, Íris Árnadóttir, Kristín Guðmundsdóttir, Anna-Lind Pétursdóttir, G. Adda Ragnarsdóttir, Anna Ingeborg Petursdóttir, Ingibjörg Sveinsdóttir, and Einar T. Ingvarsson
58. **Sophia University Young Autism Project and Nakayoshi Kids Station.** Yoshiaki Nakano and TAKAHIRO YAMAMOTO (Sophia University) and Maiko Miyazaki, Yuki Itoh, Mari Kashio, and Akiko Kato (Nakayoshi Kids Station)
59. **The Global Autism Project.** MOLLY OLA PINNEY (The Global Autism Project) and Allison L. Moors (Fabrizio/Moors Consulting)

#282 ABA Expo

10:00 PM - 12:00 AM

Other Organization

60. **A Publically Funded ABA Program for Pre-school Children with Autism in Manitoba, Canada.** Angela Cornick, Jill Franchuk, Carl Stephens, and DANIELA FAZZIO (St Amant Centre)
61. **Canada's First Bachelor's Degree In Behavioural Psychology.** GARY BERNFELD and Sheelagh Jamieson (St. Lawrence College)
62. **Division 25 Archive Project: Substantive Articles in the Division 25 Recorder.** AMY K. DRAYTON and James T. Todd (Eastern Michigan University)
63. **Division 25 of the American Psychological Association.** ERIC A. JACOBS (Southern Illinois University)
64. **Establishing the Wales Centre for Behaviour Analysis.** Richard P. Hastings, J. Carl Hughes, STEPHEN NOONE, and Sandy Toogood (University of Wales, Bangor)
65. **Graduate Internet Coursework in Behavior Analysis at the University of North Texas.** LESLIE S. BURKETT, Sigrid S. Glenn, and Susan R. Miller (University of North Texas)
66. **Undergraduate Preparation in Behavior Analysis at Allegheny College.** SARAH PACKOSKY, Emily Roguski, and Rodney Clark (Allegheny College)

Visit the ABA Expo

Sunday, May 29, 10:00 pm – 12:00 am

Southwest Exhibit Hall (Lower Level)

Learn about graduate programs, internships, ABA Chapters and Boards, Special Interest Groups, and many other opportunities in behavior analysis!



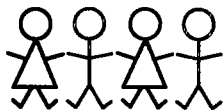
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- Research based intervention using the science of applied behavior analysis
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www.tpathways.org



Chicago

Monday, May 30

Day Schedule
ABA Business Meeting
Sessions
Presidential Address
Business Meetings
ABA Social

Monday, May 30

ROOM		7 AM :00 :30	8 AM :00 :30	9 AM :00 :30	10 AM :00 :30	11 AM :00 :30	12:00 PM - 1:30 PM	1:30 PM - 2:30 PM	
Lower Level - Exhibit Halls	SW Exhibit Hall				ABA Exhibitors				
	SW Exhibit Hall	<div><div></div> = Special and Invited Events</div> <div>CE = Session available for BACB CE (for certified behavior analysts)</div> <div>Ch: = Chair</div> <div>LEGEND</div>			ABA's Service to Apply, Recruit, and Train (START)				
	SW Exhibit Hall				POSTER SESSIONS				
	SE Exhibit Hall							ABA Cooperative Bookstore	
	Stevens #1				#299 DDA CE Ch: Kahng	#316 DDA CE Ch: Doyle			#352 DDA CE Ch: Vollmer
	Stevens #2				#301 DDA CE Ch: Price	#327 DDA Ch: Ringdahl			#353 DDA Ch: Slocum
	Stevens #3		#312 VRB Ch: Bicard	#337 VRB CE HINELINE			#358 VRB Ch: Tu		
Stevens #4		#291 DDA Ch: Birkan	#326 DDA Ch: Kelley			#356 VRB Ch: O'Hara			
Stevens #5		#300 AUT Ch: Kates-McElrath	#330 AUT Ch: Remington			#359 AUT Ch: Leslie			
First Floor	8th Street Registration			Pre- and On-Site Registration					
	8th Street Registration			Continuing Education					
	Continental A			#308 AUT CE Ch: Fisher	#324 AUT CE Ch: Maguire			#366 AUT CE Ch: McEachin	
	Continental B			#286 AUT CE KAISER	#309 AUT Ch: Holmes	#335 AUT Ch: Taubman		#362 AUT Ch: Garcia	
Continental C			#307 AUT Ch: Drash	#320 AUT Ch: Rone-Depolo			#367 AUT Ch: LeBlanc		
Second Floor	Grand Ballroom								
	International North			#284 VRB CE LAYNG		#333 AUT CE GREEN		#345 TPC CE HAYES	
	International South			#289 EAB TIMBERLAKE	#310 EAB Ch: Abreu-Rodriguez	#336 EAB DAVISON		#354 EAB CE Ch: Kupfer	
	Boulevard A			#294 EAB Ch: Stewart	#329 EAB Ch: Martin			#368 EAB Ch: Fields	
	Boulevard B			#292 EAB Ch: Glindemann	#318 EAB Ch: Sanabria			#361 EAB Ch: Hübner	
	Boulevard C			#293 EAB Ch: Dymond	#325 EAB Ch: Vaidya			#348 OTH OSBORNE	
	Williford A			#302 CBM CE Ch: Miltenberger	#323 CBM Ch: Lyons			#346 CBM DOUGHER	
	Williford B			#285 EDC Ch: Chase	#311 EDC Ch: Davis	#334 EDC Ch: Hursh		#347 EDC Ch: Smith	
	Williford C			#303 EDC Ch: Martin	#331 EDC Ch: Putnam			#357 EDC Ch: Hagen-Burke	
	Waldorf			#305 TPC Ch: Barnard	#322 TPC Ch: Malone				
Third Floor	Astoria			#287 TPC Ch: Burgos	#313 TPC Ch: Vintere				
	Private Dining Room 1		#283 ABA Business Mtg.	#296 CBM Ch: Gifford	#328 CBM Ch: Twohig				
	Private Dining Room 2			#297 EDC Ch: Frieswyk	#317 EDC Ch: Singer-Dudek			#364 EDC Ch: Murphy-Ball	
	Private Dining Room 3			#290 EAB Ch: Valverde	#315 EAB Ch: Duffy			#363 OTH Ch: Charlton	
	Private Dining Room 4								
	Private Dining Room 5								
	Private Dining Room 6			Speaker-Ready Room					
	Private Dining Room 7			Speaker-Ready Room					
	Joliet			#298 OBM Ch: Sasson	#315a INT ARDILA			#360 OBM Ch: MacNamara	
	Marquette			#295 OBM Ch: Boyce	#332 OBM Ch: Harbat			#365 OBM CE Ch: Hyten	
Eighth Floor	Lake Erie			#304 TBA CE Ch: Raymond	#321 TBA Ch: Brigham			#350 TBA Ch: Eversole	
	Lake Huron			#306 CSE CE Ch: Ruiz	#319 CSE Ch: Mattaini			#351 CSE Ch: Granucci	
	Lake Michigan							#349 DEV HARZEM	
	Lake Ontario			#288 BPH Ch: Pinkston	#314 BPH Ch: Raiff			#355 BPH Ch: Odum	

Monday, May 30

ROOM	2:30 - 3:00	3 PM :00 :30	4 PM :00 :30	5:00 - 5:30	5:30 PM - 7:00 PM	7 PM :00 :30	8 PM :00 :30	9 PM :00 :30
SW Exhibit Hall	ABA Exhibitors							
SW Exhibit Hall	ABA's Service to Apply, Recruit, and Train (START)							
SW Exhibit Hall					POSTER SESSIONS			
SE Exhibit Hall	ABA Cooperative Bookstore							
Stevens #1	#352 Cont'd	#388 DDA CE Ch: Roscoe						
Stevens #2	#353 Cont'd	#389 DDA Ch: O'Reilly						
Stevens #3	#358 Cont'd	#390 VRB Ch: Merwin						
Stevens #4	#356 Cont'd	#383 VRB Ch: LeBlanc						
Stevens #5	#359 Cont'd	#392 AUT Ch: Merker						
8th Street Registration	Pre- and On-Site Registration							
8th Street Registration	Continuing Education							
Continental A	#366 Cont'd	#394 AUT CE Ch: Weidenbaum						
Continental B	#362 Cont'd	#393 AUT CE Ch: Patch						
Continental C	#367 Cont'd	#387 AUT Ch: Whalen						
Grand Ballroom								#411 ABA Social 9p-1a
International North	#369 DDA DIXON			#398 Pres. Address CE				
International South	#354 Cont'd	#385 EAB CE Ch: Kupfer						
Boulevard A	#368 Cont'd	#391 EAB Ch: Fields						
Boulevard B	#361 Cont'd	#382 EAB Ch: Ortega-Pardo						
Boulevard C	#370 EAB Ch: Fernandez	#395 EAB Ch: Sobie						
Williford A	#372 CBM Ch: Malanga	#396 CBM Ch: Wong						
Williford B	#371 EDC Ch: Sharpe	#397 EDC Ch: Ellis						
Williford C	#357 Cont'd	#381 EDC Ch: Moffett						
Waldorf	#376 TPC CE Ch: Ruiz							
Astoria	#375 TPC Ch: Tarbox							
Private Dining Room 1	#374 CBM Ch: Dee					#408 Health & Fitness SIG		
Private Dining Room 2	#364 Cont'd	#386 EDC Ch: Berens				#406 BACB Certificat Mtg		
Private Dining Room 3	#363 Cont'd	#378 EAB Ch: Berg				#410 St. Cloud State Event #3		
Private Dining Room 4								
Private Dining Room 5								
Private Dining Room 6	Speaker-Ready Room							
Private Dining Room 7	Speaker-Ready Room							
Joliet	#360 Cont'd					#409 OBM Network		
Marquette	#365 Cont'd	#377 OBM CE ABERNATHY						
Lake Erie	#350 Cont'd	#384 TBA CE Ch: Shaok				#407 HABA		
Lake Huron	#351 Cont'd	#380 CSE CE Ch: Zane						
Lake Michigan	#373 DEV CE Ch: Reese	#397a OTH Ch: Charlton						
Lake Ontario	#355 Cont'd	#379 BPH Ch: Harper						

#283 Special Event

8:00 AM - 8:50 AM

Private Dining Room 1 (3rd floor)

ABA Business Meeting

Chair: Linda J. Hayes (ABA President)

Maria E. Malott (Executive Director/Secretary-Treasurer)

Gerald R. Bernicky (Affiliated Chapters Board Coordinator)

Pamela G. Osnes (Education Board Coordinator)

Amy Elliott (Membership Board Coordinator)

Keith Allen (Professional Affairs Board Coordinator)

Frances K. McSweeney (Program Board Coordinator) and Ramona Houmanfar (Senior Program Co-chair)

Nancy A. Neef (Publications Board Coordinator)

Kathryn Saunders (Science Policy and Research Board Coordinator)

#284 Special Event

9:00 AM - 9:50 AM

International North (2nd floor)

VRB; Theory

BACB CE (CE Instructor: T. V. Joe Layng, Ph.D.)

2005 ABA Tutorial: The Importance of Understanding and "Extending" Skinner's Extended Tacts for Behavior Analysis Applications

Chair: Janet S. Twyman (Headsprout)

T. V. JOE LAYNG, Ph.D. (Headsprout)

Dr. Layng's photo and biographical statement may be found on page 164.

Abstract: Some have maintained that the investigation and teaching of "higher cognitive function" is outside the domain of behavior analysis or at least Skinner's treatment of Verbal Behavior. In contrast, this presentation will argue that Skinner's treatment provides the foundation for understanding a range of complex verbal phenomena important to behavior analysts or anyone interested in higher cognitive function. This is particularly true for those who build programs to teach verbal behavior skills. Building on Skinner's analysis, this talk offers a heuristic that may be useful for those who design Verbal Behavior programs. This heuristic helps delineate a hierarchy of repertoires and the contingencies that define them. These "extended relations" include: basic units or sameness relations, which include concepts and simple equivalence relations; linked units or ordered relations, which include principles and more complex equivalence-like relations; and combined units or generative repertoires, which include reasoning, problem solving, and the use of metaphor. Generative repertoires are of particular importance for they provide the learner with the means for more "autonomous learning." Accordingly, this category will be emphasized, drawing heavily from the work of Joanne K. Robbins (and others) and her analysis of how to teach the various types of intelligence.

#285 Paper Session

9:00 AM - 9:50 AM

Williford B (3rd floor)

EDC

Design of Effective Computer-Based Instruction

Chair: Jared Chase (University of Nevada, Reno)

Computer-Based Independent Learning by Low Functioning Students (Service Delivery).

KARL SMITH (Accelerations Educational Software)

Differential Effects of Elaborate Feedback and Basic Feedback on Student Performance in a Modified PSI Course (Applied Behavior Analysis). JARED CHASE and Ramona Houmanfar (University of Nevada, Reno)

#286 Invited Event

9:00 AM - 9:50 AM

Continental B (1st floor)

AUT; Service Delivery

BACB CE (CE Instructor: Marygrace Kaiser, Ph.D.)

Is Autism on the Rise? Issues of Prevalence and Early Risk Factors

Chair: Jack Scott (Florida Atlantic University)

MARYGRACE KAISER, Ph.D. and Keith Scott (University of Miami)



Dr. Marygrace Yale Kaiser is a Research Assistant Professor and Assistant Director of the Autism and Developmental Disabilities Monitoring Project at the University of Miami. Her work and that of her colleague Keith Scott, has focused on prevalence of serious disabilities in children with special attention to the epidemiology of autism. Dr. Kaiser received her doctorate in psychology from the University of Miami where she coordinated the Early Social Communication Project. This project examined the development of joint attention and other forms or early social interaction in children with autism. Her current research puts her in a unique position to build on her background in autism and now to apply the tools of developmental epidemiology to account for the increasing rates of autism and related disabilities.

Abstract: Recently, issues concerning Autism and Autism Spectrum Disorders (ASDs) have received a great deal of attention. Comparisons of epidemiological data from the last 30 years suggest that there has been a significant increase in the prevalence of the disorder. However, the meaning of this increase is currently poorly understood and few population-based studies have been conducted with large U.S. samples. This talk will detail past and present efforts to document the prevalence of autism, as well as discuss implications of the apparent increase in the number of individuals affected by the spectrum of disorders. In addition, characteristics that may increase the risk for developing autism will also be discussed. The few studies that have explored possible association have mostly involved analyses of small, ethnically similar samples which may make results more difficult to generalize. Data from two investigations of large ethnically diverse populations will be highlighted and areas of future investigation will be presented.

#287 International Paper Session

9:00 AM - 9:50 AM

Astoria (3rd floor)

TPC; Theory

Neural Events and Automatic Reinforcement

Chair: Jose Burgos (University of Guadalajara)

Radical Behaviorism Allows for Neural Causation. JOSÉ E. BURGOS (University of Guadalajara)

An Analysis of the Concept of "Automatic Reinforcement." KENNETH MACALEESE (University of Nevada, Reno)

#288 Paper Session

9:00 AM - 9:50 AM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Recent Investigations in Tolerance and Sensitization to the Effects of Cocaine

Chair: Jonathan Pinkston (University of Florida)

Effects of Cocaine on the Locomotor Behavior of Pigeons. JONATHAN PINKSTON and Marc N. Branch (University of Florida)

Effects of Cocaine on Eating by Pigeons. JIN YOON and Marc Branch (University of Florida)

#289 Invited Event

9:00 AM - 9:50 AM

International South (2nd floor)

EAB; Theory

Why Superstition? An Historical, Conceptual, and Empirical Analysis

Chair: James S. MacDonall (Fordham University)

WILLIAM D. TIMBERLAKE, Ph.D. (Indiana University)



Dr. William Timberlake received his BA from Pomona College and his Ph.D. from University of Michigan with honors in Experimental Psychology. At Indiana since 1969, he co-founded and directed the Center for the Integrative Study of Animal Behavior and he served for many years on the Board of Fellows of the Poynter Center for the Study of Ethics and American Institutions. His research has been supported by NSF, NIH, and NIDA, and he has published over 130 papers. He is a fellow of APS, APA, and AAAS. His training in operant conditioning came from interactions with Allison, Hearst, and Dinsmoor at Indiana, and sabbatical leaves spent at Harvard with Herrnstein, Skinner, DeVilliers, Mazur, Heyman, Vaughan, and Alexandra Logue, at San Diego with Fantino and Williams, and at Reed with Alan Neuringer. In 1982, he and Gary Lucas began work on superstition in pigeons to discover why Staddon's group and Skinner reported such different results. In 1985, Timberlake

and Lucas published a nine experiment paper that indicated a relation between superstitious behavior and the pigeon's food-searching repertoire. Several further experiments testing this view were recently performed or recovered due to the efforts of Eduardo Fernandez. Dr. Timberlake also would like to acknowledge important discussions with Nancy Innis, who regrettably died last summer in China, but would have enjoyed the results.

Abstract: In 1948 Dr. Skinner cleverly introduced the concept of superstitious operant conditioning to explain the results of presenting reward to a pigeon on a fixed-time, response-independent (Pavlovian) schedule. In this talk I will briefly explore: (1) Possible contributions of then recent developments in shaping-by-hand, and an increased focus on human behavior; (2) Why Skinner didn't extend the concept of superstition to account for other Pavlovian results; and (3) Whether superstitious causal inference or niche-related preorganization better accounts for the topography and timing of temporally conditioned behavior.

#290 International Symposium

9:00 AM - 10:20 AM

Private Dining Room 3 (3rd floor)

EAB; Experimental Analysis

Analysis of Verbal Processes in Clinical Values Methods

Chair: Miguel Rodríguez Valverde (University of Almería, Spain)

Discussant: Rainer Franz Sonntag (Private Practice)

Experimental Pain Task in the Context of Values. Marisa Páez-Blarrina, M. Carmen Luciano-Soriano, Olga Gutiérrez, and MIGUEL RODRIGUEZ-VALVERDE (University of Almería, Spain)

Acceptance and Personal Values in the Context of Aversive Stimulation. HAZEL MOORE and Ian T. Stewart (National University of Ireland, Galway) and Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Coordination and Opposition Relations Between Aversive Private Events and Evaluated Actions: An Experimental Preparation. M. CARMEN LUCIANO SORIANO (University of Almería, Spain), Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), Miguel Rodríguez-Valverde, Olga Gutiérrez, and Francisco Molina (University of Almería, Spain), and Kelly G. Wilson (University of Mississippi)

#291 International Paper Session

9:00 AM - 10:20 AM

Stevens #4 (Lower Level)

DDA; Applied Behavior Analysis

Applied Behavior Analysis in Developmental Disabilities

Chair: Bunyamin Birkan (Anadolu Universitesi)

Teaching, Maintaining, and Generalizing Time Concepts for Students with Mental Retardation: How Many Sub-aims Should Be Taught? BUNYAMIN BIRKAN (Anadolu Universitesi)

Reinforcer Potency of Complex Stimuli: Preferences for Color. RICK SHAW (Lifeways Learning Center)

Teaching Recognition of Animal Sounds to a Child with Visual Impairment and Mental Retardation. AYTEN UYSAL (Anadolu Universitesi)

#292 Symposium

9:00 AM - 10:20 AM

Boulevard B (2nd floor)

EAB; Applied Behavior Analysis

Assessing High-Risk Drinking Among College Students Across Environmental Settings

Chair: Kent E. Glindemann (Virginia Polytechnic Institute & State University)

Drinking and Driving Following NCAA Collegiate Football Games. STEVEN W. CLARKE, Kent E. Glindemann, Christi Blake, and Christopher Downing (Virginia Polytechnic Institute & State University)

Development of a Methodology to Track Participants' Alcohol Consumption in a Community Setting. ASHLEY RAINIS, David Harris, Steven Clarke, and E. Scott Geller (Virginia Polytechnic Institute & State University)

Assessing the Effects of Themed Fraternity Parties on Students' Levels of Intoxication. SARA VALENTINO, Elizabeth Mackey, Demetrius Ball, and Douglas Wiegand (Virginia Polytechnic Institute & State University)

The Effects of Multiple Exposures to an Intervention Aimed at Reducing Fraternity Party Alcohol Use. IAN EHRHART, Morgan Padgett, Stacey Pavlak, and Paul Blalock (Virginia Polytechnic Institute & State University)

#293 International Symposium

9:00 AM - 10:20 AM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Behaviour Analysis and the Neuroscience of Language and Cognition: Semantic Priming and Derived Stimulus Relations

Chair: Simon Dymond (Anglia Polytechnic University, Cambridge)

Discussant: William J. McIlvane (University of Massachusetts Medical School)

Equivalence Relations and Semantic Priming: A Preliminary Behavior-Analytic Model of Semantic Networks. Dermot Barnes-Holmes and Carmel Staunton (National University of Ireland, Maynooth), Robert Whelan (Anglia Polytechnic University, Cambridge), Yvonne Barnes-Holmes, SEAN COMMINS, and Derek Walsh (National University of Ireland, Maynooth), Paul Smeets (Leiden University), and Simon Dymond (Anglia Polytechnic University, Cambridge UK)

Visual-Visual Equivalence Relations and Semantic Priming: A Behavioural and Event Related Potentials Study. EOGHAN J. RYAN, Simon Dymond, and Robert Whelan (Anglia Polytechnic University, Cambridge, UK) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Auditory-Visual Equivalence Relations and Semantic Priming. Kelly Garner, SIMON DYMOND, Robert Whelan, and Eoghan J. Ryan (Anglia Polytechnic University, Cambridge, UK) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#294 International Symposium

9:00 AM - 10:20 AM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Derived Relational Responding and Non-arbitrary Relations

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

Stimulus Equivalence, Transitivity and Non-arbitrary Relations. LORNA POWER and Ian Stewart (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Stimulus Equivalence, Non-Arbitrary Relations and Non-arbitrary Relational Training. MARY CASSELY and Ian Stewart (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Exploring the Interfering Effects of Non-arbitrary Relations on Derived Relational Responding in Children with a Diagnosis of Autism: A Possible Behavioral Methodology for Assessing Executive Function. NEIL KENNY (CABAS, Ireland), Ian Stewart (National University of Ireland, Galway), and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

An Empirical Investigation of Contextual Control over Non-arbitrary Relational Responding. GILLIAN KELLY and Ian Stewart (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#295 Symposium

9:00 AM - 10:20 AM

Marquette (3rd floor)

OBM; Applied Behavior Analysis

Discerning Patterns in Complex Environments: Challenges in Organizational Interventions

Chair: Thomas E. (Ted) Boyce (Center for Behavioral Safety, LLC)

Discussant: Ned Carter (The Swedish Association of Local Authorities and Regions)

The Challenge of Identifying the Function of Behavior in an Organizational Setting. SHARLET D. BUTTERFIELD (University of Nevada, Reno) and Thomas E. (Ted) Boyce (Center for Behavioral Safety, LLC)

Having Tidied Up, Patterns Reveal: Analysis of Occupational Health and Safety in Complex Settings. BISMARCK J. MANES, Grisel M. Puertos, and Mark P. Alavosius (Western Michigan University)

A Model of Performance Diagnosis and the Development of a Job Performance Diagnostic Questionnaire. RYAN OLSON and Stephanie Capodanno (Santa Clara University) and Jeanine Plowman (Florida State University, BMC)

#296 Symposium

9:00 AM - 10:20 AM

Private Dining Room 1 (3rd floor)

CBM; Service Delivery

Integrating the New Behavior Therapies

Chair: Elizabeth Gifford (Center for Health Care Evaluation)

Discussant: Robert Kohlenberg (University of Washington)

Functional Analytic Psychotherapy as an Integrative and Comprehensive Behavioral System for the Treatment of Depression. JONATHAN KANTER (University of Wisconsin, Milwaukee), Glenn Callaghan (San Jose State University), and Sara Landes, Laura Dee, Andrew Busch, and Keri Brown (University of Wisconsin, Milwaukee)

The Integration of FAP and DBT in Secure Settings. KIRK NEWRING (University of Nevada, Reno)

The Relationship in Psychotherapy: A FAP and ACT Perspective. BARBARA KOHLENBERG (University of Nevada School of Medicine) and Elizabeth Gifford (Center for Health Care Evaluation)

#297 Symposium

9:00 AM - 10:20 AM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Intelligence Can Be Taught: The Life and Work of Arthur Whimbey

Chair: Bradley G. Frieswyk (BGF Performance Systems)

Discussant: Myra J. Linden-Whimbey (TRAC Institute)

Teaching Intelligence in Motor and Cognitive Domains: The Role of Examples and Nonexamples in Teaching Complexity. JOANNE K. ROBBINS (Morningside Academy)

Teaching Reasoning Skills with Thinking-Aloud Problem Solving (TAPS). KENT JOHNSON (Morningside Academy)

Against Convention: A Life Struggle to Improve Education. BRADLEY G. FRIESWYK (BGF Performance Systems)

#298 Symposium

9:00 AM - 10:20 AM

Joliet (3rd floor)

OBM; Theory

Knowledge Management and Virtual Teams: Helping Performance Analysts and Other Workers to Perform Well

Chair: Joseph R. Sasson (Florida State University)

Discussant: Donald A. Hantula (Temple University)

A Performance-Based Knowledge Management System: A Study and its Results. JACALYN S. SMELTZER

Net-Centric Performance Improvement: Promoting Collaboration and Information Reuse in Performance Improvement. JOSEPH R. SASSON and Ian Douglas (Florida State University)

Explaining Adaptation and Performance in Virtual Teams: Media Compensation Theory. DONALD A. HANTULA (Temple University), Ned Kock (Texas A&M University), Darleen DeRosa (Right Management Consultants), and John D'Arcy (Temple University)

#299 Symposium

9:00 AM - 10:20 AM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: SungWoo Kahng, Ph.D., BCBA)

Methodological Issues in Applied Behavior Analysis

Chair: SungWoo Kahng (The Kennedy Krieger Institute)

Comparative Analysis of Product Measures of Self-Injurious Behavior. DAVID M. WILSON, Brian A. Iwata, and Sarah E. Bloom (University of Florida)

Methods to Analyze Placement Disruptions Experienced by Foster Parents and Foster Children. CAROLE VAN CAMP and Timothy R. Vollmer (University of Florida)

Inconsistent Visual Analyses of Intrasubject Data Revisited. KATHARINE GUTSHALL (University of Maryland Baltimore County), SungWoo Kahng (The Kennedy Krieger Institute), Iser Guillermo DeLeon and Kyong-Mee Chung (The Johns Hopkins University School of Medicine), and Joyce Kao, Kelli Wheeler, Tiffany Reid, and Jennifer Boensch (University of Maryland, Baltimore County)

Influences of Calculation Method and Response Rate on Interobserver Agreement Scores. NATALIE U. ROLIDER and Brian A. Iwata (University of Florida)

#300 Symposium

9:00 AM - 10:20 AM

Stevens #5 (Lower Level)

AUT; Service Delivery

Models of Teaching Verbal Behavior Across Settings: Home, School, and Clinic

Chair: Kelly Kates-McElrath (Bucks County Schools Intermediate Unit #22)

Discussant: Phillip Himeline (Temple University)

Teaching Verbal Behavior in School-Based Settings. KIM STUNKARD (Council Rock School District)

Teaching Verbal Behavior in Home-Based Settings. KATRINA MELLOTT (Parents of Autistic Children)

Teaching Verbal Behavior in Clinical Settings. LEIGH MARIANO (Carbone Clinic)

#301 Symposium

9:00 AM - 10:20 AM

Stevens #2 (Lower Level)

DDA; Service Delivery

BACB CE (CE Instructor: Diane Bannerman Juracek, Ph.D., BCBA)

Perfecting the "Two-Step:" Supporting Staff in Providing Quality Lifestyles for Persons with Severe Disabilities

Chair: Jamie D. Price (Community Living Opportunities, Inc.)

Discussant: Michael C. Strouse (Community Living Opportunities, Inc.)

Joy of the "Dance:" Increasing Quality of Life for People with Disabilities and Their Support Providers. DIANE BANNERMAN JURACEK, Holly M. Sweeney, Jamie D. Price, Christina Holt, Tammy Rystrom, and Michael C. Strouse (Community Living Opportunities, Inc.) and Jan B. Sheldon and James A. Sherman (University of Kansas)

Do-Si-Do All Day: Comparing Staff and Person-Served Outcomes Across Two-Day Service Models. JAMES PARA-CREMER, Diane Bannerman Juracek, Mahin L. Para-Cremer, Holly M. Sweeney, and Michael C. Strouse (Community Living Opportunities, Inc.) and James A. Sherman and Jan B. Sheldon (University of Kansas)

Supporting Staff in the Treatment of Severe Self Injurious/Parasuicidal Behavior: Behavioral and PRN Medication Interventions. CHRISTINE M. MAGEE and James M. Sperry (The May Institute)

#302 Symposium

9:00 AM - 10:20 AM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

BACB CE (CE Instructor: Raymond G. Miltenberger, Ph.D.)

Recent Advances in Safety Skills Training: Abduction, Sexual Abuse, and Firearm Injury Prevention Skills

Chair: Raymond G. Miltenberger (North Dakota State University)

A Comparison of Two Behavioral Skills Training Procedures for Teaching Abduction Prevention Skills to School-Age Children. BRIGITTE JOHNSON (University of Iowa) and Raymond G. Miltenberger, Peter Knudson, Kristin Egemo-Helm, and Linda Langley (North Dakota State University)

Evaluation of a Behavioral Skills Training Program to Teach Sexual Abuse Prevention to Women with Mental Retardation. KRISTIN EGEMO-HELM, Raymond G. Miltenberger, Peter Knudson, Nicholas Finstrom, and Candice Jostad (North Dakota State University) and Brigitte Johnson (University of Iowa)

A Comparison of the Eddie Eagle GunSafe Program and Behavioral Skills Training for Teaching Skills to Prevent Gun Play. PAMELA KELSO (University of Manitoba) and Raymond Miltenberger, Marit Waters, Kristin Egemo-Helm, and Angela Bagne (North Dakota State University)

Firearm Injury Prevention Skills: Increasing the Efficiency of Training with Peer Tutoring. CANDICE JOSTAD and Raymond Miltenberger (North Dakota State University), Pamela Kelso (University of Manitoba), and Peter Knudson (North Dakota State University)

#303 Symposium

9:00 AM - 10:20 AM

Williford C (3rd floor)

EDC; Service Delivery

Supporting and Evaluating Implementation of Positive Behavior Support for At-Risk Students, School and States

Chair: Emma Martin (University of Oregon)

Discussant: Teri Lewis-Palmer (University of Oregon)

Preventing Problem Behavior School-Wide with the Behavior Education Program: A Review of Research and Practical Implications. LEANNE S. HAWKEN and Katherine S. MacCleod (University of Utah)

Program Evaluation of the Alabama School-Wide Positive Behavioral Support Implementation. MACK D. BURKE, Shanna Hagan-Burke, and Tracy Blankenship (University of Georgia)

Evaluating the Effectiveness of School-Wide Positive Behavior Support in Urban Schools. KIMBERLY THIER, Marcie W. Handler, and Bob Putnam (The May Institute)

#304 Symposium

9:00 AM - 10:20 AM

Lake Erie (8th floor)

TBA; Service Delivery

BACB CE (CE Instructor: Susan Ainsleigh, Ed.D., BCBA)

Teaching Applied Behavior Analysis: State Dependent Learning, Memory, and Issues Concerning Supervision

Chair: Diane Raymond (Simmons College)

Discussant: Michael J. Cameron (Simmons College)

The Application of State Dependent Learning and Generalization Models to the Training of a Successful Behavior Analyst. ALLAN BLUME and Michael F. Dorsey (Simmons College)

Visual and Auditory Memory: Implications for Graduate Students Studying Behavior Analysis. MICHAEL J. CAMERON and Errion L. Turner (Simmons College)

Evaluation of a Supervised Experiential Learning Program for Graduate Behavioral Education Students. SUSAN AINSLEIGH (Simmons College)

#305 Symposium

9:00 AM - 10:20 AM

Waldorf (3rd floor)

TPC; Applied Behavior Analysis

The Formation of Generalized Response Classes in Children with Autism: Discussion, Analysis, and Implications

Chair: John Barnard (Educational Services Unit, Burlington County Special Services School District)

Discussant: Nicholas Berens (Center for Advanced Learning)

Relational Frame Theory and Early Intensive Behavioral Intervention for Autistic Spectrum Disorder. JOHN McELWEE (Step by Step)

A Proposition Towards Improved Curriculum Design: Emphasizing Multiple Bi-directional Relations Within Hierarchical Skill Acquisition. JOHN BARNARD (Educational Services Unit, Burlington County Special Services School District) and Thomas Waltz (University of Nevada, Reno)

Developing a Research Program for Tracking the Acquisition of Relational and Other Large Operants. THOMAS WALTZ and Claudia Cardinal (University of Nevada, Reno), John Barnard (Educational Services Unit, Burlington County Special Services), and Philip Concors (Devereux Consultants)

#306 Invited Panel Discussion

9:00 AM - 10:20 AM

Lake Huron (8th floor)

CSE/TPC; Theory

BACB CE (CE Instructor: Maria R. Ruiz, Ph.D., BCBA)

The Role of Values in a Science Driven Technology

Chair: Maria R. Ruiz (Rollins College)

JAMES M. JOHNSTON, Ph.D. (Auburn University)

JUDITH E. FAVELL, Ph.D. (AdvoServ)

GINA GREEN, Ph.D. (San Diego State University)

SIGRID S. GLENN, Ph.D. (University of North Texas)

Abstract: Values can be seen as bits of verbal behavior that specify or imply contingencies governing the behavior of the individual or group espousing those values. Like other disciplines, behavior analysis has certain values, which influence and are influenced by societal and cultural values. Applied behavior analysis has a long history of addressing issues associated with cultural values, particularly through its involvement in the area of developmental disabilities including normalization, respect for the individual, social validation, least restrictive alternative, dignity, inclusion, self-determination, participation, and person-centeredness, among others. Our values may conflict with one another. These conflicts may remain at the level of an individual but often the conflict pits "good" for one individual against "good" for others; or "good" for now against "good" in the future; or "good" for our culture against "good" for the biosphere. Science-driven technologies make possible new "goods" but in the process increase the possibility for conflicting goods. The overarching values of behavior analysis are scientific ones. The challenge for applied behavior analysis is how to integrate cultural values with scientific values such as effectiveness – the standard by which we judge research literature and behavior change procedures – without sacrificing the scientific foundation that makes our technology effective.



Dr. James Johnston received his doctorate from the University of Florida in 1970 and is professor of Psychology at Auburn University. He has conducted both laboratory and field research with both human and non-human species on a variety of topics, ranging from rumination to canine olfaction, most recently serving as Director of Behavioral Research for the Institute for Biological Detection Systems. His present activities focus on longstanding interests in the area of developmental disabilities. He serves as director of the Department of Psychology's Master's Program in Applied Behavior Analysis in Developmental Disabilities and has for some years been involved with the Alabama Department of Mental health and Mental Retardation in facilitating the statewide delivery of sound habilitative services, following similar involvement in Florida's mental retardation system while on the faculty of the University of Florida from 1975-1985. He has served as editor of

The Behavior Analyst and on the editorial boards of the *Journal of the Experimental Analysis of Behavior* and the *Journal of Applied Behavior Analysis*, among others. He has also served as president of the Association for Behavior Analysis, as well as for the Florida, Alabama, and Southeastern affiliate chapters of the Association, and is currently president of the Behavior Analysis Certification Board. In addition to authoring numerous journal and technical publications, he has co-authored a text in research methods for studying behavior, now in a two-volume second edition, and has additional teaching interests in applied behavior analysis and in conceptual issues in the study of behavior.



Dr. Judith E. Favell is CEO of AdvoServ, a multi-state network of treatment programs for children and adults with developmental and emotional challenges. Dr. Favell received her bachelor's degree in psychology from Illinois Wesleyan University in 1966, and earned her Ph.D. in developmental and child psychology from the University of Kansas in 1970. Throughout her career as a clinician, researcher, teacher, lecturer and administrator, she has focused on the understanding and treatment of serious behavior disorders, such as self-injurious and aggressive behavior in individuals with autism. Her work has encompassed not only clinical domains, but also organizational, regulatory, legal and policy issues, for example through testifying, chairing national task forces, serving as expert witness and writing guidelines and policies governing treatment in developmental disabilities.

Dr. Favell has authored numerous articles, monographs, chapters and books, edited a leading journal and several newsletters, and served on the editorial boards of many others. She has presented extensively both nationally and internationally on topics ranging from innovations in treatment to utilization of video technology with vulnerable and dependent populations. Her offices have included President of the International Association for Behavior Analysis and President of the American Psychological Association's Division on Developmental Disabilities.



Dr. Gina Green received a Ph.D. in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's degree studies at Michigan State University. She has been a faculty member in Behavior Analysis and Therapy at Southern Illinois University; Director of Research at the New England Center for Children in Southborough, Massachusetts; Associate Scientist at the E.K. Shriver Center for Mental Retardation in Waltham, Massachusetts; and Research Associate Professor of Psychiatry and Pediatrics, University of Massachusetts Medical School. Dr. Green is currently in private practice in San Diego as a consultant and is on the faculty at San Diego State University and the University of North Texas. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries, as well as the

experimental analysis of behavior. Dr. Green co-edited the books *Behavioral Intervention for Young Children with Autism* and *Making a Difference: Behavioral Intervention for Autism*. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis. Dr. Green also serves on the Board of Trustees and the Autism Advisory Group of the Cambridge Center for Behavioral Studies, the Board of Directors of the Behavior Analyst Certification Board, the Board of Directors of the California Association for Behavior Analysis, and



the advisory boards of several autism programs and organizations. She is a Board Certified Behavior Analyst, former president of the Association for Behavior Analysis, and a Fellow of the American Psychological Association and the Council for Scientific Medicine and Mental Health. *Psychology Today* named her "Mental Health Professional of the Year" in 2000. Dr. Green lectures and consults widely on autism and related disorders, behavioral research, and effective interventions for people with disabilities.

Dr. Sigrid Glenn is Regents Professor of Behavior Analysis and was the founding chair of the Department of Behavior Analysis at UNT. She is a past president of ABA. Her published work includes empirical and theoretical journal articles, book chapters, and books, some of which is widely cited in publications of many different disciplines.

#307 International Paper Session

9:00 AM - 10:20 AM

Continental C (1st floor)

AUT

Theories of Autism

Chair: Philip W. Drash (Autism Early Intervention & Prevention Center)

Exploratory Studies in the Prevention of Autism: An Analysis of Four Successful Cases (Theory). PHILIP W. DRASH (Autism Early Intervention & Prevention Center) and Roger M. Tudor (Westfield State College)

An Operant/Respondent Theory of Autism (Theory). SVEIN EIKESETH (Akershus University College)

A Rationale for Addressing Core Strengths in Autism Intervention (Service Delivery). MARY D. SALMON and Diane M. Sainato (The Ohio State University)

#308 Symposium

9:00 AM - 10:20 AM

Continental A (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Wayne Fisher, Ph.D.)

Translational Research Relevant to Discrete-Trial Training Among Children with Autism

Chair: Wayne Fisher (The Marcus Institute)

Discussant: Dortha Lerman (University of Houston-Clear Lake)

An Investigation of Treatment Integrity Failures During Discrimination Training. ELIZABETH ATHENS and Timothy Vollmer (University of Florida)

Effects of Reinforcer Rate on Observing in Restricted Stimulus Control. CHATA DICKSON, Sharon Wang, and William Dube (University of Massachusetts Medical School, Shriver Center)

The Effects of Interspersal Versus Non-interspersal Training on Acquisition During Discrete-Trial Instruction. DANIEL SHABANI and Wayne Fisher (The Marcus Institute)

#309 Panel Discussion

10:00 AM - 10:50 AM

Continental B (1st floor)

AUT; Service Delivery

Applied Behavior Analysis: Treatment Perspectives Across the Lifespan of Individuals with Autism

Chair: Anne S. Holmes (Eden Family of Services)

ANNE S. HOLMES (Eden Family of Services)

DIANE VAN DRIESEN (Eden Family of Services)

NINA FINKLER (Eden Family of Services)

#310 International Paper Session

10:00 AM - 10:50 AM

International South (2nd floor)

EAB; Experimental Analysis

EAB I

Chair: Josele Abreu-Rodrigues (Universidade de Brasília)

Variation and Behavioral Sensitivity to Contingency Changes. Ana Amélia Baumann (Utah State University) and JOSELE ABREU-RODRIGUES and Alessandra S. Souza (Universidade de Brasília)

Peak Shift and Resistance-to-Change. BRENT L. ALSOP and Benjamin McEachen (University of Otago)

#311 Paper Session

10:00 AM - 10:50 AM

Williford B (3rd floor)

EDC; Applied Behavior Analysis

Evaluating Web-Based Instruction for Adults

Chair: Darrel Davis (University of South Florida)

An Experimental Analysis of the Effectiveness of Two Web-Based Instructional Programs in Teaching Complex Auditory Discrimination with Classical Music. GUDMUNDUR T. HEIMISSON, Darrel E. Bostow, Michael A. Cohen, and Darrel R. Davis (University of South Florida)

Experimental Evaluation of Incremental Prompting as a Feature of Web-Delivered Programmed Instruction (Applied Behavior Analysis). DARREL DAVIS, Darrel Bostow, and Guðmundur Heimisson (University of South Florida)

#312 Symposium

10:00 AM - 10:50 AM

Stevens #3 (Lower Level)

VRB; Theory

From Primary Verbal Operants to Rules: A Conceptual Analysis of the Functional Variables at Work

Chair: David Bicard (The Hawthorne Country Day School)

Discussant: William Heward (The Ohio State University)

A Stimulus-Stimulus Pairing Procedure and Vocal Behavior of Children with Autism and Developmental Disabilities. SOYOUNG YOON and David Bicard (Hawthorne Country Day School)

A Conceptual Analysis of the Functional Characteristics of Rules. DAVID BICARD (Hawthorne Country Day School)

#313 Paper Session

10:00 AM - 10:50 AM

Astoria (3rd floor)

TPC; Theory

The Place of Movement in the Analysis of Behavior

Chair: Parsla Vintere (City University of New York)

Talking About Movement in Behavioral Terms. PARSLA VINTERE (The Graduate Center, City University of New York) and Claire L. Poulson (Queens College, City University of New York)

Behavioral Analysis of Movement. PARSLA VINTERE (The Graduate Center, City University of New York) and Claire L. Poulson (Queens College)

#314 Symposium

10:00 AM - 11:20 AM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Recent Developments in Conditioned Reinforcement and Drugs

Chair: Bethany R. Raiff (University of Florida)

Discussant: Timothy A. Shahan (Utah State University)

Stimulant and Non-stimulant Effects on Responding During Second-Order Schedules of Food Reinforcement in Pigeons. MIKHAIL KOFFARNUS and Jonathan L Katz (National Institute on Drug Abuse)

Effects of Nicotine on Food/Extinction and Observing Responses in Rats. BETHANY R. RAIFF and Jesse Dallery (University of Florida)

Drugs as Conditioned Reinforcers. JOHN M. ROLL (Washington State University, Friends Research Institute), Mark P. Reilly (Central Michigan University), and Chris-Ellyn Johanson (Wayne State University)

#315 International Paper Session

10:30 AM - 11:20 AM

Private Dining Room 3 (3rd floor)

EAB; Experimental Analysis

Timing

Chair: Lauren Duffy (Texas Christian University)

Acquisition Versus Steady State in the Time-Left Procedure. ARMANDO MACHADO (University of Minho) and Marco Vasconcelos (Purdue University)

Temporal Dynamics and Reinforcer Duration: Determining Relevant Time Markers in Interval Schedule Performance in Pigeons. LAUREN DUFFY, Kaity Volpe, and Jennifer Higa (Texas Christian University)

#315a International Paper Session

10:30 PM - 11:20 PM

Joliet (3rd floor)

INT/EAB

The Experimental Synthesis of Behavior: Toward Unification of Psychology

Chair and Spanish Interpreter: Yors Garcia (Southern Illinois University)

RUBEN ARDILA (National University of Colombia)

#316 Symposium

10:30 AM - 11:50 AM

Stevens #1 (Lower Level)

DDA; Service Delivery

BACB CE (CE Instructor: Robyn Stewart, M.Ed., BCBA)

Achieving Fluent Responding in Young Children with Disabilities

Chair and Discussant: Brian Doyle (Horace Mann Educational Associates, Inc.)

Increasing Sight Word Fluency Through Audio Taped Recordings. KARA MUIRHEAD (Horace Mann Educational Associates, Inc.), Michael J. Cameron (Simmons College), and Michele D. Mayer (Horace Mann Educational Associates, Inc.)

Increasing Oral Reading Fluency Through Video Modeling and Sight Word Training. ROBYN STEWART (Horace Mann Educational Associates, Inc.)

A Classroom Approach to Increasing Social Interactions Among Preverbal Pre-school Children with Autism. HEATHER LYNN LEWIS (Autism Education and Support Services)

#317 Symposium

10:30 AM - 11:50 AM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Acquisition of Observational Learning and Higher Order Verbal Operants

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

The Effects of a Peer-Monitoring Procedure on the Acquisition of Observational Learning. JO ANN PEREIRA DELGADO (Columbia University Teachers College)

The Effects of Peer Monitoring on the Acquisition of Observational Learning of Rule-Governed Responding by Middle School Students. GRANT GAUTREAUX (Columbia University Teachers College)

The Effects of Tutoring on the Emergence of Untaught Responses. LYNN YUAN (Columbia University Teachers College)

The Relative Effects of the Acquisition of Naming and a Multiple Exemplar Establishing Operation Experience on the Transformation of Establishing Operations Across Mands and Tacts. ANJALEE NIRGUDKAR (Columbia University Teachers College)

#318 International Paper Session

10:30 AM - 11:50 AM

Boulevard B (2nd floor)

EAB

Adjunctive and Automaintenance

Chair: Federico Sanabria (Arizona State University)

Pairing-Induced Vocalizations: Theoretical and Methodological Issues (Theory). FRANCOIS TONNEAU (Universidad de Guadalajara)

Indirect Reinforcer Deprivation in Schedule-Induced Drinking and Eating (Experimental Analysis). RAUL AVILA, Carlos Bruner, and Jorge Ruiz (National Autonomous University of Mexico)

A Lagged Negative Automaintenance (NA) Preparation (Experimental Analysis). FEDERICO SANABRIA, Matthew Sitomer, and Peter Killeen (Arizona State University)

#319 International Symposium

10:30 AM - 11:50 AM

Lake Huron (8th floor)

CSE; Theory

Advancing the Analysis of Cultural Change: Metacontingencies, Interlocking Practices, and Research Agendas

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

Targets of Intervention in Cultural Change. MARIA E. MALOTT (Malott and Associates) and Sigrid S. Glenn (University of North Texas)

Laws and the Complex Control of Behavior. JOÃO CLAUDIO TODOROV (Universidade Católica de Goiás)

Some Variables Involved in the Selection and Maintenance of Metacontingencies. MARIA AMALIA ANDERY, Tereza Maria Serio, and Nilza Micheletto (Pontifícia Universidade Católica de São Paulo, Brazil)

Toward a Research Agenda for a Natural Science of Cultural Change. MARK A. MATTAINI (Jane Addams College of Social Work - UIC)

#320 Paper Session

10:30 AM - 11:50 AM

Continental C (1st floor)

AUT

Assessment and Differential Diagnosis in Autism

Chair: Michelle Rone-Depolo (The Cleveland Clinic Center for Autism)

Diagnostic and Medication Issues in the Differential Diagnosis of Autistic Disorders and Attention Deficit/Hyperactivity Disorder (Service Delivery). Aleksandra Rachitskaya (Case Western Reserve University Medical School) and MICHELLE RONE-DEPOLO (The Cleveland Clinic Center for Autism)

Evaluating a Multiple Stimulus Without Replacement Preference Assessment in Identifying Effective Reinforcers on a Free Operant Posting Task (Applied Behavior Analysis). LEANNE LEMMINGS (TreeHouse Trust)

The Use of Assessment and Systematic Desensitization to Reduce the Fear Responses of Children with Autism (Applied Behavior Analysis). NADIA RAED and Mae Barker (Florida State University)

#321 Invited Symposium

10:30 AM - 11:50 AM

Lake Erie (8th floor)

TBA; Applied Behavior Analysis

Behavior Analysts Should Be the Best Teachers in the Academy. Are We?

Chair: Thomas A. Brigham (Washington State University)

Session Abstract: Behavior analysts have a long history of innovation in instruction. Lead by the efforts of Skinner and Keller in programmed instruction and PSI, many behaviorists have used the principles of behavior analysis to inform their teaching. However, in contrast to the hey days of programmed instruction and the excitement of PSI, the past decade has seen little published research on instructional innovation based on behavior analytic principles. We will present examples of how behavior analytic principles can be used to improve instructional programs and university courses.



Dr. Daniel Bernstein received an A.B. in psychology from Stanford University in 1968 and a Ph.D. in social and experimental psychology from the University of California at San Diego in 1973. He was a Professor of Psychology at the University of Nebraska - Lincoln from 1973 until 2002, when he became Director or the Center for Teaching Excellence at the University of Kansas. He is also a Professor of Psychology at KU.

Beginning with a self-paced introductory course that brought a large percentage of learners to high levels of achievement, Bernstein has designed courses at all levels of higher education that make learner understanding the primary goal. Most recently he has been exploring and evaluating various uses of technology to promote student understanding. His ongoing courses are a laboratory for evaluating the impact of out of class Web-based activities on deep understanding of conceptual material.

Bernstein is also interested in representation of the intellectual work in teaching, especially through the external review of electronic course portfolios centered on student work. He works with colleagues from many fields of study in developing ways to showcase the quality of their student work and the practices that have helped that work emerge. He has received numerous campus awards for teaching, he was a Charter Member of the University of Nebraska Academy of Distinguished Teachers, and he is a Fellow of the Carnegie Academy for the Scholarship of Teaching and Learning.

Abstract: Beginning with a self-paced introductory course that brought a large percentage of learners to high levels of achievement, I have designed courses at all levels of higher education that make learner understanding the primary goal. Most recently I have been exploring and evaluating various uses of technology to promote student understanding. How the ongoing courses can be used as a laboratory for evaluating the impact of out of class web-based activities on deep understanding of conceptual material will be discussed. I am also interested in representation of the intellectual work in teaching, especially through the external review of electronic course portfolios centered on student work. I will report on work with colleagues from many fields of study in developing ways to showcase the quality of their student work and the practices that have helped that work emerge. This effort falls under the rubric of the "Scholarship of Teaching" which is an increasing important area for the enhancement and evaluation of teaching sponsored by the Carnegie Foundation. As a Fellow of the Carnegie Academy for the Scholarship of Teaching and Learning, I will describe some of the projects to advance the science of teaching.

BATS: An Organically Evolving, Supportive, Interactive Learning Environment. RICHARD W. MALOTT, Ph.D., Koji Takeshima, Holly C. Harrison, Emily Helt, Nicholas L. Weatherly, Alison M. Betz, and Christen Rae (Western Michigan University)



Dr. Richard Malott (DickMalott@DickMalott.com) teaches behavior analysis at Western Michigan University, where he works with students interested in becoming practitioners, rather than researchers. He trains students to work with autistic children and to apply behavior systems analysis and organizational behavior management to human-services settings. He concentrates on training M.A. students but also works with a few Ph.D. students. Every summer, he runs the Behavioral Boot Camp, an intense 15-class-hour-per-week, 7.5 week, graduate-level, behavior-analysis seminar for students from WMU and around the globe. Originally, he taught an intro behavior-analysis course to 1,000 students per semester, who produced 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. He coauthored *Principles of Behavior* (the textbook previously known as *Elementary Principles of*

Behavior) Since 1980, he has been working on a textbook called *I'll Stop Procrastinating when I Get around to It*. He has presented in 14 countries and has received two Fulbright Senior Scholar Awards. In 2002, he also received ABA's Award for Public Service in Behavior Analysis. For more information, please see <http://DickMalott.com>.

Abstract: The Behavior Analysis Training System (BATS) is a system my graduate and undergraduate advisees and I continue to evolve within the Behavior Analysis Program at WMU. We have designed BATS to provide as much behavioral support as possible for all our behavior-analysis students from freshmen Honors College students to doctoral students. BATS is a complex, multi-faceted program; and behavior analysis, behavior systems analysis, and organizational behavior management are embedded into its day to day operations and into its design and organic evolution; but behavior analysis, behavior systems analysis, and organizational behavior management are also the subject matter and the basis of the skills we teach within this program. We are a behavioral, systems version of an Escher drawing of a hand drawing a picture of a hand drawing a picture of a hand drawing a picture of a hand. We not only teach behavior analysis, behavior systems analysis, and organizational behavior management, but we and our teaching benefit from these approaches as well. And it works.

"You Can't Shape an Egg!" The Lecture-Discussion-Practice Course. THOMAS A. BRIGHAM, Ph.D. (Washington State University)



Dr. Thomas A. Brigham received his Ph.D. in child psychology from the University of Kansas in 1970. He was a member of the faculty at New York University and is currently at Washington State University where he is a professor and scientist in the department of psychology. Professor Brigham has published extensively in the area of self-control/self-management and has developed several teaching programs in that area (Self-Management for Adolescents, 1990 and Psychology Applied to Daily Living: Dealing with Friends, Alcohol, and Sex, 2002). He has also done extensive research using behavior analytic principles to design his university courses and instructional programs. In recognition of quality of this combination of research and teaching, Professor Brigham has received the major university and college awards for teaching and research at Washington State University. Additionally, the past two years, he has served as the Executive Assistant for Faculty Affairs to the

University President.

Abstract: For a brief period, Keller's "Goodbye Teacher" seemed to herald the end of the lecture course. Teachers and researchers rushed to explore what topics could be taught using the personalized system of instruction pioneered in that paper. Replications soon appeared followed by variations designed to deal with problems associated the initial program and increase overall effectiveness. A movement had been born. Unfortunately, it was short lived and the standard lecture course with midterm and final examinations remains the most common form of university instruction. I will describe an approach based on behavior analytic principles where brief lectures are followed by discussion and an opportunity to practice a skill or illustrate a concept. Examples demonstrating the process will be presented and procedures for generating them discussed.

#322 Symposium

10:30 AM - 11:50 AM

Waldorf (3rd floor)

TPC; Theory

Current and Topical Book Reviews: History of Science, Verbal Behavior, and Applied Behavior Analysis

Chair and Discussant: John C. Malone (University of Tennessee)

The Roots of Science in Art: Review of Smith's *The Body of the Artisan*. EDWARD K. MORRIS (University of Kansas)

Crucial Issues in the Analysis of Verbal Behavior: Review of Patterson et al.'s Crucial Conversations. THOMAS S. CRITCHFIELD (Illinois State University)

Expanding Applied Behavior Analysis: Review of Lucyshyn, Dunlap, and Albin's Families and Positive Behavior Support. CYNTHIA M. ANDERSON and Tyler Weeks (West Virginia University)

#323 International Symposium

10:30 AM - 11:50 AM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

Derived Relations, Implicit Associations, and Clinically-Relevant Stimuli

Chair: Mary Lyons (University of Ireland, Maynooth)

Comparing the IAT and MTS as Methods for Measuring Pre-experimentally Established Verbal Relations. MARY LYONS, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Implicit Associations and Food Related Stimuli. MARCIA WARD, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Equivalence Relations, Self-Evaluations and Self-Esteem. JULIET QUINLAN, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Transfer of Respondent Elicitation Established Through Aversive Conditioning. MIGUEL RODRIGUEZ-VALVERDE and Carmen Luciano-Soriano (University of Almería, Spain) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#324 Symposium

10:30 AM - 11:50 AM

Continental A (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Frank Bird, M.Ed., BCBA)

Descriptive Analysis and Treatment of Challenging Behavior in the Classroom

Chair: Helena Maguire (Melmark New England)

Functional Analysis and Treatment of Tantrum Behavior for an Eleven-Year-Old Boy with Autism. STACY WILLIAMS, John Demanche, and John Stokes (Melmark New England)

Evaluation and Treatment of an Eighteen-Year-Old with Childhood-Onset Schizophrenia. ADRIAN OBLACK and Rodney Clark (Allegheny College) and Frank Bird and John Stokes (Melmark New England)

Reducing Challenging Behavior in a Young Girl with Autism. MARIJKE CALLAHAN and Mike Conard (Melmark New England)

Decreasing Challenging Behavior in a Thirteen-Year-Old Teenager While Increasing Alternative Adaptive Behaviors. SILVA ORCHANIAN and Mike Conard (Melmark New England)

#325 Symposium

10:30 AM - 11:50 AM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Experimental Analyses of Conditional Discrimination Learning and Equivalence Class Formation

Chair: Manish Vaidya (University of North Texas)

Discussant: Richard W. Serna (University of Massachusetts Medical School Shriver Center)

The Role of Common Stimulus Functions in the Development of Equivalence Classes. KIRSTY MACIVER and Manish Vaidya (University of North Texas)

Tone-Letter Conditional Discrimination Learning with Typical College Students. JOSEPH L. CERMAK and Manish Vaidya (University of North Texas)

Effects of Extended Sample-Observing Response Requirements on Titrating Delay in a Matching-to-Sample Procedure with Pigeons. BRIAN KANGAS and Manish Vaidya (University of North Texas)

#326 Symposium

10:30 AM - 11:50 AM

Stevens #4 (Lower Level)

DDA; Applied Behavior Analysis

Extensions of Applied Behavior Analysis in the Treatment of Problem Behavior

Chair: Michael E. Kelley (The Marcus Institute)

Discussant: Timothy R. Vollmer (University of Florida)

Generalization of Treatment Effects Across Settings and Time. KELLY BOUXSEIN, Wayne W. Fisher, and Michael E. Kelley (The Marcus Institute)

Development of an Analogue of a Response-Class Hierarchy. DANIEL B. SHABANI, James E. Carr, and Anna Ingeborg Petursdottir (Western Michigan University)

The Abolishing Effects of Sound Isolation Headphones on Destructive Behavior Reinforced by Escape From Noise. TRACY L. KETTERING, Wayne W. Fisher, Michael E. Kelley, and Kelly Bouxsein (The Marcus Institute)

#327 Symposium

10:30 AM - 11:50 AM

Stevens #2 (Lower Level)

DDA; Applied Behavior Analysis

Recent Advances in the Treatment of Severe Behavior Disorders Maintained by Automatic Reinforcement

Chair: Joel E. Ringdahl (University of Iowa)

Altering Automatically-Reinforced Stereotype: The Effects of Direct and Indirect Intervention. KATHLEEN M. CLARK (The New England Center for Children), Mary K. Kubala (ASTAR Center), and William H. Ahearn (The New England Center for Children)

Use of a Differential Reinforcement Procedure to Reduce Problem Behavior Maintained by Automatic Reinforcement. JASON M. STRICKER, Wendy K. Berg, Joel E. Ringdahl, David P. Wacker, and Kelly M. Vinquist (University of Iowa)

Examination of Treatment Procedures for Increasing Appropriate Item Engagement and Decreasing Stereotype During Preference Assessments. HEATHER MORRISON, Eileen M. Roscoe, and Carly A. Moher (The New England Center for Children)

Restraint Fading as a Treatment for SIB: Determination of the Least Restrictive Starting Point. JOHN M. HUETE, SungWoo Kahng, Stephanie A. Contrucci Kuhn, Patricia F. Kurtz, Heather M. Teichman, Geri Ruffin, Thompson Davis, and Lindsay S. Hauer (The Kennedy Krieger Institute)

#328 International Symposium

10:30 AM - 11:50 AM

Private Dining Room 1 (3rd floor)

CBM; Service Delivery

Recent Applications of Acceptance and Commitment Therapy: Empirical Findings

Chair: Michael P. Twohig (University of Nevada)

ACT and Self-Stigma in Substance Abuse: A Pilot Study. JASON B. LUOMA, Barbara S. Kohlenberg, Kara Bunting, and Steven C. Hayes (University of Nevada, Reno)

ACT Treatment in Intense Camp Settings for Female Adolescents with Self-Destructive Behavior. TOBIAS LUNDGREN and JoAnne Dahl (University of Uppsala, Sweden) and Mikael Vagner (In Vivo AB)

ACT for Chronic Ruminators. JENNIFER A. HARRINGTON and Michael J. Dougher (University of New Mexico)

Acceptance and Commitment Therapy as a Treatment for Chronic Marijuana Abuse. MICHAEL P. TWOHIG, Deacon Shoenberger, and Steven C. Hayes (University of Nevada)

#329 International Symposium

10:30 AM - 11:50 AM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Relational Frame Theory Research on Analogical Reasoning and Coherence

Chair: Serafín Gómez Martín (University of Almería. Spain)

Analogy Between Multiple-Stimulus Relations, Respondent-Type Training and Transformation of Functions: New Paths in RFT Research on Analogy. HILARIO MESA MANJÓN and Serafín Gómez Martín (University of Almería. Spain) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Equivalence-Equivalence and Transfer of Function: Further Investigations. SANDRA COYNE and Ian Stewart (National University of Ireland, Galway) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

A Transformation of Aversive and Reinforcing Functions Based on Analogy. Francisca López Ríos, SERAFÍN GÓMEZ MARTÍN, and Hilario Mesa Manjón (University of Almería, Spain) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Relational Frame Theory and Coherence: An Experimental Approach. María José Garro Espín and SERAFÍN GÓMEZ MARTÍN (University of Almería. Spain) and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

#330 International Symposium

10:30 AM - 11:50 AM

Stevens #5 (Lower Level)

AUT; Applied Behavior Analysis

SCaMP: A UK-Based Evaluation of Early Intensive Behavioural Intervention for Autism

Chair: Bob Remington (University of Southampton)

The Southampton Childhood Autism Program (SCaMP): The Research Context. BOB REMINGTON (University of Southampton), Richard P. Hastings (University of Wales Bangor), Francesca Degli Espinosa and Hanna Kovshoff (University of Southampton), Erik Jahr (Akershus University Hospital, Norway), and Tony Brown (University of Southampton)

Development and Validation of a Standardized Curriculum for Early Behavioral Intervention. FRANCESCA DEGLI ESPINOSA and Bob Remington (University of Southampton), Erik Jahr (Akershus University Hospital, Norway), Richard P. Hastings (University of Wales Bangor), and Monika Lemaic, Paula Filby, and Hanna Kovshoff (University of Southampton)

Clinical Significance of Outcome After 24 Months in Early Intensive Behavioural Intervention. HANNA KOVSHOFF and Bob Remington (University of Southampton), Richard P. Hastings (University of Wales Bangor), Francesca Degli Espinosa (University of Southampton), Erik Jahr (Akershus University Hospital, Norway), and Tony Brown, Paula Filby, and Monika Lemaic (University of Southampton)

Outcomes for Families of Children with Autism in Early Intensive Behavioural Intervention. RICHARD P. HASTINGS (University of Wales Bangor), Hanna Kovshoff, Corinna F. Grindle, Bob Remington, and Francesca Degli Espinosa (University of Southampton), Erik Jahr (Akershus University Hospital, Norway), and Tony Brown and Nicholas Ward (University of Southampton)

#331 Symposium

10:30 AM - 11:50 AM

Williford C (3rd floor)

EDC; Applied Behavior Analysis

Understanding Implementation Variables to Improve School-Wide and Classroom-Wide Behavior Support Strategies

Chair and Discussant: Robert F. Putnam (The May Institute)

Examining the Effects of School-Wide Implementation Strategies on Student Referral and Suspension Patterns. JAMES CONNELL, Kimberly S. Thier, Jeffrey Pisacreta, and Marcie W. Handler (The May Institute)

Relationship Between School-Wide Implementation Factors and Classroom Behavior Support Practices. JENNIFER A MAUTONE, Jeffrey Pisacreta, James Connell, Kimberly S. Thier, Adam Feinberg, and Marcie W. Handler (The May Institute)

Applications of Behavioral Consultation to Improve Teacher and Classroom Behavior Support Practices. CHRISTINE DAVIS and Jannette Rey (The May Institute)

#332 Symposium

10:30 AM - 11:50 AM

Marquette (3rd floor)

OBM; Applied Behavior Analysis

Values in Organizational Change

Chair: Scott Herbst (University of Nevada, Reno)

Valuing Profit and Employees Without Compromise. SCOTT HERBST and Ramona Houtmanfar (University of Nevada, Reno)

Values and Individual Empowerment Within Organizations: An ACT Perspective. KARA BUNTING (University of Nevada, Reno)

Using Values to Bring Organizational Culture in Alignment with Organizational Strategy. DONALD TOSTI (Vanguard Consulting)

#333 Special Event

11:00 AM - 11:50 AM

International North (2nd floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Gina Green, Ph.D., BCBA)

2005 ABA Tutorial: "Verbal Behavior" and Autism: A Review and Call for Research

Chair: Pamela Gorski (Reaching Potentials)

GINA GREEN, Ph.D. (San Diego State University)

Dr. Green's photo and biographical statement may be found on page 225.

Abstract: Intervention techniques derived from Skinner's 1957 book *Verbal Behavior* are being promoted widely for learners with autism. Those techniques are often presented as if their effectiveness is well-established, and as if they are more effective than other techniques. In his book, however, Skinner presented conceptual analyses of the verbal behavior of typically developing humans, not a prescription for remediating deficient verbal repertoires in individuals with learning difficulties, nor even experimental analyses of typical verbal repertoires. Others have drawn implications from Skinner's analysis for developing verbal behavior in learners with autism, but their interpretations need to be subjected to experimental testing to see if they are valid. This tutorial reviews some specific empirical questions that have been raised by those interpretations, and a number of claims that have been made about the "Verbal Behavior" approach to autism intervention. Peer-reviewed scientific studies addressing each question and claim are summarized. Questions that remain to be addressed through experimental research are discussed, and some suggestions regarding research methods are offered.

#334 Paper Session

11:00 AM - 11:50 AM

Williford B (3rd floor)

EDC; Service Delivery

Finding Common Ground Amid Educational Controversy

Chair: Dan Hursh (West Virginia University)

No Child Left Behind: ABA Opportunity or Guilt by Association? DAN HURSH (West Virginia University)

Can Effective Teaching Methods be Used Harmoniously Without Unnecessary Competition? CHANG-NAM LEE (Whitworth College)

#335 Paper Session

11:00 AM - 11:50 AM

Continental B (1st floor)

AUT; Applied Behavior Analysis

Increasing Social Skills of Children with Autism

Chair: Michael T. Taubman

Establishing Humor Related Skills in Children with Autism. Sasha Papovich, Kanon Riecks, Juliana Luna-Hernandez, Ronald Leaf, John McEachin, and MITCHELL T. TAUBMAN (Autism Partnership)

Increasing Peer Interaction in Preschoolers with Pervasive Developmental Disorder During Play Using Video Modeling and Typical Peers. GRETCHEN DITTRICH (Northeastern University)

#336 International Invited Event

11:00 AM - 11:50 AM

International South (2nd floor)

EAB; Experimental Analysis

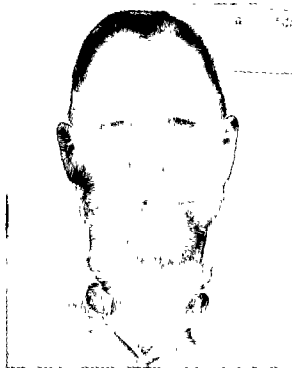
Reinforcement: Is There Any Such Thing?

Chair: John W. Donahoe (University of Massachusetts, Amherst)

MICHAEL DAVISON, Ph.D. (University of Auckland), William M. Baum, Ph.D. (University of California, Davis)



Dr. Michael Davison completed his BSC (Hons) at Bristol University, UK, and his Ph.D. at Otago University, New Zealand. He has been a lecturer at Otago University, University College London, and Auckland University, where he is now a full professor and Director of the Experimental Analysis of Behaviour Research Unit. He is a Fellow of the Royal Society of NZ (from which he has been awarded a silver medal for research), and of the Association for Behavior Analysis International, and he recently served as Associate Editor of JEAB. He also holds an appointment at the NZ National Research Centre for Growth and Development and at The Liggins Institute. He served as International Representative on the ABA Executive. His real interest in life is growing herbs.



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

relations in reinforcement, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Behavior, Culture, and Evolution*.

Abstract: Two recent empirical results from the study of contingent food delivery on local choice may have implications for our basic understanding of reinforcement. First, in the within-sessions (Davison & Baum, 2000) procedure, and also in second-order schedules, brief stimuli that are paired with reinforcer delivery produce a preference pulse following the stimulus presentation; but so do brief stimuli that have never been paired with food delivery; and if stimuli that are paired with food delivery follow responses on the lower reinforcer-rate alternative, they are followed by a preference pulse on the other alternative. These results argue against the notion of conditional reinforcement – and suggest that stimuli that signal higher subsequent conditional probabilities of food for a certain activity at a location are followed by increases in that activity at that location. Second, when food delivery itself signals subsequent higher conditional probabilities of food, a preference pulse follows to the alternative that gave food; but when food delivery signals a lower subsequent conditional probability of food, the following preference pulse is to the other alternative. If a contingent event that increases subsequent responding is a reinforcer, then sometimes an event paired with food is a reinforcer, sometimes it is not; sometimes, the “reinforcer” “reinforces,” and sometimes it does not. This unsatisfactory state of affairs is not alleviated by asserting that reinforcers and conditional reinforcers have discriminative properties additional to their reinforcing properties and that sometimes the discriminative properties may ablate the reinforcing properties. Rather, these results make us confront the possibility that we have been wrong about reinforcement for 100 years. Perhaps stimuli (including “reinforcers” themselves) simply signal to an animal where to look for more of the same, or where to avoid for fewer of the same. Perhaps a reinforcer, as we know it, is simply a punctate hedonic event (“hedon”) with some current valance, and perhaps behavior simply follows the signposts provided by discriminative stimuli. Such an approach has many theoretical and practical implications.

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Southeast Exhibit Hall (Lower Level)

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#337 Invited Event

11:00 AM - 11:50 AM

Stevens #3 (Lower Level)

VRB; Theory

BACB CE (CE Instructor: Philip N. Himeline, Ph.D., BCBA)

The Necessity of a Multi-Scaled Approach for the Analysis of Verbal Behavior

Chair: Paul D. Neuman (Bryn Mawr College)

PHILIP N. HINELINE, Ph.D. (Temple University)



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

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

Abstract: If rate of occurrence is a fundamental dimension of behavior, it follows that behavioral process must be extended in time, for a rate cannot occur in an instant, and a slow rate is just as "real" as a rapid one. This implication seems difficult to grasp, perhaps because one can look right through a slow rate of occurrence, even when it is "right here, right now." In contrast, it is intuitively obvious that the organization of a spatial structure can be understood on multiple scales, each yielding particular characteristics that may or may not be evident when contemplated from a broadened or narrowed viewpoint. Verbal behavior provides examples that may make this general aspect of behavioral process more easily discerned. It should be a straightforward matter to demonstrate the functional independence of multiply-scaled aspects of verbal behavior, extended in time, by examining the co-extensive frequencies of utterances that range in scale from features such as the pronunciation of particular syllables (as in a regional accent) to types of conversations (such as arguments).

#338 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

AUT

1. **Effects of Behavioral Checklist on Student's Learn Unit Rate and Aberrant Behaviors (VRB; Applied Behavior Analysis).** KARI SASADA, Jo Ann Pereira, and Douglas Greer (Columbia University Teachers College)
2. **Using Fluency-Based Instruction to Improve the Bilateral Coordination and Functional Play Skills of a Child with Autism (Applied Behavior Analysis).** HEIDI CALVERLEY, Krista Zambolin, and Michael Fabrizio (Fabrizio/Moors Consulting)

3. **Using Direct Instruction to Teach a Non-vocal Student with Autism to Read Through Discrimination Training (EDC; Service Delivery).** KELLY FERRIS, Michael Fabrizio, and Celeste Marion (Fabrizio/Moors Consulting)
4. **Implementing an Attending Program to Decrease Learn Units to Criterion (EDC; Applied Behavior Analysis).** Dolleen-Day Keohane, Jennifer Longano, and SHIRA EISENBERG (Columbia University Teachers College)
5. **Assessing the Differential Outcomes Procedure with Children Diagnosed with Autism (EAB; Applied Behavior Analysis).** IVY CHONG and James Carr (Western Michigan University)
6. **Fluency Training and Skill Maintenance for Children with Autism (DDA; Applied Behavior Analysis).** AMY SISLO and Amy Jablonski (Summit Educational Resources)
7. **Building Reading Comprehension Component Skills in Child with a Autism (EDC; Service Delivery).** Holly C. Almon-Morris, AMINATA DIAKITE, Kristin N. Schirmer, and Michael Fabrizio (Fabrizio/Moors Consulting)
8. **Reinforcing Appropriate Attending to Task Stimuli to Increase Correct Responding During Instruction Involving Visual Stimuli (DDA; Applied Behavior Analysis).** Dolleen-Day Keohane, TAMAR FRANKEL, and Claire Cahill (Columbia University Teachers College)
9. **The Use of Antecedent Manipulations and Monitoring Using the Standard Celeration Chart to Reduce Problem Behavior in a Child with Autism (Applied Behavior Analysis).** KRISTA ZAMBOLIN, Kelly Ferris, and Michael Fabrizio (Fabrizio/Moors Consulting)
10. **Assessment of Discrimination Skills in Children with Autism: Basic Skills of "Eye Directions" (DDA; Applied Behavior Analysis).** KENJI OKUDA (Kibi International University)
11. **Encoding Words: Part:Whole Relations and Curriculum for Children with Autism (TPC; Service Delivery).** DONALD E. EISENHART and Helen Sykes (Bancroft NeuroHealth)
12. **The Use of Written Language to Promote Academic Performance (DDA; Applied Behavior Analysis).** ALICIA MEDEIROS, Rachel Frederick, and Helen Bloomer (Crossroads Center for Children)
13. **Assessing Children's Progress in an ABA-Educational Program: Results from the ABLLS and the Vineland (EDC; Applied Behavior Analysis).** ROBIN GOIN (Virginia Institute for Psychiatric & Behavioral Genetics) and Dawn Hendricks, Staci Carr, and Shirley Wiley (Virginia Commonwealth University Autism Center)
14. **Generalized Negatively Reinforced Manding in Children with Autism (Applied Behavior Analysis).** JANET YI (California State University, Los Angeles)
15. **The Effects of Timed Readings on Comprehension in a Child with Asperger's Syndrome (EDC; Applied Behavior Analysis).** CHRISTINA YOUNG and Jesus Rosales-Ruiz (University of North Texas)
16. **Video Modeling to Increase the Verbal Behavior of an Adolescent with Autism (Service Delivery).** D. REED BECHTEL (Bechtel Behavioral Services), Sue Heatter (Sue Heatter & Associates), and Tereasa Stuckey (Springhill College)
17. **The Effects of Video Feedback on Mand Training in Young Children with Autism (VRB; Applied Behavior Analysis).** BOBBI KAEPLER and Noelle M. Green (Bancroft NeuroHealth)
18. **Performance of Children Diagnosed with Autism on Progressive Ratio and Conditioned Position Response Tasks (DDA; Experimental Analysis).** LENELL E. KELLEY (The Matthew Reardon Center), John J. Chelonis (University of Arkansas, Little Rock), Merle G. Paule (National Center for Toxicological Research), and Eldon Schulz (University of Arkansas for Medical Sciences)
19. **Verbal Intelligence and Adaptive Communication in Children with Autism (DDA; Applied Behavior Analysis).** ALLISON TETREAULT, Courtney Ferguson, Ehsan Bayat, and Gerald Harris (University of Houston, Texas Young Autism Project)

20. **Establishing Mands Using a Physical Prompt Procedure with Fading on a Child with Autism (VRB; Applied Behavior Analysis).** KRISTINA WILLIAMS-MASIBO, Piaget Pauli, and Kimberly Weber (Gonzaga University)
21. **Teaching Elementary Abstract Concepts and How to Construct Basic Sentences to Children with Autism Using the Reading and Writing Program (DDA; Applied Behavior Analysis).** MARI SASAKI and Yoshiaki Nakano (Sophia University), Maiko Miyazaki and Akiko Kato (Nakayoshi Kids Station), and Takahiro Yamamoto (Sophia University)
22. **Using a Textual Prompt to Establish Sequellic Responding with a Child with Autism (EDC; Service Delivery).** SARA PAHL and Lesley Lucas-Pahl (Fabrizio/Moors Consulting)
23. **The Use of Marionettes for the Generalization of Skills in Children with Autism (EDC; Applied Behavior Analysis).** ANA PASTOR, José Julio Carnerero, Teresa Lara, Rosa Cuesta, Sandra Román, and Vanesa Soldado (Al-Mudaris)
24. **The Effects of an Auditory Trainer on the Speech Sound Acquisition of Children with Autism (Applied Behavior Analysis).** LAURA HUTT, Beth Bellone, and Jaime Cohen (The New England Center for Children)
25. **From Secluded to Included: Teaching a Child with Autism to Use a Time-Out Chair (Service Delivery).** MELISSA FOTI-HOFF, Rena Sorensen-Burnworth, and Jamie Lentz (Cincinnati Children's Hospital Medical Center)
26. **Promoting Independence in School Settings for Children with Autism Using Tactile Prompting (DDA; Applied Behavior Analysis).** HEATHER ANSON and James Todd (Eastern Michigan University)
27. **Comparison of Teaching Procedures when Assessing Rate of Acquisition of Discrimination Skills in Children with Autism (DDA; Applied Behavior Analysis)** JENNIFER MUSOLFF, Robert Gulick, and Thomas Kitchen (Barber National Institute) and Phillip Belfiore (Mercyhurst College)
28. **Multiple-Cue Discrimination in Children with ASD: Examining the Relationship Between Adaptive Behavior and Deficits in Discrimination (EDC; Applied Behavior Analysis).** DEREK D. REED, Florence D. Digennaro, and Laura Lee McIntyre (Syracuse University)
29. **The Relationship Between Allotted Response Time and Compliance in a Girl with Rett's Syndrome (EAB; Applied Behavior Analysis).** MELISSA SCOGGINS, Susan Wilczynski, Keery Wolf, and Joshua Needelman (The Munroe-Meyer Institute)
30. **Effects of Video Self-Monitoring on Teaching Performance: Enhancing Staff Discrete Trial Instruction (DTI) in Autistic Support Classrooms (DDA; Applied Behavior Analysis).** KEVIN FRITTS and Brian Herman (Barber National Institute) and Phillip Belfiore (Mercyhurst College)
31. **Increasing Learn Unit Presentations (TBA; Applied Behavior Analysis).** TATIANA OCHOA (Columbia University Teachers College)
32. **Efficacy of a Social Story as a Primary Intervention in Teaching Appropriate Social Behavior (EDC; Service Delivery).** VICTORIA A. GALLANT, John Briggs, and Erik Mayville (Pathways Strategic Teaching Center)
33. **Teaching Independent Classroom Routines to Children with Autistic Spectrum Disorder (EDC; Applied Behavior Analysis).** DANA SALINGER, Amy Barnhill, and Melissa Liotti (Northwest Behavioral Associates)

#339 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

CBM

34. **An Application of Behavioral Economic Principles to the Treatment of Food Selectivity (EAB; Applied Behavior Analysis).** ALLISON L. MARTIN, Cathleen Piazza, Gregory K. Reed, Melanie Bachmeyer, and Stephanie Bethke (The Marcus Institute)

35. **Increasing Chewing Skills in Children with Feeding Problems (DDA; Applied Behavior Analysis).** KAREN RADER, Cathleen Piazza, Gregory Reed, Melanie Bachmeyer, Stephanie Bethke, and Amanda Bosch (The Marcus Institute)
36. **A Comparison of the Effects of Behavioral and Sensory-Integrative Treatments on the Food Consumption of Children with Pediatric Feeding Disorders (Applied Behavior Analysis).** HEATHER KADEY, Cathleen Piazza, Allison Martin, Michele Walker, Stephanie Bethke, and Melanie Bachmeyer (The Marcus Institute)
37. **An Analysis of the Combined and Isolated Effects of Differential Reinforcement and Extinction on the Treatment of Multiply Maintained Food Refusal Behavior (Applied Behavior Analysis).** KRISTI MURPHY, Gregory Reed, Cathleen Piazza, Melanie Bachmeyer, and Heather Kadey (The Marcus Institute)
38. **The Examination of Constipation as an Establishing Operation for Pediatric Feeding Disorders (DDA; Applied Behavior Analysis).** PEGGY EICHER, Merrill Berkowitz, Paul Tokar, and Tara McDonough (St. Joseph's Children's Hospital)
39. **Evaluating Food Acceptance and Occurrence of Emesis in Two Children with Feeding Problems by Systematically Manipulating Establishing Operations (Applied Behavior Analysis).** BARBARA WIMBERLY, Cathleen Piazza, Gregory Reed, Melanie Bachmeyer, Lindsay Hauer, Deshanda Dow, and Stephanie Bethke (The Marcus Institute)
40. **Systematic Evaluation of Behavioral Distress in a Young Adult Patient with Cerebral Palsy Undergoing Post-orthopedic Rehabilitation (Applied Behavior Analysis).** DEBORAH KRUGLAK, Adrianna M. Amari, Kimberly Bellipanni, Melissa Beck, and Keith J. Slifer (The Kennedy Krieger Institute)
41. **Shaping Alternative Pain Expression in a Young-Adult Male with Traumatic Brain Injury During Rehabilitation from Orthopedic Surgery (Applied Behavior Analysis).** GINA W. BASEY, Keith J. Slifer, Adrianna M. Amari, Crystal Chappell, and Mallorie Malloy (The Kennedy Krieger Institute)
42. **Behavioral Intervention to Shape Functional Independence in a Young Adult Male Following Traumatic Brain Injury (Applied Behavior Analysis).** JESSICA TISCHNER, Ethan Benore, Gina W. Basey, Keith J. Slifer, and Melissa Beck (The Kennedy Krieger Institute)
43. **Assessing the Impact of Behavioral and Pharmacological Interventions on the Disruptive Behavior of a Child with Pre-morbid Attention Deficits Undergoing Rehabilitation for Traumatic Brain Injury (Applied Behavior Analysis).** KIMBERLY BELLIPANNI, Keith J. Slifer, Melissa Beck, Jessica Tischner, and Shannon McIntosh (The Kennedy Krieger Institute)
44. **Measuring Outcomes of Anger Management Treatments in an Acquired Brain Injury Outreach Program Using Goal Attainment Scaling (Applied Behavior Analysis).** KELLEY D. ANSTEY and Gary Gerber (ABI Behaviour Services, West Park Healthcare Centre), Andrew W. McNamara (George Brown College), and Judy Gargaro (ABI Behaviour Services, West Park Healthcare Centre)
45. **Behaviour Disorder and Acquired Brain Injury: An Applied Behaviour Analytic Approach Using Lag Sequential Analysis (Applied Behavior Analysis).** BARZAN RAHMAN and Christopher Oliver (University of Birmingham, UK) and Nick Alderman (St Andrew's Hospital)
46. **Behavioral Treatment of Severe Behavior Problems of a Young Adult Male with Down Syndrome and Obsessive Compulsive Disorder Receiving Medical Care for Sleep Apnea (Applied Behavior Analysis).** SHREYA PATEL HESSLER, Kristin T. Avis, Keith J. Slifer, Leanna Herman and (The Kennedy Krieger Institute)

#340 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

CSE

47. **Evaluation of Family Perception of Turkish Children's Pictures Who Live in Germany and Participated in the Joining (Integration) and Normal Instruction (EDC; Theory),** S. SUNAY YILDIRIM DOGRU and Cengiz Celik (Selcuk University) and Suleyman Dogru (Ministry of National Education)

48. **Diagnosis and Interventions of Educational and Social Problems Presented in a Marginal Mexican Community (EDC; Applied Behavior Analysis).** MARCO WILFREDO SALAS MARTÍNEZ, Esperanza Ferrant Jimenez, Ana Estela Kay Cacho, Dinorah Leon Cordoba, Pilar Gonzalez Flores, Laura Oliva Zarate, Andree Fleming Holland, and Jose Luis Colorado Hernandez (Universidad Veracruzana)
49. **Chewing Gum: A Hard Behavior to Swallow (OBM; Applied Behavior Analysis).** RAYMOND SACCHI, Ryan Sain, Thomas Brigham, and Sean Greene (Washington State University)
50. **Increasing Condom Use in College Students: A Modification to the Psychology 106 Program (EDC; Applied Behavior Analysis).** RYAN SAIN, Ray Sacchi, Julie Carrier, and Thomas Brigham (Washington State University)
51. **Teach the Drivers Well: Using Positively Reinforcing Signs to Impact Motorists' Behavioral Safety (CSE; Applied Behavior Analysis).** THOMAS SZABO (Imagine! Colorado)
52. **Programmatic Approach to Source Separation of Household Organic Residuals (Applied Behavior Analysis).** BENJAMIN VAN HANDEL and Paul Thomas Andronis (Northern Michigan University)
53. **Community-Based "Flashing" Applied to Cell Phone and Seat Belt Usage (OBM; Applied Behavior Analysis).** MIKE CLAYTON and Jeremy Hof (Jacksonville State University)
54. **Decreasing Public Smoking Among Youth (BPH; Service Delivery).** LEONARD JASON (DePaul University), Steven Pokorny, Paul Turner, Margaret Freeland, Sarah Corbin, and Mark Driscoll (DePaul University)
55. **Generational Trend of Several Psychological Issues in Adolescents of Mexico (CSE; Service Delivery).** NORMA COFFIN, and Arturo Silva (National University of Mexico)
56. **"Pick of the Litter:" Quantifying an Environmentally Harmful Behavior (Applied Behavior Analysis).** PHILIP K. LEHMAN, Ian J. Ehrhart, Angela Krom Fournier, and Takashi Hirota (Virginia Polytechnic Institute & State University)
57. **Encouraging Dog Waste Disposal through Public Posting and Waste Disposal Sites (CSE; Applied Behavior Analysis).** Jeff May (Westside Schools), Brad Dufrene (Mississippi State), and WILLIAM WARZAK (University of Nebraska Medical Center)

#341 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

DDA

58. **The Effects of Supervisor Feedback to Group Home Staff on the Behavior of Clients with Severe Intellectual Disabilities and Behaviour Disorders (OBM; Applied Behavior Analysis).** KAREN CHARTIER, Dan Fishman, and James Reaume (Lake Ridge Community Support Services) and Maurice Feldman (Brock University)
59. **Can the Vineland Communication Subscale Predict Instruction-Following for Children with Developmental Delays? (EAB; Applied Behavior Analysis)** JENNIFER R. THORSTEINSSON (University of Manitoba), Lysianne Kolt (St. Cloud State University), Garry L. Martin (University of Manitoba), Dickie C. T. Yu (St. Amant Centre), and Sara M. Spevack (University of Manitoba)
60. **Analysis of a Child's Cognitive Achievements as a Function of the Mother's Teaching Strategies Using a Multidimensional Observational System (VRB; Experimental Analysis).** CARMEN QUINTANA, Emilio Ribes-Iñesta, Luis Arroyo, Laura Correa, Eduardo Montes, and Ivette Vargas (University of Guadalajara)
61. **The Effects of Repeated Readings and Prediction on the Reading Performance of Students with EBD (EDC; Applied Behavior Analysis).** SHEILA ALBER, Ellen Ramp, Christa Martin, and Lara Anderson (University of Southern Mississippi)

62. **Maintaining Mands Using a Graduated Multiple-Schedule Arrangement (AUT; Applied Behavior Analysis).** BECKY KELSO, Daniel B. Shabani, and Henry Roane (The Marcus Institute)
63. **A Multielement Treatment for Reducing Challenging Behavior in a Boy with Brain Injury: A Case Study (DDA; Applied Behavior Analysis).** LISA DUNN and Heather Mercier (Melmark New England)
64. **The Facilitation of Reinforcement Schedule Thinning Using a Discriminative Stimulus (Applied Behavior Analysis).** JOHN DAVIS, Kyong-Mee Chung, SungWoo Kahng, Denise Kurek, Brian Crawford, and Monica Gaines (The Kennedy Krieger Institute)
65. **An Application of Herrnstein's Matching Law in the Failure to Eliminate Severe Behavior Disorders: The Need for Extinction (TPC; Applied Behavior Analysis).** MAUREEN LACERTE (Nashoba Learning Group), Michael F. Dorsey (Vinfen), John Stokes (Melmark New England), and Michael J. Cameron (Simmons College)
66. **Destructive Behavior Maintained by Automatic Reinforcement: Hypothesis Testing and Treatment (Applied Behavior Analysis).** MANDY TRIGGS, David Kuhn, and April Stachelski (The Kennedy Krieger Institute)
67. **Functional Communication Training (DDA; Applied Behavior Analysis).** CARRIE MCMILLAN and Scott Kines (The Learning Tree, Inc.), Robert Babcock (Auburn University), Robert Montgomery (Reinforcement Unlimited), and Jerre Brimer (The Learning Tree, Inc.)
69. **The Application of Brief Preference Assessments in a Clinic Setting (AUT; Applied Behavior Analysis).** Jennifer Neyman, Anjali Barretto, and AMANDA MARLIN (Gonzaga University)
70. **Assessment and Treatment of Food Selectivity in A Child Diagnosed with Autism (AUT; Applied Behavior Analysis).** Melanie Dubard, DEBBIE BORDEN-KARASACK, and Julia O'Connor (The Kennedy Krieger Institute)
71. **Use of a Full-Session DRL Contingency to Decrease Problem Behavior Associated with Task Transitions (Applied Behavior Analysis).** KENNETH ATKINS, Henry Roane, and Michael Kelley (The Marcus Institute)
72. **Conditional Probability Analyses as a Method to Identify Response-Response Relations: Implications for Assessment and Treatment (AUT; Applied Behavior Analysis).** TIA PANEET, Stephanie Contrucci Kuhn, and Louis Hagopian (The Kennedy Krieger Institute)
73. **Effects of DRO and Enriched Environment on Ripping (AUT; Applied Behavior Analysis).** SEAN MURPHY and Frances Perrin (Bancroft NeuroHealth)
74. **The Evaluation of Trigger Words as Possible Precursors to Problem Behavior (AUT; Applied Behavior Analysis).** CAMILLE DANIELS and Frances Perrin (Bancroft NeuroHealth) and Patrick Progar (Caldwell College)
75. **A Comparison of Two Stimulus Fading Methods during Initial Acquisition of Identity Matching (AUT; Applied Behavior Analysis).** AMANDA BANISTER, Joslyn Cynkus, Michael Kelley, Wayne Fisher, Shukrit Kathuria, and Aphrodite Foundas (The Marcus Institute)
76. **Examining Relations Between Patient Characteristics and Functional Analysis Outcomes (CBM; Applied Behavior Analysis).** LISA M. TOOLE and Katharine Gutshall (The Kennedy Krieger Institute), David M. Richman (University of Maryland, Baltimore County), and Iser Guillermo DeLeon (Johns Hopkins University)
77. **Exploring the Utility of Biofeedback for Decreasing Inappropriate Behavior in Adolescents with Acquired Brain Injury (Applied Behavior Analysis).** PAMELA A. TIBBETTS (Southern Illinois University) and Danyl M. H. Epperheimer (Center for Comprehensive Services/The Mentor Network)
78. **The Current Status of Behavior Analysis and Special Education in Singapore (TBA; Applied Behavior Analysis).** RANGASAMY RAMASAMY (Florida Atlantic University)

79. **Collateral Effects of Intensive Behavioral Treatment of Severe Problem Behavior in Young Children (CBM; Applied Behavior Analysis).** NICOLE CARMAN (The Kennedy Krieger Institute), Patricia Kurtz (The Johns Hopkins University School of Medicine), Michelle Chin and John Huete (The Kennedy Krieger Institute)

#342 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

EAB

80. **The Effects of Distraction on Performance During a Time Perception Task (DEV; Experimental Analysis).** PAMELA DIAZ and John Chelonis (University of Arkansas, Little Rock) and Mark Edwards, Eldon Schulz, Ronald Baldwin, and Brian Kubacak (University of Arkansas for Medical Sciences)
81. **Effects of Glucose Concentration in Water on Body Weight and Water and Food Intake After Food Deprivation (Experimental Analysis).** ALMA GABRIELA MARTINEZ, Antonio Lopez-Espinoza, and Hector Martinez (Universidad de Guadalajara, Mexico)
82. **Relative Reinforcer Value of a Species-Typical Call Compared to an Artificial Sound for Northern Bobwhite Hatchlings (DEV; Experimental Analysis).** SUSAN M. SCHNEIDER and Robert Lickliter (Florida International University)
83. **Varying Reinforcer Ratio and Changeover Response Requirement (EAB; Experimental Analysis).** JORGE A. BALDERRAMA and Carlos F. Aparicio (University of Guadalajara)
84. **Extinction of Behavior Maintained Under CRF with and without Interposed Intermittent Reinforcement (TPC; Experimental Analysis).** PAUL THOMAS ANDRONIS, Robert Belonga, Christopher Leith, and Scott Martin (Northern Michigan University)
85. **Sub-optimal Preference Patterns Between Fixed and Random Schedules: A Situation of Preference for "Pure" Risk? (Experimental Analysis)** MICHELLE D. ENNIS (Temple University), Claudia D. Cardinal (University of Nevada, Reno), and Philip N. Hineline (Temple University)
86. **The Effects of Click + Continuous Food Versus Click + Variable Food on Maintenance of Dog Behavior (Experimental Analysis).** PAM WENNMACHER and Rachel Dunham (University of North Texas), Joan Engel (New England Veterinary Behavior Associates), and Jesus Rosales-Ruiz, Ami Miller, and Chad Hunter (University of North Texas)
87. **Effects of Reinforcement on Performance in the Serial Reaction Time Task (Experimental Analysis).** NATASHA BUIST, Maree Hunt, and David Harper (Victoria University of Wellington, New Zealand)
88. **Behavioural Efficacy of Enironmental Enrichment in the Reduction of Stereotypy in Captive Vicugna (*Vicugna Vicugna*) (Applied Behavior Analysis).** MATTHEW PARKER, Ed Redhead, and Deborah Goodwin (University of Southampton)
89. **Effects of Coextensive Stimuli Correlated with TD and TΔ and Variation of T-cycle Length in Limited-Hold Temporal Schedules (EAB; Experimental Analysis).** CARLOS TORRES, Emilio Ribes-Iñesta, and Edgar Montes (University of Guadalajara)
90. **The Role of Higher-Order Place Conditioning in the Appearance of Positive Induction (Experimental Analysis).** JERI T. NURNBERGER, Brent C. Hanson, and Jeffrey N. Weatherly (University of North Dakota)
91. **Open Versus Closed Economies: The Role of Post-Session Income (Experimental Analysis).** RYAN ROWE and Kasey Stephenson (University of Wisconsin, Eau Claire)
92. **Social Foraging: The Ideal Free Distribution and Differences in Competitive Ability (EAB; Experimental Analysis).** Joshua S. Beckmann, Katarzyna B. Grabowska, and Eric A. Jacobs (Southern Illinois University, Carbondale)
93. **Extinction in S- is the Hallmark of Discriminated Operant Responding (Experimental Analysis).** MATTHEW E. ANDRZEJEWSKI and Curtis Ryals (University of Wisconsin-Madison)

94. **Role of the Suprachiasmatic Nucleus in Habituation of the Headshake Response in Rats (Experimental Analysis).** KELBY HOLTFRETER and John Wright (Washington State University)
95. **Using the Spontaneously Hypertensive Rat (SHR) as an Animal Model to Examine the Effects of Delay-of-Reinforcement in Attention Deficit/Hyperactivity Disorder (ADHD) (Experimental Analysis).** JONATHAN M. SLEZAK, Sherry L. Serdikoff, and Kristina T. Austin (James Madison University) and A. Charles Catania (University of Maryland, Baltimore County)
96. **Effects of a Non-verbal Object-Categorization by Signaling Task and Feedback in Kindergarten Children (Experimental Analysis).** EMILIO RIBES-IÑESTA, Alejandra Márquez, Ivette Vargas, and Antonia Padilla (University of Guadalajara)
97. **Progressive Ratio in Children Exhibiting Symptoms of Depression (CBM; Experimental Analysis).** CHRISTIAN LYNCH (University of Arkansas, Little Rock), Brian Kubacak (University of Arkansas for Medical Sciences), John Chelonis (University of Arkansas, Little Rock), and Ronald Baldwin, Mark Edwards, and Merle Paule (University of Arkansas for Medical Sciences)
98. **The Effects of Brief Delays and Non-differential Verbal Replies on the Performance of Verbal Conditioning (VRB; Experimental Analysis).** KANAME MOCHIZUKI (Teikyo University) and Hitoshi Ohnishi (National Institute of Multimedia Education)
99. **The Effects of Teacher Questions Versus Student Questions on Academic Responding and Total Learn Units to Criterion (DDA; Applied Behavior Analysis).** Grant Gautreaux, R. Douglas Greer, and GENEVA SCHAUFFLER (Columbia University Teachers College)
100. **Maternal Responsiveness: An Alternative to Treating Child Abuse (EDC; Applied Behavior Analysis).** ARIEL VITE SIERRA and Erika Aguirre (National Autonomous University of Mexico)
101. **Conditional Relations with Compound Stimulus: Improving Test Performances (Experimental Analysis).** Paulo Toshio Missão and Jonas de Oliveira Boni Junior (University of São Paulo), PAULA DEBERT (Presbyterian University Mackenzie), and Maria Amelia Matos (University of São Paulo)
102. **Investigating the Celebratory Drinking Style of College Students: Implications for Prevention Interventions (CSE; Applied Behavior Analysis).** ELISE DRAKE, Ryan Smith, Sarah Thornton, and Megan Progen (Virginia Polytechnic Institute and State University)
103. **Teaching Children to Respond to the Relevant Stimulus Dimensions: Figure, Feature, or Background (AUT; Experimental Analysis).** TANYA BAYNHAM, Jesús Rosales-Rulz, and Lisa Falke (University of North Texas)
104. **Investigation of the Role of Entering Histories on the Performance of Human Operant Tasks (Experimental Analysis).** IAN STEPHENS, Mike Johnston, and Linda J. Hayes (University of Nevada, Reno)
105. **Teaching Preschool Students to Mand (EDC; Applied Behavior Analysis).** SONJA GALIC and Mapy Chavez Brown (Columbia University Teachers College)
106. **The Effects of Outcome-Reversal Training on Equivalence Performances (Experimental Analysis).** NATALIE JACOME and Carol Pilgrim (University of North Carolina at Wilmington)

#343 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

EDC

107. **The Effects of Using Teacher Scripts on the Efficiency of Delivering Instruction to Students at Risk for Reading Failure (EDC; Applied Behavior Analysis).** SHAWNNA SHALVIS HELF (University of North Carolina at Charlotte), Monica Campbell (University of North Carolina at Wilmington), and Nancy Cooke (University of North Carolina at Charlotte)

108. **Effects of Teaching Your Child to Read in 100 Easy Lessons on a Preschooler's Reading (VRB; Applied Behavior Analysis).** KARI GEESMAN, Colleen Kormann, Leiza Mandi, and Randy Williams (Gonzaga University)
109. **The Effects of Direct Instruction on Beginning Reading Skills of a Kindergartner (VRB; Applied Behavior Analysis).** Tiffany Florez, Janelle Babinski, and RANDY WILLIAMS (Gonzaga University)
110. **The Effect of Negative Reinforcement on a Student's Decoding Accuracy (OBM; Service Delivery).** CHANG-NAM LEE (Whitworth College)
111. **Teaching Sight Words to an Adult with Moderate Cognitive Impairments (DDA; Service Delivery).** LAURA RINDERKNECHT (University of Toledo)
112. **The Effects of Peer Tutoring on Sight-Word Acquisition, Maintenance, Reading Fluency, and Comprehension for Urban Learners (EDC; Service Delivery).** LEFKI KOUREA and Gwendolyn Cartledge (The Ohio State University)
113. **Comparing Three Whole Word Recognition Techniques on Children's Cumulative Word Recognition Learning Rates (EDC; Applied Behavior Analysis).** Laurice Joseph and LINDSAY NIST (The Ohio State University)
114. **Considering Comprehension Levels When Conducting an Experimental Analysis of Reading Interventions (EAB; Applied Behavior Analysis).** GARY CATES (Illinois State University) and Kelly Thomason (Valley View School District 365U)
115. **Small Group Reading: Effects on Student Active Engagement, Responding, Progress, and Teacher Praise Rates (Service Delivery).** MARY VEERKAMP, Howard Wills, Julie Stopulos, Debra Kamps, Carmen Arreaga-Mayer, and Mary Abbott (University of Kansas Juniper Gardens Children's Project)
116. **Improving the Literacy Skills of an Eighteen-Year-Old with a Learning Disability (DDA; Service Delivery).** Ralph Gardner, III and Theresa Hessler (The Ohio State University) and KIKO RUSSELL (University of Toledo)
117. **Examining Approaches to Improve Oral Reading Fluency (EDC; Applied Behavior Analysis).** AMY SCARBOROUGH and Laura D. Fredrick (Georgia State University)
118. **A Comparison of Three Group-Based Reading Fluency Interventions (Applied Behavior Analysis).** Jen Silber and JOHN BEGENY (Syracuse University)
119. **The Effects of a Group-Based Reading Intervention on Students' Academic Engaged Time (Applied Behavior Analysis).** John Begeny and JEN SILBER (Syracuse University)
120. **Generating Reading Interventions Through Experimental Analysis of Academic Skills: Demonstration and Evaluation of Long-Term Outcomes (Applied Behavior Analysis).** MICHAEL PERSAMPIERI, Edward Daly, Merilee Mcurdy, and Valerie Gortmaker (University of Nebraska, Lincoln)
121. **An Examination of Performance Gains and Trainings to Criterion at Different Levels of Oral Reading Fluency (EAB; Applied Behavior Analysis).** BRIAN K. MARTENS and Derek D. Reed (Syracuse University)
122. **Visual Goal and Progress Stimuli and Their Affects on Students Reading Fluency Growth Rates (Theory).** ADEE REED and David Forbush (Utah State University)
123. **Comparison of Two Error Correction Procedures Within a Precision Teaching Framework During Learning to Read Words (Applied Behavior Analysis).** ANGELA GALVIN, Ed Langford, Michelle I. Harrington, and Matthew L. Israel (Judge Rotenberg Educational Center)
124. **Addressing Concerns Related to "No Child Left Behind" and the Oral Reading Fluency Performance of Highly Diverse Fourth-Grade Students: A Cooperative and Collaborative Teacher Training Model (DDA; Applied Behavior Analysis).** WILLIAM J. SWEENEY (University of South Dakota), Doug Robbins, Jenny Wetz, Lauri Powell, Rise Tracy, and Susan R. Sweeney (Smith Elementary School, Sioux City Community Schools), and Paul Malanga (University of South Dakota)

125. **The Effect of Performance Rate on Retention (Service Delivery).** Robert W. Worsham, Ed Langford, MICHELLE HARRINGTON, Matthew L. Israel, and Angela Galvin (Judge Rotenberg Educational Center)
 126. **Retention Knowledge after Multiple Parts of Curriculum Practice (Applied Behavior Analysis).** EMILY BURKE, Michael J. Santopietro, Sean Bresnahan, and Matthew L. Israel (Judge Rotenberg Educational Center)
 127. **Increasing Acquisition of Target Vocabulary Words through Manipulation of Correction Procedure (VRB; Applied Behavior Analysis).** Grant Gautreaux and NIRVANA PISTOLJEVIC (Columbia University Teachers College)
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#344 International Poster Session

12:00 PM - 1:30 PM

Southwest Exhibit Hall (Lower Level)

OBM

128. **A Multifaceted Intervention Package for Improving Staff Performance in a Small Business Setting (CSE; Applied Behavior Analysis).** JEREMY M. HOF and Mike Clayton (Jacksonville State University)
129. **Identifying Effective Computer-Based Learning Strategies in Self-Directed Exploration of a Map Display (Applied Behavior Analysis).** JENNIFER BREDTHAUER (Auburn University) and Jean Dyer (U.S. Army Research Institute)
130. **The Behavioral Research Supervisory System: Preventing Procrastination in Undergraduate and Graduate Psychology Students (Applied Behavior Analysis).** ANASTASIA OSREDKAR, Jennifer Skundrich, Christen Rae, and Richard Malott (Western Michigan University)
131. **An Attempt to Vitalize in Vivo or Incidental Teaching in an MR/DD Residential Facility (DDA; Service Delivery).** JASON OTTO (Greene Valley Developmental Center) and Eric J. Chubb (Fort Wayne State Developmental Center)
132. **Process Improvement in a Clinic Setting: An Application of OBM (Applied Behavior Analysis).** CHELSEY SUTTON, Karin Rasmussen, Valori Berends, and Gregory Madden (University of Wisconsin, Eau Claire)
133. **Unobtrusive Observations of Job Performance in a Manufacturing Company: Union and Nonunion Comparisons (Applied Behavior Analysis).** Monica Filipkowski and CARL MERLE JOHNSON (Central Michigan University)
134. **The Effect of a Weighted Checklist and Weekly Feedback on University Housing Staff Performance (EDC; Applied Behavior Analysis).** ERICK MARMOLEJO (University of the Pacific)
135. **Daily Data Collection: A Comparison of Two Data Sheets (CBM; Applied Behavior Analysis).** WILLIAM FLOOD and Stephen North (May South, Inc.)
136. **The Effects of an Employee Retention Program on Therapist Turnover and Therapist Morale (AUT; Applied Behavior Analysis).** CECILIA KNIGHT, Rachel S. F. Tarbox, and Doreen Granpeesheh (The Center for Autism & Related Disorders, Inc.)
137. **Getting a Little Worm Out of an Eagle is No Easy Task! Increasing Frequency of Direct Program Observation and Feedback by Executive Level Staff in an Agency Serving Individuals with Autism (AUT; Applied Behavior Analysis).** Carnella McDonald, Joanne Gerenser, Randy Horowitz, and EILEEN HOPKINS (Eden II)
138. **An Evaluation of Training Outcomes: A Look at Two Methods of Staff Training (Applied Behavior Analysis).** JASON CAVIN, Carrie Smiley, Carrie Kirk, and Jerre R. Brimer (The Learning Tree, Inc.)
139. **Program Evaluation: Measuring Quality of Care in an Inpatient Brain Injury Rehabilitation Program (Service Delivery).** BRIDGET A. SHORE, Tara Batchelor, Claudia L. Dozier, Daniel D. Knittel, and Shannon Root (Florida Institute of Neurologic Rehabilitation)

#345 Special Event

1:30 PM - 2:20 PM

International North (2nd floor)

TPC; Theory

BACB CE (CE Instructor: Linda J. Hayes, Ph.D.)

2005 ABA Tutorial: The Science of Science

Chair: Ramona Houmanfar (University of Nevada, Reno)

LINDA J. HAYES, Ph.D. (University of Nevada, Reno)



Dr. Linda J. (Parrott) Hayes received her bachelor's degree from the University of Manitoba and her master's and doctoral degrees from Western Michigan University. Prior to her present position, she held faculty appointments at West Virginia University and St. Mary's University in Canada. Linda is a professor at the University of Nevada, Reno where she co-founded a graduate program in Behavior Analysis and served as its director for over a decade. Linda has been active in the Association for Behavior Analysis throughout her entire career and is currently serving as its President. She is best known for her work in behavior theory and philosophy.

Abstract: The sciences are cumulative, consequential enterprises through which we become more effectively oriented to the things and events of the natural world. Scientific enterprises are also cultural enterprises, the implication being that while they may

influence the societal conditions out of which they arose, they are also never free of influence from those conditions; and the greater the influence on science from nonscientific sources, the less effectively we are oriented to the natural world. While it is important for scientists of every variety to be watchful of undue influence from non-scientific sources, the science of behavior is especially vulnerable to corruption by this means due to the ubiquity and intimacy of its subject matter. It is, thereby, incumbent upon behavior scientists to periodically examine their work and its products for signs of damage, and to take whatever actions are needed to undue it. This task falls to the logician of science and the task itself is what is meant by the science of science. The aim of the tutorial is to provide an overview of this science, including its materials, methods, and products, and to consider its value for the long term well-being of the science of behavior.

#346 Invited Event

1:30 PM - 2:20 PM

Williford A (3rd floor)

CBM; Theory

Clinical Behavior Analysis for Experimental Behavior Analysts

Chair: Kelly G. Wilson (University of Mississippi)

MICHAEL J. DOUGHER, Ph.D. (University of New Mexico) and Carol Pilgrim, Ph.D. (University of North Carolina at Wilmington)



Dr. Michael Dougher is currently a Professor and Director of Clinical Training at the University of New Mexico, where he started his academic career in 1980. He received his bachelor's degree from UCLA in 1974, and his Ph.D. from the University of Illinois at Chicago in 1980. Dr. Dougher played an important role in the development of the now rapidly growing field of clinical behavior analysis. He conducts basic laboratory research on stimulus equivalence, relational responding and the transformation of functions in an attempt to identify and articulate the complex verbal process that underlie the development and treatment of clinical problems. Dr. Dougher is a Fellow of the American Psychological Society and is currently serving as associate editor for both the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*.



Dr. Carol Pilgrim received her Ph.D. from the University of Florida in 1987 with a specialization in the Experimental Analysis of Behavior. She is currently Professor of Psychology at the University of North Carolina at Wilmington, where she has been honored with a Distinguished Teaching Professorship, the North Carolina Board of Governors Teaching Excellence Award, and the Faculty Scholarship Award. Her research contributions include both basic and applied behavior analysis, with an emphasis in human operant behavior, relational stimulus control, and the early detection of breast cancer. Dr. Pilgrim has served as editor of *The Behavior Analyst*, associate editor of the *Journal of the Experimental Analysis of Behavior* and *The Behavior Analyst*, co-editor of the *Experimental Analysis of Human Behavior Bulletin*, and as a member of the editorial boards of those and several other journals. She has served as President of ABA, SABA, Division 25 of the APA, and SEABA. Additionally, she has been Representative At-Large of the Executive Council of ABA and Division 25, and member of the Boards of Directors of the Society for the Experimental Analysis of Behavior, the Society for the Advancement of Behavior Analysis, and the Cambridge Center for Behavioral Studies.

Abstract: Clinical behavior analysis has made great strides over the last ten years. It can be distinguished from the larger field of applied behavior analysis in at least three ways. First, it is generally used with verbally competent, free-ranging humans who voluntarily seek treatment for the kinds of problems addressed by mainstream psychotherapy, e.g., depression, anxiety, and interpersonal distress. Second, these clinical problems are not easily understood or explained in terms of basic behavior analytic concepts, such as the three-term contingency. They require a more complex analysis, often involving verbal processes including stimulus equivalence, transformation of function, and relational responding. Third, treatment interventions with these types of clients are typically verbal and do not involve direct manipulation of reinforcement contingencies. The purpose of this talk is to acquaint basic behavior analysts with recent developments in clinical behavior analysis, the basic research that has been most helpful in formulating treatment interventions, and some of the research issues that remain to be addressed. This session was designed to foster dialogue between clinical behavior analysis and the experimental analysis of behavior. In order to facilitate this interaction, Dr. Dougher's paper will be followed by approximately fifteen minutes of discussion by Dr. Carol Pilgrim.

#347 Paper Session

1:30 PM - 2:20 PM

Williford B (3rd floor)

EDC

Data Collection for Effective Decision-Making

Chair: Benjamin Smith (University of Texas at Austin)

Washoe County Public Schools Project SAVE: Development and Implementation of a Behavior Systems Approach to K-12 Student Services Assessment (Service Delivery).

Thomas Sharpe (University of Nevada, Las Vegas), JODY SILVA (Positive Behavior Support), Amanda Adams (Washoe County School District), and Daniel Balderson (University of Nevada, Las Vegas)

Using Computer Technology During Educational Observations: A Potential Efficient Alternative to Experimental Analysis of Behavior (Applied Behavior Analysis). GARY CATES (Illinois State University) and Rebecca Chambers (Johnson Elementary School)

Sequential Analysis of Student-Teacher Interaction Patterns (Applied Behavior Analysis). BENJAMIN W. SMITH (University of Texas at Austin)

#348 Invited Event

1:30 PM - 2:20 PM

Boulevard C (2nd floor)

OTH; Theory

EAHB-SIG Distinguished Career Award: J. Grayson Osborne, Ph.D.

Chair: Richard Serna (University of Massachusetts Medical School Shriver Center)

J. GRAYSON OSBORNE, Ph.D. (Utah State University)



Dr. J. Grayson Osborne received his Ph.D. in psychology from Arizona State University in 1968 under the mentorship of Lee Meyerson. In 1969 Dr. Osborne joined the Department of Psychology at Utah State University in Logan, Utah, where he became Emeritus Professor in 2004. Dr. Osborne has served multiple terms on the editorial boards of *Journal of Applied Behavior Analysis*, *The Behavior Analyst*, *Journal of the Experimental Analysis of Behavior*, and *Behavior Interventions*, and was consulting editor for *Rehabilitation Psychology* (formerly *Psychological Aspects of Disability*). Dr. Osborne has served as a teacher, mentoring 4 master's students and 18 doctoral students; as a clinician, working as a consultant for schools in Utah and Canada and designing behavioral interventions for individuals with developmental disabilities and hearing impairments; and as a scientist, publishing over 43 research papers, theoretical papers, and monographs, as well as co-authoring four books, including *Fundamentals of behavior* (with Richard Powers) and *Psychology, adjustment, and everyday living* (with Garry Martin). His empirical research, spanning nearly four decades, has focused on behavioral interventions and on stimulus control, particularly conditional discrimination and stimulus equivalence in children and adults.

Abstract: The author reflects on 40 years in the field from its (western) beginnings at Arizona State University circa 1960 to his retirement as Emeritus Professor at Utah State University in 2004. In between he discusses early applied behavior analysis; experimental child psychology; and the experimental analysis of behavior program at Utah State University, including its students, who, it can be presumed, are at least partially responsible for the present award.

#349 Invited Event

1:30 PM - 2:20 PM

Lake Michigan (8th floor)

DEV; Theory

BACB CE (CE Instructor: Martha Pelaez, Ph.D., BCBA)

Observations and Recommendations on the Interaction of Behavior Analysis and Developmental Psychology

Chair: Martha Pelaez (Florida International University)

PETER HARZEM, Ph.D. (Auburn University)



Dr. Peter Harzem was educated at the Universities of London and Wales. Together with T. R. Miles he was founder of a new Department of Psychology at the University of Wales-Bangor, where he established the "Experimental Analysis of Behavior Unit". In 1978 he moved to Auburn University where, again, it fell on him to found a graduate program in the Experimental Analysis of Behavior. He is now the Hudson Professor of Psychology at that university. He has been an Associate Editor of the *Journal of the Experimental Analysis of Behavior* responsible for papers reporting human research and has processed the early papers on stimulus equivalence including Sidman's seminal papers. Together with Emilio Ribes he is founder of the biennial series, "International Congress on Behaviorism and the Sciences of Behavior." The 9th in the series will be held in 2006. He has lectured in many countries, and his works have been translated into several languages. He is working on two

books: a biography of John B. Watson nearing conclusion after many years of work, and a book tentatively entitled, "The Search for the Mind" on the history of the concept of mind and the place of the behavioral perspectives in that search. (Dr. Harzem's picture, on the previous page, is a photo of a portrait painted by Denise Ross.)

Abstract: The basic concepts and techniques of behavior analysis have had a presence in developmental psychology for some 70 years. Although that presence has increased in recent decades, and some of the basic behavioral techniques have tacitly been adopted, explicit recognition of the place of behavior analysis in developmental literature remains scanty. This needs to be corrected--not, of course, merely in pursuit of fame and fortune but because recognition of the significance of behavioral principles should lead the developmental theorist/researcher/practitioner to go to the literature of behavior analysis in search of conceptual and practical solutions, with untold consequent benefit to theory and practice. To that end there are two fundamental questions that need answers: Given that behavioral contingencies naturally operate everywhere, and the effectiveness of the techniques of behavior analysis have been shown, why does behavior analysis still not have a broad place in developmental psychology? And how can this be corrected? This paper briefly reviews the roots and entry of the behavioral perspective into developmental psychology and its subsequent progress, and explores answers to the questions posed here.

#350 Symposium

1:30 PM - 2:50 PM

Lake Erie (8th floor)

TBA; Applied Behavior Analysis

BACB Exam Preparation and Issues

Chair: Stephen E. Eversole (Behavior Development Solutions)

St. Joseph's University's Applied Behavior Analysis Masters Subtrack in Criminal Justice.

JOSEPH D. CAUTILLI, Dziewolska Halina, Richard D. Weissman, and Patricia Griffin (St. Joseph's University)

The Undergraduate Behavior Analysis Program at St. Joseph's University. DZIEWOLSKA HALINA, Joseph D. Cautilli, Richard D. Weissman, and Patricia Griffin (St. Joseph's University)

Survey Results on the CBA Learning Module Series. STEPHEN E. EVERSOLE (Behavior Development Solutions)

Behavior Analyst Certification Training. MICHAEL WEINBERG (Southbury Training School)

#351 Paper Session

1:30 PM - 2:50 PM

Lake Huron (8th floor)

CSE

Behavior Analysis and Community Service: Challenges and Successes

Chair: Elizabeth A. Granucci (Infinite Possibilities in Behavior Support, LLC)

Reducing Waste and Increasing the Selection of Reusable Dinner-Ware in a High-Volume Cafeteria (Applied Behavior Analysis). JENNIFER MANUEL (New York University) and Ryan Olson and Mary Ann Sunseri (Santa Clara University)

Legal and Ethical Issues Facing Direct Care Staff Working with People with Developmental Disabilities (Theory). ZHANKUN CHENG (The Habilitation Corporation), Lisa M. Boisvert (Behavior Management for Adult and Children), and Benny Howard (Behavior Service of Tennessee)

The Analysis of Natural Support Strategies for Young People with Behavior Problems in Work Settings (Applied Behavior Analysis). ELIZABETH A. GRANUCCI (Infinite Possibilities in Behavior Support, LLC), Robin Wagner Hogsholm (University of South Florida), Debbie Westerlund (Westerlund & Associates, P.A.), and Hewitt B. "Rusty" Clark (University of South Florida)

#352 Symposium

1:30 PM - 2:50 PM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Timothy R. Vollmer, Ph.D., BCBA)

Behavioral Assessment and Treatment for Sex Offenders with Mental Retardation

Chair: Timothy R. Vollmer (University of Florida)

An Evaluation of the Need for Behavioral Services for Sex Offenders with Developmental Disabilities on a Statewide Level. DAVID A. PYLES (Behavior Intervention Systems, Inc.)

Overview of the Seguin Unit. ROBERT REED and Astrid Hall (The Seguin Unit) and Timothy R. Vollmer and Jorge R. Reyes (University of Florida)

University of Florida/Seguin Unit Collaboration. KIMBERLY N. SLOMAN, Timothy R. Vollmer, and Jorge R. Reyes (University of Florida), and Astrid Hall, Robert Reed, Greg Jensen, and Sam Carr (The Seguin Unit)

Assessment and Treatment of Deviant Sexual Arousal. JORGE R. REYES, Timothy R. Vollmer, and Kimberly N. Sloman (University of Florida) and Astrid Hall, Greg Jensen, and Sam Carr (The Seguin Unit)

#353 Symposium

1:30 PM - 2:50 PM

Stevens #2 (Lower Level)

DDA; Applied Behavior Analysis

Designing Alternate Assessment to Improve Educational Outcomes for Students with Significant Cognitive Disabilities

Chair: Timothy A. Slocum (Utah State University)

Discussant: Fred Spooner (University of North Carolina, Charlotte)

Utah's Alternate Assessment: Design and Rationale. Karen D. Hager, BARBARA FIECHTL, and Timothy A. Slocum (Utah State University)

Validity of an Alternate Assessment: Research Results. KAREN D. HAGER and Timothy A. Slocum (Utah State University)

Behavioral Principles Involved in Large-Scale Alternate Assessment. TIMOTHY A. SLOCUM and Karen D. Hager (Utah State University)

#354 Symposium

1:30 PM - 2:50 PM

International South (2nd floor)

EAB; Experimental Analysis

BACB CE (CE Instructor: Jeff Kupfer, Ph.D., BCBA)

Edward F. Malagodi Symposium One: Experimental Analyst, Philosopher, Radical Behaviorist

Chair: Jeff Kupfer (Jeff Kupfer, P.A.)

Shedding Light on the Problem of Conditioned Reinforcement. RONALD ALLEN (Ivy Street School), Jeff Kupfer (Jeff Kupfer, P.A.)

E. F. Malagodi's Work on Shock-Maintained Behavior: A Case History in Scientific Method. RAYMOND PITTS (University of North Carolina at Wilmington)

What's the Response Requirement Got to Do with It: Ed Malagodi's Contribution to the Nature of Adjunctive Behavior. ANNE KUPFER (Arizona State University)

Back to the Future: E. F. Malagodi's Enduring Contributions to Token Reinforcement. TIMOTHY HACKENBERG (University of Florida)

#355 Symposium

1:30 PM - 2:50 PM

Lake Ontario (8th floor)

BPH; Experimental Analysis

Ethanol Self-Administration

Chair: Amy Odum (Utah State University)

Resistance to Change of Ethanol Self-Administration: Effects of Behavioral and Pharmacological Disruptors. CORINA JIMENEZ-GOMEZ and Timothy A. Shahan (Utah State University)

Periodic Food Delivery Induces Greater Ethanol Polydispia When Rats Have to Work for Food. DREW FOX and Mark P. Reilly (Central Michigan University)

The Reinforcing Efficacy of Intravenously Self-Administered Ethanol by Rhesus Monkeys as a Function of Dose and Infusion Speed. GRAHAM FLORY and James H. Woods (University of Michigan)

Matching Law Analyses of Ethanol and Sucrose Consumption in Alcohol-Preferring (P), Non-Preferring (NP), and Randomly Bred Rats. MARGARET P. MARTINETTI, Sally Vona, and Alison Wichnick (The College of New Jersey) and Matthew E. Andrzejewski (University of Wisconsin, Madison)

#356 International Symposium

1:30 PM - 2:50 PM

Stevens #4 (Lower Level)

VRB; Experimental Analysis

Experimental, Computational, and Observational Analyses of Complex Language Behavior

Chair: Denis O'Hora (University of Ulster)

Orthographic and Phonological Interference in Derived Relational Responding. Ian Thomas Tyndall (American College Dublin) and Denis O'Hora (University of Ulster)

Semantic and Syntactic Bootstrapping: Experimental Analyses. DENIS O'HORA (University of Ulster) and Rick Dale (Cornell University)

Modeling Sequential Response Classes Sequentially: A Connectionist Approach. RICK DALE and Michael Spivey (Cornell University)

Uncovering Temporal and Structural Patterns in Complex Behavior: Categorical Recurrence Analysis. RICK DALE and Michael Spivey (Cornell University)

#357 Paper Session

1:30 PM - 2:50 PM

Williford C (3rd floor)

EDC; Applied Behavior Analysis

Improving School-Wide Behavior Support Programs

Chair: Shanna Hagen-Burke (University of Georgia)

School-Wide Positive Behavioral Support. SHANNA HAGAN-BURKE, Mack Burke, Tracy Blankenship, and Maria Wynne (University of Georgia)

When School-Wide Behavior Support is Not Enough: Implementing the Behavior Education Program to Reduce Problem Behavior. LEANNE HAWKEN and Sandy Macleod (University of Utah)

An Application of the Behavior Education Program (BEP): Procedures, Suggestions for Set Up and Monitoring. SANDY MACLEOD (University of Utah) and Linda Rawlings (Academy Park Elementary School)

#358 Symposium

1:30 PM - 2:50 PM

Stevens #3 (Lower Level)

VRB; Applied Behavior Analysis

Joint Control: Analysis, Applications and Implications

Chair: Joyce C. Tu (Center for Behavioral Science)

Discussant: David C. Palmer (Smith College)

The Role of Joint Control in the Manded Selection Responses of Non-vocal Children with Autism. JOYCE C. TU (Center for Behavioral Science)

The Role of Rehearsal in Joint Control. RICK GUTIERREZ (Applied Behavior Consultants, Inc.)

The Role of Modeling and Automatic Reinforcement in the Construction of the Passive Voice. ANHVINH PHUNG (Applied Behavior Consultants, Inc.)

#359 International Paper Session

1:30 PM - 2:50 PM

Stevens #5 (Lower Level)

AUT

Language and Children with Autism

Chair: Julian Leslie (University of Ulster)

Equivalence Classes in Children with Autistic Spectrum Disorder and Language Limitations (Applied Behavior Analysis). William Mowlds and JULIAN LESLIE (University of Ulster)

Receptive Vocabulary Levels Compared to Rate of Echolalic Responses in Three Youngsters with Autism Spectrum Disorder (Applied Behavior Analysis). JOCELYN MILLS and Leslie Sinclair (Cleveland Clinic Center for Autism)

Acquisition Rate of Expressive Language Targets Comparing Verbal Behavior Teaching Versus Traditional Discrete Trial Instruction (Service Delivery). LESLIE SINCLAIR and Jill Little (Cleveland Clinic Center for Autism)

#360 Symposium

1:30 PM - 2:50 PM

Joliet (3rd floor)

OBM; Applied Behavior Analysis

Methods for Establishing and Maintaining Staff Performance in a Variety of Human Service Agencies

Chair: Bethany L. McNamara (The New England Center for Children)

Discussant: Richard M. Foxx (Pennsylvania State University)

Increasing Driver Safety in a Residential Program Setting. MICHELE F. KLEIN and Bethany L. McNamara (The New England Center for Children) and Richard M. Foxx (Pennsylvania State University)

The Use of Self-Monitoring to Increase Staff Delivery of Positive Reinforcement in Loosely Structured Settings. JAMIE L. GRANATINO and Bethany L. McNamara (The New England Center for Children)

Increasing the Frequency and Variety of Positions Infants Experience in a Childcare Setting. NICOLE M. COTNOIR, Rachel H. Thompson, and Paige M. McKerchar (University of Kansas)

#361 International Symposium

1:30 PM - 2:50 PM

Boulevard B (2nd floor)

EAB; Experimental Analysis

Minimal Verbal Units Control in Reading: What We Know So Far

Chair: Martha Hübner (Universidade de São Paulo)

Discussant: Deisy de Souza (University Federal de São Carlos)

Recombinative Reading: Effects of Repertoire's Augment and Oralization of Words.

MARTHA HÜBNER and Renata Gomes (Universidade de São Paulo)

Recombinative Reading and Syllable as a Reading Unit. Maria Amelia Matos (Universidade de São Paulo), William MacIvane (University of Massachusetts Medical School Shriver Center), and ALESSANDRA AVANZI (Universidade de São Paulo)

Developing Prerequisites for Reading and Spelling in Adults with Mental Retardation.

KATHERINE L. STEWART, Monika Suchowierska, and Kathryn Saunders (University of Kansas)

#362 International Symposium

1:30 PM - 2:50 PM

Continental B (1st floor)

AUT; Applied Behavior Analysis

Overcoming Core Deficits in Autism Spectrum Disorders: Stimulus Overselectivity and Perspective-Taking.

Chair: Yors A. Garcia (Southern Illinois University)

An Empirical Analog of Over-Selectivity Using Normal Participants. LAURA BROOMFIELD, Phil Reed, and Louise McHugh (University of Wales, Swansea)

Overselectivity and Implications of the Matching-to-Sample Training Procedure. TIMOTHY M. WEIL (University of Nevada)

Assessing Relational Learning Deficits in Children with High-Functioning Autism. Ruth Anne Rehfeldt, JEFFREY E. DILLEN, and Megan M. Ziomek (Southern Illinois University-Carbondale)

An Event Related Potentials Measure of False Belief Understanding as Generalised Operant Behavior. LOUISE A. MCHUGH, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth), Simon Dymond (Anglia Polytechnic University, Cambridge UK), Robert Whelan (National University of Ireland, Maynooth), and Ian T. Stewart (National University of Ireland, Galway)

#363 Symposium

1:30 PM - 2:50 PM

Private Dining Room 3 (3rd floor)

OTH; Applied Behavior Analysis

Professional Development Series: On Being a Board Certified Behavior Analyst

Chair: Cade Charlton (Utah State University)

Discussant: Jon S. Bailey (Florida State University)

Background and Rationale for Certification of Behavior Analysts. JAMES M. JOHNSTON (Auburn University)

Application for the BCBA Examination. FAE MELLICHAMP (Professional Testing, Inc.)

Certification Versus Licensure and the Status of BACB Certification. GERALD L. SHOOK (Behavior Analyst Certification Board)

#364 International Symposium

1:30 PM - 2:50 PM

Private Dining Room 2 (3rd floor)

EDC; Experimental Analysis

Relational Frame Theory and Education for Children with Autism

Chair: Carol Murphy-Ball (National University of Ireland, Maynooth)

Derived Transfer of More/Less Relational Mand Response Functions in Three Children Diagnosed with Autism. CAROL MURPHY-BALL, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

Comparing the Acquisition of Mand and Tact with Generalized Reinforcement, and Tact with Differential Reinforcement. CLAIRE E. EGAN and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Teaching Negotiation Skills to Young Children. CAROLYN SWEENEY and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Derived Naming and Children with Autism Spectrum Disorder. JOHN D. McELWEE (Step-By-Step)

#365 Symposium

1:30 PM - 2:50 PM

Marquette (3rd floor)

OBM; Service Delivery

BACB CE (CE Instructor: Cloyd Hyten, Ph.D.)

Scorecards out the Wazoo: Designing Scorecards Linked to Pay for Administrative Units in an Accounting Firm

Chair: Cloyd Hyten (University of North Texas)

Performance Scorecards and Performance Pay: Theory and the Mechanics of Design. CLOYD HYTEN (University of North Texas), Bellann D. Morales (Travis Wolff, LLP.)

How Do You Measure Performance Without Product? Special Challenges of Administrative Scorecards. BRYAN SHELTON, Sarah C. McDaniel, Joseph L. Cermak, David Mallari, and Cloyd Hyten (University of North Texas)

Scorecards for IT and the Secretarial Support Team. DAVID MALLARI, Joseph L. Cermak, Bryan Shelton, Sarah C. McDaniel, and Cloyd Hyten (University of North Texas)

Scorecards for HR and Practice Management. SARAH C. MCDANIEL, Bryan Shelton, Joseph L. Cermak, David Mallari, and Cloyd Hyten (University of North Texas)

#366 Symposium

1:30 PM - 2:50 PM

Continental A (1st floor)

AUT; Service Delivery

BACB CE (CE Instructor: John James McEachin, Ph.D.)

The Use of Prompting and Fading in Intensive Treatment Programs for Children with Autism

Chair: John James McEachin (Autism Partnership)

Discussant: Mitchell T. Taubman (Autism Partnership)

A Comparison of Constant Time Delay Versus a Lovaas-Type Flexible Prompt Fading Procedure. DORIS SOLUAGA, Justin B. Leaf, Mitchell T. Taubman, and John James McEachin (Autism Partnership)

Prompting, Shaping, Science and Practice: Toward a Better Understanding of the "No-No-Prompt" Error Correction Procedure. STEIN LUND (Bancroft NeuroHealth) and Robert F. Kidd and Kristy C. Hallam (Perspective Corporation)

Looking Beyond Controlling Prompts: The Quest for Teaching Procedures That Actually Teach. JOHN JAMES McEACHIN (Autism Partnership)

#367 Panel Discussion

1:30 PM - 2:50 PM

Continental C (1st floor)

AUT/TBA; Service Delivery

University-Based Autism Treatment and Professional Training Programs

Chair: Linda A. LeBlanc (Western Michigan University)

JAMES E. CARR (Western Michigan University)

ANTHONY J. CUVO (Southern Illinois University)

PATRICK M. GHEZZI (University of Nevada, Reno)

DENISE ROSS (Columbia University Teachers College)

#368 International Symposium

1:30 PM - 2:50 PM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Variables that Influence Equivalence Classes, Linked Perceptual Classes, and Partially Elaborated Generalized Equivalence Classes

Chair: Lanny Fields (Queens College, City University of New York)

The Non-effect of Transitivity Induction on Equivalence Class Formation. Lanny Fields, MICHAEL MARROQUIN, Danielle Tittelbach, and Erica Doran (Queens College, City University of New York)

The Effect of Baseline Priming on the Formation of Generalized Equivalence Classes.

PATRICIA MOSS and Lanny Fields (Queens College, City University of New York)

Transfer of Responding in Linked Perceptual Classes. MICHELLE GARRUTO and Lanny Fields (Queens College, City University of New York)

The Establishment of Equivalence Classes with One-to-Many and Many-to-One Training Structures by Children, Youths, and Adults. ERIK ARNTZEN (Akershus University)

#369 Special Event

2:30 PM - 3:20 PM

International North (2nd floor)

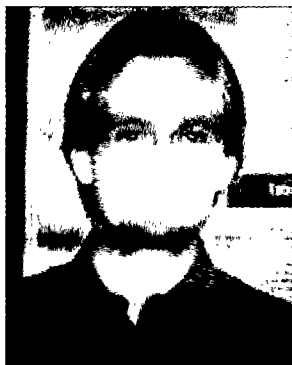
DDA; Theory

BACB CE (CE Instructor: Mark R. Dixon, Ph.D.)

2005 ABA Tutorial: The Utility of Teaching Self-Control and Tolerance for Delayed Reinforcement to Persons with Disabilities

Chair: Kent Johnson (Morningside Academy)

MARK R. DIXON, Ph.D. (Southern Illinois University, USA)



Dr. Mark Dixon holds a Ph.D. (1998) and a M.A. (1996) in Psychology from the University of Nevada and his B.A. (1993) in Psychology and Philosophy from the University of Wisconsin-Milwaukee. He has authored 55 journal articles, 5 book chapters, 2 books and over 200 papers and presentations in a variety of areas including choice and self-control, verbal behavior, gambling, organizational effectiveness, computer programming for psychological research, and developmental disabilities. Dr. Dixon is currently the coordinator for the Behavior Analysis and Therapy Graduate Training Program at Southern Illinois University and is also the director of the Behavioral Consultation Group - a service project designed to place graduate students in human service agencies as behavior analysts or organizational consultants. He is a current editorial board member of *The Behavior Analyst*, the

Journal of Applied Behavior Analysis, and the *Journal of Organizational Behavior Management*. Some of Dr. Dixon's current research projects include designing of effective behavioral interventions for persons with acquired brain injuries using delayed reinforcement training techniques and examining

the choice variables involved in maintaining or terminating gambling behavior. Dr. Dixon's research on self-control and delayed reinforcement has been repeatedly published in the *Journal of Applied Behavior Analysis*.

Abstract: Many advances have been made in the basic operant laboratory towards understanding delayed reinforcement and how non-optimal preferences for sooner smaller reinforcers can be reversed. Such choices, between smaller immediate and larger delayed reinforcers can be seen everywhere in clinical settings. When a client chooses to engage in a problem behavior for the immediate small reinforcer of escape from a demand versus engaging in a life enhancing behavior for the larger delayed reinforcer of successful rehabilitation he/she is making a non-optimal choice. However, easy applications of basic principles can alter these initial preferences dramatically. Unfortunately, applied behavior analysts do not frequently capitalize on adopting techniques that teach tolerance for delayed reinforcers. The present tutorial will trace the various developments on altering response allocations from sooner smaller reinforcers to larger delayed reinforcers and illustrate the utility of application for various clinical populations. Data will be presented demonstrating changes in persons with developmental disabilities, autism, mental-illness, and traumatic brain injuries. Implications for greater synthesis between basic laboratory research and successful clinical interventions will be discussed.

#370 Paper Session

2:30 PM - 3:20 PM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Animal Training I

Chair: Eduardo Fernandez (Indiana University)

Marian Breland Bailey Award Winner: The Functional Value of Enrichment: Determining Environmental Enrichment Effects in Lemurs Through the Use of Paired-Choice Preference Assessments. EDUARDO J. FERNANDEZ and William D. Timberlake (Indiana University)

Marian Breland Bailey Award Winner: A Functional Reconceptualization of Aggressive Behavior in Dogs. SUSAN D. KAPLA (West Virginia University)

#371 International Paper Session

2:30 PM - 3:20 PM

Williford B (3rd floor)

EDC

Behavior Analysis and Physical Education

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

The Application of Precision Teaching to Point Accuracy in Fencing (Applied Behavior Analysis). CHRIS SHIELDS, Denis O'Hora, and Robert Bones (University of Ulster)

Toward a Behavior Systems Approach to Postsecondary Coaching Certification: Programmatic Description and Data Support (Service Delivery). TOM SHARPE, Darian Parker, and Daniel Balderson (University of Nevada, Las Vegas)

#372 Paper Session

2:30 PM - 3:20 PM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

Bringing Celeration Charts to Behavioral Health

Chair: Paul Malanga (University of South Dakota)

Dying and Death. ABIGAIL B. CALKIN (Private Practice & Consulting)

Performance Management Meets Precision Teaching: Using the Standard Celeration Chart to Monitor Strength and Endurance on a Minute-by-Minute Basis. PAUL MALANGA (University of South Dakota)

#373 Panel Discussion

2:30 PM - 3:20 PM

Lake Michigan (8th floor)

DEV/EAB; Theory

BACB CE (CE Instructor: Jacob Gewirtz, Ph.D., BCBA)

Observations and Recommendations on the Interaction of Behavior Analysis and Developmental Psychology: Discussion of Dr. Peter Harzem's Invited Address

Chair: Hayne W. Reese (West Virginia University)

HAYNE W. REESE (West Virginia University)

LEWIS P. LIPSITT (Brown University)

GARY D. NOVAK (California State University, Stanislaus)

#374 Symposium

2:30 PM - 3:50 PM

Private Dining Room 1 (3rd floor)

CBM; Applied Behavior Analysis

Behavioral Activation and Depression

Chair: Laura Dee (University of Wisconsin, Milwaukee)

Modern Behavioral Activation, Acceptance and Commitment Therapy and Depression.

JONATHAN KANTER, Laura Dee, Andrew Busch, and Sara Landes (University of Wisconsin, Milwaukee)

Behavioral Activation in the Treatment of PTSD and Depression: A Developing Line of Research. PATRICK MULICK (Gonzaga University), Amy Naugle (Western Michigan University), and Matthew Jukupcak and Miles McFall (VA Puget Sound Health Care System, Seattle Division)

Application of Behavioral Activation with Adolescents. SCOTT GAYNOR, Amy Naugle, and Amanda Harris (Western Michigan University)

The Behavioral Activation Scale: Results of an Initial Administration. ANDREW BUSCH (University of Wisconsin, Milwaukee), Ellen Shaw (Gonzaga University), Jordan Bonow (University of Wisconsin, Milwaukee), Patrick Mulick (Gonzaga University), Jonathan Kanter (University of Wisconsin, Milwaukee), and Christopher Martell (University of Washington)

#375 International Symposium

2:30 PM - 3:50 PM

Astoria (3rd floor)

TPC; Theory

Philosophical Foundations of Behavior Science: The Psychological Unit of Analysis and Related Concepts

Chair: Jonathan Tarbox (University of Nevada, Reno)

Discussant: Michelle Ennis (Temple University)

The Molar-Molecular Debate and the Role of the Scientific Verbal Community Within Behavior Analysis. THOMAS J. WALTZ (University of Nevada, Reno)

On Cause, Effect, and Function in Behavior Science. JONATHAN TARBOX and Linda J. Hayes (University of Nevada, Reno)

Discovering Ernst Mach's Footprints in B. F. Skinner's and J. J. Gibson's Works. CLAUDIA CARDINAL (University of Nevada, Reno)

#376 International Symposium

2:30 PM - 3:50 PM

Waldorf (3rd floor)

TPC; Theory

BACB CE (CE Instructor: Maria Ruiz, Ph.D.)

The Implicit Association Test (IAT): Behavior Analytic Research Applications and Interpretations

Chair: Maria R. Ruiz (Rollins College)

The Implicit Association Test (IAT): Conceptual Analysis of "Unconscious Cognitions" as Explicit Verbal Histories. MARIA R. RUIZ (Rollins College) and Bryan T. Roche (National University of Ireland, Maynooth)

Implicit Associations: An Experimental Analysis of Explicit Learning Histories: An Update. Maria R. Ruiz (Rollins College), Bryan T. Roche (National University of Ireland, Maynooth), and KEVIN M. MIRAGLIA (Rollins College)

A Derived Relations Approach to Screening Tests for Sex-Offenders: An Update. BRYAN T. ROCHE (National University of Ireland, Maynooth), Maria R. Ruiz (Rollins College), and Martina O'Riordan, Ethel Quayle, and Maxwell Taylor (National University of Ireland, Cork)

The IAT: A Measure of Relational History or Attitudes? AMANDA GAVIN and Bryan T. Roche (National University of Ireland, Maynooth), Maria R. Ruiz (Rollins College), and Carmel Gormley (National University of Ireland, Maynooth)

#377 Invited Event

3:00 PM - 3:50 PM

Marquette (3rd floor)

OBM; Applied Behavior Analysis

BACB CE (CE Instructor: William Abernathy, Ph.D.)

Applications and Value of Behavior Systems Engineering

Chair: John Austin (Western Michigan University)

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



Dr. William B. Abernathy, founder of Abernathy & Associates, received his doctorate in Organizational Psychology from Ohio State University and was an Associate Professor at Ohio University. He has twenty-five years of performance improvement consulting experience. Dr. Abernathy is an editor of the *Journal of Organizational Behavior Management* and a member of the Association for Behavior Analysis, the International Society for Performance Improvement, and the American Compensation Association. He has spoken on the topic of performance pay to hundreds of professional and trade associations including the American Management Association, American Compensation Association, American Banking Association, American Psychological Association, International Institute of Industrial Engineers, International Quality and Productivity Center and The Executive Committee.

He has provided seminars for the executives of over 2,000 companies on the design of performance improvement systems. Dr. Abernathy has published dozens of articles on performance pay and his work has been cited in the *Wall Street Journal*, *Business Month*, *Washington Post*, *U.S. News and World Reports*, and others. Dr. Abernathy is the author of *Managing Without Supervising: Creating an Organization-Wide Performance System and The Sin of Wages*. In 1981, he founded Abernathy & Associates whose exclusive business is designing and managing performance measurement and incentive pay systems. Abernathy & Associates' clients include financial, manufacturing, distribution, retail, hospitality, health care, and education.

The OBM Network is pleased to recognize his many contributions as both a scientist and practitioner to behavior analysis by awarding him the Outstanding Contributions Award. In this invited address, Dr. Abernathy presents both the theoretical foundations of his work and applications to business and industry.

Abstract: Behavior Systems Engineering (BSE) is the modification and management of macro and micro organizational reinforcement contingencies to increase the success of the organization. An effective behavior system should benefit the organization's customers, stockholders, management and workers. The presentation will describe how a behavior system is reengineered, implemented and maintained. A discussion will follow regarding system results and how BSE and performance management can be integrated.

#378 International Paper Session

3:00 PM - 3:50 PM

Private Dining Room 3 (3rd floor)

EAB; Experimental Analysis

EAB II

Chair: Mark Berg (University of Canterbury)

A Lifespan Investigation of the Delay Discounting of Monetary Rewards. Carla Thomas (University of Wales, Swansea), Robert Whelan (Anglia Polytechnic University, Cambridge UK), and LOUISE A. MCHUGH (University of Wales Swansea)

Effects of Initial-Link Duration on Molecular Measures of Initial- and Terminal-Link Performance. MARK E. BERG and Randolph C. Grace (University of Canterbury)

#379 International Paper Session

3:00 PM - 3:50 PM

Lake Ontario (8th floor)

BPH

Effects of MDMA ("Ecstasy") on Discrimination Performance

Chair: David N. Harper (Victoria University of Wellington, New Zealand)

The Effects of Acute MDMA Administration on Discrimination Performance (Experimental Analysis). DAVID N. HARPER, Maree Hunt, Charlotte Kay, and Susan Schenk (Victoria University of Wellington, New Zealand)

The Effect of Chronic MDMA Treatment on Pre-trained DMTS Performance and Acquisition of a DNMTS Rule in Rats (Experimental Analysis). LINCOLN S. HELY, David N. Harper, Maree J. Hunt, and Susan Schenk (Victoria University of Wellington, New Zealand)

#380 Panel Discussion

3:00 PM - 3:50 PM

Lake Huron (8th floor)

CSE/TPC; Applied Behavior Analysis

BACB CE (CE Instructor: Thomas Zane, Ph.D., BCBA)

Ethical Standards for Behavior Analysts: The Work of the Professional Affairs Committee

Chair: Thomas L. Zane (The Center for Applied Behavior Analysis)

THOMAS L. ZANE (The Center for Applied Behavior Analysis)

KIMBERLY A. SCHRECK (Pennsylvania State University, Harrisburg)

W. LARRY WILLIAMS (University of Nevada, Reno)

#381 Paper Session

3:00 PM - 3:50 PM

Williford C (3rd floor)

EDC

Extending Behavioral Interventions for Addressing Problem Behavior

Chair: Kimberly Moffett (Lee University)

Short-Term Diagnostic Intervention with Positive Results: A Model Classroom (Service Delivery). KIMBERLY MOFFETT and Patricia McClung (Lee University)

Exporting Behavior Analytic Techniques for Taiwanese Teachers (Applied Behavior Analysis). LI-CHING HUNG and Cary S. Smith (Mississippi State University)

#382 International Symposium

3:00 PM - 4:20 PM

Boulevard B (2nd floor)

EAB; Experimental Analysis

Analysis of Verbal Processes Relevant to Psychological Disorders and to Defusion Strategies Employed in Treatment

Chair: José Ortega-Pardo (University of Almería, Spain)

Discussant: Eric J. Fox (Western Michigan University)

Establishing Stimuli and Verbal Establishing Stimuli: Empirical Support and Clinical Implications. MARIA SONSOLES VALDIVIA SALAS and Michael J. Dougher (University of New Mexico), M. Carmen Luciano Soriano (University of Almería, Spain), and Francisco Cabello Luque (Universidad de la Rioja)

Transformation of Functions in Some Defusion/Perspective-Taking Clinical Methods in Acceptance and Commitment Therapy. M. Carmen Luciano Soriano (University of Almería, Spain), Michael J. Dougher and Brandi C. Fink (University of New Mexico), Miguel Rodríguez-Valverde and Francisco J. Molina-Cobos (University of Almería, Spain), Derek Hamilton and Maria Sonsoles Valdivia Salas (University of New Mexico) and OLGA GUTIERREZ MARTINEZ (University of Almería, Spain)

The Role of Values Clarification and Defusion Strategies in Smoking Cessation. MÓNICA HERNÁNDEZ-LÓPEZ, M. Carmen Luciano Soriano, and Jesus Gil Roales-Nieto (University of Almería, Spain)

#383 Symposium

3:00 PM - 4:20 PM

Stevens #4 (Lower Level)

VRB; Theory

Conceptual Analysis and Experimental Evaluation of Skinner's Verbal Behavior

Chair: Linda A. LeBlanc (Western Michigan University)

The Role of Perspective in Classifying Speaker and Listener Behavior. GENAE HALL (Behavior Analysis & Intervention Services)

Conceptualizing Naturalistic Language Interventions from a Skinnerian Perspective. LINDA A. LEBLANC (Western Michigan University), John W. Esch (ESCH Behavior Consultants, Inc.), and Tina Sidener and Amanda M. Firth (Western Michigan University)

A Review of the Empirical Applications of Skinner's Analysis of Verbal Behavior with Humans. RACHAEL A. SAUTTER and Linda A. Leblanc (Western Michigan University)

Is There Empirical Support for Skinner's Analysis of Verbal Behavior? MARK L. SUNDBERG (Behavior Analysts, Inc.)

#384 International Symposium

3:00 PM - 4:20 PM

Lake Erie (8th floor)

TBA; Applied Behavior Analysis

BACB CE (CE Instructor: Gerald L. Shook, Ph.D., BCBA)

Developments in Training and Certification of ABA Practitioners in the UK and Ireland

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

Development and Evaluation of the First BACB Approved Course Sequence in the UK. NEIL T. MARTIN (Treehouse School) and Simon Dymond (Anglia Polytechnic University, Cambridge, UK)

Development of Master's Programme in ABA at the University of Wales, Bangor. STEPHEN NOONE And CARL HUGHES (University of Wales, Bangor)

Evaluating the Effectiveness of Teacher Training in ABA. IAN GREY, Rita Honan, and Michael Daly (Trinity College Dublin)

#385 Symposium

3:00 PM - 4:20 PM

International South (2nd floor)

EAB; Theory

BACB CE (CE Instructor: Jeff Kupfer, Ph.D., BCBA)

Edward F. Malagodi Symposium Two: Experimental Analyst, Philosopher, Radical Behaviorist

Chair: Jeff Kupfer (Jeff Kupfer, P.A.)

On the Relevance of Cultural Processes to Behavior Analysis. KEVIN JACKSON (State of Florida)

Applications Approximating Malagodi's World View. MICHAEL STOUTIMORE (Florida Child Welfare Behavior Analysis Services Program)

Where All the Behaviorists Went. MARC BRANCH (University of Florida)

Ed Malagodi: My Colleague, Teacher, and Friend. HENRY PENNYPACKER (University of Florida)

#386 Symposium

3:00 PM - 4:20 PM

Private Dining Room 2 (3rd floor)

EDC; Applied Behavior Analysis

Expanding the Scope of Research in Precision Teaching

Chair and Discussant: Kimberly Nix Berens (University of Nevada, Reno)

Precision Teaching and Applied Research Methods: Trying to Fit a Square Peg into a Round Hole. KENDRA RICKARD, Kimberly Nix Berens, Jennifer Cicchi, and Thomas E. Boyce (University of Nevada, Reno)

Teaching Intraverbal Repertoires: Can Precision Teaching Help? TRACI CIHON, Fernando Guerrero, and Linda J. Hayes (University of Nevada, Reno)

Training Teachers with Precision: Development and Evaluation of a Teacher-Training Model to Produce Optimal Instructional Performance. KIMBERLY NIX BERENS and Thomas E. Boyce (University of Nevada, Reno)

#387 International Paper Session

3:00 PM - 4:20 PM

Continental C (1st floor)

AUT

Innovative Instructional Techniques for Children with Autism

Chair: Christina Whalen (TeachTown)

TeachTown Software-Based Early Intervention Program for Children with Autism (Applied Behavior Analysis). CHRISTINA WHALEN, Lars Liden, Eric Dallaire, and Sven Liden (TeachTown)

Teaching Touchable Perception Skills to Autistic Infants by the Direct Teaching Method (Experimental Analysis). S. SUNAY YILDIRIM DOGRU (Selcuk University) and Arzu Ozen and Bunyamin Birkan (Anadolu University)

Teaching Sociodramatic Play Skills to Children with Autism in Small Group Instructional Arrangements (Experimental Analysis). ARZU OZEN, Bunyamin Birkan, and Sema Batu (Anadolu University)

#388 Symposium

3:00 PM - 4:20 PM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Eileen Roscoe, Ph.D., BCBA)

Recent Advances in Preference and Reinforcement Procedures

Chair: Eileen M. Roscoe (The New England Center for Children)

Assessment and Training of Tokens Utilizing Preference Assessment Methodology. ELISA M. HEGG, D. Daniel Gould, Myrna E. Libby, and Richard B. Graff (The New England Center for Children)

The Importance of Reinforcement Magnitude: An Examination of Preference and Reinforcer Efficacy. NICOLE TROSCLAIR, Dorothea C. Lerman, and Tiffany Kodak (Louisiana State University)

Effects of Choice of Task Sequence in Individuals with Developmental Disabilities in Public Schools. SHERRY STAYER, Richard B. Graff, Myrna E. Libby, and William H. Ahearn (The New England Center for Children)

The Role of Reinforcer Preference in the Effectiveness of Task Interspersal Procedures. VALERIE M. VOLKERT, Dorothea C. Lerman, Nicole Trosclair, Laura Addison, and Tiffany Kodak (Louisiana State University)

#389 Symposium

3:00 PM - 4:20 PM

Stevens #2 (Lower Level)

DDA; Applied Behavior Analysis

Recent Developments in the Use of Functional Communication Training with Individuals with Severe Disabilities

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

Discussant: Craig H. Kennedy (Vanderbilt University)

Evaluation of Manding Topography during Functional Communication Training. JAY W. HARDING, David P. Wacker, Wendy K. Berg, John F. Lee, Muska Ibrahimovic, and Lisa C. Winborn (University of Iowa)

Further Analysis of Concurrent Schedules of Reinforcement Within Functional Communication Training Packages. STEPHANIE M. PETERSON (Idaho State University) and Renee K. Van Norman (The Ohio State University)

Functional Communication Training: Teaching Multiple Functionally Equivalent Responses to Young Children with Autism and Severe Language Delays. ERIK DRASGOW and Christian Martin (University of South Carolina) and James W. Halle (University of Illinois)

#390 International Symposium

3:00 PM - 4:20 PM

Stevens #3 (Lower Level)

VRB; Experimental Analysis

Relational Conditioning Processes Relevant to Social Categorization and Self-Evaluation

Chair: Rhonda M. Merwin (University of Mississippi)

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

Deriving Equivalence Relations Between Self-referential and Evaluative Stimuli: A Process Account of Self-Evaluation. RHONDA M. MERWIN, Kelly G. Wilson, and Chad E. Drake (University of Mississippi)

A Behavior Analytic Approach to the Effect of Self-Relevance and Evaluation on Social Categorization. CHAD E. DRAKE and Kelly G. Wilson (University of Mississippi)

Stigmatizing Body Images and Relational Conditioning. JONATHAN WEINSTEIN, Kelly G. Wilson, and Chad E. Drake (University of Mississippi)

#391 International Symposium

3:00 PM - 4:20 PM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Studying the Neural Substrates of Equivalence Classes and Derived Relations

Chair: Lanny Fields (Queens College)

Electrophysiological Measures of Derived Stimulus Relations: What Can They Tell Us About Behavior That We Don't Already Know? DERMOT BARNES-HOLMES and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), Ian Stewart (National University of Ireland, Galway), and Robert Whalen and Simon Dymond (Anglia Polytechnic University, Cambridge)

Measurement Strategies to Track Neural Substrates of Nodal Function in Equivalence Classes. LANNY FIELDS (Queens College)

Clinical Implications of Integrating Neuroimaging and Stimulus Equivalence Procedures. MICHAEL SCHLUND and Michael Cataldo (The Kennedy Krieger Institute)

On Neuroimaging Derived Relations. DAVID DICKINS and Neil Roberts (University of Liverpool), Andrew Mayes and Daniela Montaldi (University of Manchester), and Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth)

#392 Paper Session

3:00 PM - 3:50 PM

Stevens #5 (Lower Level)

AUT; Applied Behavior Analysis

Teaching Play, Recreational, and Leisure Skills to Persons with Autism

Chair: Stephanie Merker (University of North Texas)

The Effects of Play Materials on Social Interactions Between Children with Autism and Their Siblings. STEPHANIE MERKER and Shahla Ala'i-Rosales (University of North Texas)

Use of Graduated Guidance to Teach Yoga Skills to Young Children with Developmental Delays. DEBORAH J. GRUBER, Claire Poulson, and Ronald Lee (Queens College, City University of New York)

#393 Symposium

3:00 PM - 4:20 PM

Continental B (1st floor)

AUT; Service Delivery

BACB CE (CE Instructor: Peter C. Patch, Ph.D., BCBA)

Treatment Integrity in Early Intensive Behavioral Services

Chair and Discussant: Peter C. Patch (Simmons College)

Assuring the Generalization of Teaching Skills for Home-Based Instructors. JANICE R. BOLTON and Michele D. Mayer (Horace Mann Educational Associates, Inc.)

Investigating Treatment Integrity Differences Across Time Segments Within an Instructional Session. STACEY CONSIDINE, Michele D. Mayer, and Sandra Beaton (Horace Mann Educational Associates, Inc.)

Does Improved Treatment Integrity Effect Child Outcomes in Discrete Trial Programming? SANDRA BEATON, Michele D. Mayer, and Stacey Considine (Horace Mann Educational Associates, Inc.)

#394 Panel Discussion

3:00 PM - 4:20 PM

Continental A (1st floor)

AUT/OBM; Applied Behavior Analysis

BACB CE (CE Instructor: Mary E. McDonald, Ph.D., BCBA)

Trials and Tribulations: Directing an ABA School for Children with Autism

Chair: Nicole Weidenbaum (Nassau Suffolk Services for Autism)

MARY MCDONALD (The Genesis School)

RANDY HOROWITZ (Eden II)

HELEN BLOOMER (Crossroads)

JUDY PALAZZO (Connecticut Center for Child Development)

#395 International Paper Session

3:30 PM - 4:20 PM

Boulevard C (2nd floor)

EAB; Applied Behavior Analysis

Animal Training II

Chair: Jennifer Sobie (Western Michigan University)

Analysis of Canine Stereotypic Behavior and Treatment. ANNE MCBRIDE, Ed Redhead, Lewis Bizo, and Matt Parker (University of Southampton)

Applied Animal Behavior Consultation and Treatment: A Review of the Field. JENNIFER L. SOBIE (Western Michigan University)

#396 Paper Session

3:30 PM - 4:20 PM

Williford A (3rd floor)

CBM

Clinical Behavior Analysis

Chair: Stephen E. Wong (Florida International University)

Some Empirical Evidence and Conceptual Analysis for Dosed Versus Prolonged Exposure Treatment of Fear and Traumatic Stress (Applied Behavior Analysis). C. RICHARD SPATES (Western Michigan University)

Biomedicalization of Social Problems, New Conquests of the Pharmaceutical Industry, and Implication for Behavior Analysis (Service Delivery). STEPHEN E. WONG (Florida International University)

#397 International Paper Session

3:30 PM - 4:20 PM

Williford B (3rd floor)

EDC

Professional Competencies for Behavior Analysts and Psychologists

Chair: Janet Ellis (University of North Texas)

Personality and Professional Competencies In Psychology Students (Service Delivery).

SEBASTIAN FIGUEROA RODRIGUEZ (Universidad Veracruzana), and Leticia Rivera, Clara Olivia Romero Rodríguez, Adriana Ordaz García, and Ilse Lara Cadó (Universidad Cristóbal Colón)

Before You START a Job: Preparing Your Resume and Discussing Your Skills (Applied Behavior Analysis). JANET ELLIS (University of North Texas)

#397a Panel Discussion

3:30 PM - 4:20 PM

Lake Michigan (8th floor)

OTH; Applied Behavior Analysis

Professional Development Series: Effective Oral Presentations and Posters

Chair: Shawn R. Charlton (University of California, San Diego)

NED CARTER (The Swedish Association of Local Authorities and Regions)

KENNETH NILSSON (Behavior Analysis Group Sweden)

SHAWN R. CHARLTON (University of California, San Diego)

#398 Special Event

4:30 PM - 5:30 PM

International North (2nd floor)

BACB CE (CE Instructor: Frances K. McSweeney, Ph.D.)

Presidential Address: Follow Those Data: Ten Lessons in the Science and Application of Behavior Analysis

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

FRANCES K. MCSWEENEY, Ph.D. (Washington State University)



Dr. Frances K. McSweeney is Regents Professor of Psychology and Vice Provost for Faculty Affairs at Washington State University (WSU). She received her B.A., Summa Cum Laude, from Smith College (1969) and her Masters (1972) and Ph.D. (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, the Edward R. Meyer Distinguished Professor Award, and the Eminent Professor Award, WSU's highest award for a faculty member.

Abstract: Approximately 15 years ago, my students and I noticed that the rate of operant responding changes systematically within experimental sessions even when the programmed conditions of reinforcement are constant across the session. Subsequent research revealed that these within-session changes in responding are caused by systematic changes in the effectiveness of the

reinforcer with its repeated presentation. Changes in reinforcer effectiveness are, in turn, produced by sensitization and habituation to the reinforcer. I will discuss the lessons that I learned while investigating this finding. These lessons include "when you run onto something interesting, drop everything else and study it" (Skinner, 1956); the first reaction to a new finding is denial (Bindra, 1978); any question you ask will be the wrong one; your worst enemies will be those who should be your best friends; reading other literatures will get you into trouble; people prefer complex to simple explanations; many data are needed to change opinions; and "in a cold world, you need your friends" (The Big Chill). Along the way, I'll discuss the theoretical and applied implications of dynamic changes in reinforcer effectiveness for the field of behavior analysis.

#399 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

AUT

1. **Teaching Teenagers with Autism to Answer Cell Phones and Follow Directions When Lost in Community Settings (DDA; Applied Behavior Analysis).** ANGELA RODRIGUEZ and Bridget A. Taylor (Alpine Learning Group), Hannah Hoch (The Graduate Center, City University of New York), and Christina Kenny and Leah Scaglione (Alpine Learning Group)
2. **The Use of Video Modeling to Teach Three Novel Vocational Tasks to a Student with Autism (EDC; Applied Behavior Analysis).** MICHELLE MATATHIA, Erin Sparacio, Bill Donlon, and Mary McDonald (The Genesis School)
3. **Jared's Story: How a Fourteen-Year-Old Boy with Dual Diagnoses Survived the Harsh Realities of a Regular Education Public School (EDC; Service Delivery).** JOEL VIDOVIC and Pamela Osnes (The Ohio State University)
4. **Productivity and Publication Trends in Autism-Specific Journals (TPC; Applied Behavior Analysis).** BERENICE DE LA CRUZ, Helen Cannella, Seung-Hyun Son, Chaturi Edrisinha, Dan Robinson, Jeffrey S. Sigafoos, and Mark F. O'Reilly (University of Texas at Austin)
5. **Stimulus Masking in Skill Acquisition for an Individual with Seizure Disorder and Autism (DDA; Applied Behavior Analysis).** MARK WILLIAMS, Adam Magee, Samantha Fisher, Jessica Everett, and Melissa Demers (The May Institute)
6. **A Classroom Intervention for Floor-Dropping in a Child with Autism (Applied Behavior Analysis).** JANE CARLSON, Amy Slyman, and Melissa Stafford (The May Institute)
7. **Exploring the Relationship Between Staff Competencies and Rate of Skill Acquisition (EDC; Applied Behavior Analysis).** JESSICA EVERETT, Leslie Sutro, Mark Williams, Samantha Fisher, Lorrie Perry, and Rebecca Brumaghim (The May Institute)
8. **Learning Horticultural Job Skills Through the Use of the Picture Task Analysis (CSE; Service Delivery).** MICHAEL MAYTON (Beacon Behavioral Consultants, Inc.) and Anthony Menendez (Cleveland State University)
9. **Asperger's Syndrome: Best Practices and Applications (EDC; Applied Behavior Analysis).** COLLEEN ANN O'LEARY-ZONARICH and Sandra Pierce-Jordan (The May Institute)
10. **The Effect of Speech-Generating Software on the Rate of Acquisition of Spelling Words in Teenagers with Autism (Applied Behavior Analysis).** Barbara Potter, MARIAJOSE BOWDEN, and Bridget Taylor (Alpine Learning Group), Hannah Hoch (Genesis School), and Lauren Fredericks and Nina Cohen (Alpine Learning Group)
11. **Shaping Exercise Compliance in an Adolescent with Autism (Applied Behavior Analysis).** LAUREN FREDERICK, Richard Cappo, and Larry Goins (Melmark)
12. **Increasing Appropriate Social Interactions of a Teenager with Asperger's Syndrome (EAB; Service Delivery).** DIPTI MUDGAL, Erin Perry, and Kelly Turner (University of Southern Mississippi)
13. **Effects of Videotaped Versus Live Lecture Trainings on Employees' Test Scores (Service Delivery).** SHARI SCHATZMAN, and Daphna El-Roy (Eden II Programs)
14. **Increasing Data Collection by Staff in a Residential Setting (Applied Behavior Analysis).** MEAGAN GREGORY (Eden II Programs)

15. **Acquisition of Cell Phone E-mail Use by Children with Autism in Community Settings (CSE; Applied Behavior Analysis).** KOJI TAKEUCHI, Kasumi Sasaki, and Sigeki Sonoyama (University of Tsukuba)
16. **A Comparison of Two Correction Procedures to Teach Tacts to Young Children with Autism (EDC; Applied Behavior Analysis).** MARY BELILE, Lori Romanek, Patricia Egan, and Kristy Milczarski (Summit Educational Resources)
17. **Decreasing Aggressive Behavior: Utilization of a Repetitive Task as a De-escalation Procedure (DDA; Applied Behavior Analysis).** ALTOVISE JACKSON (Melmark), Jessica Tyminski (Keystone Human Services), and Patricia A. Neary and Stephen C. Luce (Melmark)
18. **Beyond Pennies and Smiley Faces: Behavior Management Plans for Middle School Children with Autism (EDC; Applied Behavior Analysis).** JUSTIN DIDOMENICO (Advance, Inc.)
19. **Functional Analysis and Treatment of Aggression for an Eleven-Year-Old Boy with Autism (DDA; Applied Behavior Analysis).** John Stokes, MARIJKE CALLAHAN, and Michael Conard (Melmark New England)
20. **The Systematic Reduction of Risperidone in a Child with Autism through the Use of a "Parent Friendly" Behavior Data System (DDA; Applied Behavior Analysis).** FRANK CICERO (Eden II Programs)
21. **Reduction of Stereotypy Through the implementation of Differential Reinforcement of Lower Rates of Behavior in a School Environment (DDA; Applied Behavior Analysis).** PAM LONEGRAN and Cynthia Catania (Melmark New England)
22. **Effect of Group Drawing in Training Reciprocal Social Interactions for Children with Autism (EDC; Applied Behavior Analysis).** KYONG BONG KIM, Kee Yeon Min, Yun Hee Lee, Eun Hee Shon, Jin Hwa Lee, Jee Hae Lee, and Soo Ok Shong (Lotus Flowers Children Center)
23. **The Use of Computer Technology to Teach Students with Autism Receptive Language (EDC; Applied Behavior Analysis).** LEAH STOVEL, Lesley Lucas Pahl, and Alison Moors (Fabrizio/Moors Consulting)
24. **When the Big Six Isn't Enough: Extending the Scope and Sequence to the "Little" Six (EDC; Service Delivery).** LESLEY LUCAS PAHL, Michael Fabrizio, Amy King, and Ami Diakite (Fabrizio Moors Consulting)
25. **The Use of Video Modeling in Children with Autism to Increase Compliance with Health-Related Tasks (DDA; Applied Behavior Analysis).** FREDERICK HOOTS, Kyong-mee Chung, Sungwoo Kahng, John Davis, and Elizabeth Abellon (Kennedy Krieger Institute)
26. **Teaching Strategy for Children with Autism to Play the Piano (EDC; Applied Behavior Analysis).** KASUMI SASAKI, Koji Takeuchi, and Fumiyuki Noro (University of Tsukuba)
27. **The Autism Sound Stimulability Assessment: A Novel and Effective Articulation Assessment for Individuals with Autism (EDC; Service Delivery).** KATHLEEN DYER (River Street Autism Program), Deirdre Lee Fitzgerald (Eastern Connecticut State University), and Jori Harris and Ann Sullivan Harris (River Street School Autism Program at Coltsville)
28. **Review of Video Modeling Techniques and Applications in Autism and Other Developmental Disabilities (DDA; Applied Behavior Analysis).** GEOFFREY DEBERY, Koji Takeshima, and Linda LeBlanc (Western Michigan University)
29. **Self-Monitoring of Social Initiations and Collateral Behavior Change (Applied Behavior Analysis).** RACHEL LOFTIN (Children's School Success, Indiana University)
30. **The Use of Schedules to Increase Appropriate "Break-Time" Behavior in Individuals with Autism Across School and Vocational Settings (DDA; Applied Behavior Analysis).** BILL DONLON, Erin Sparacio, Michelle Matathia, and Mary McDonald (The Genesis School)
31. **Elimination of Aggression in a Girl Diagnosed with Autism via a Reversal of Sensory Contingency (DDA; Applied Behavior Analysis).** BOBBY NEWMAN (Room to Grow)

32. **Conditioning Toys and Coloring to Decrease Stereotypic Behavior and Increase Appropriate Play (Applied Behavior Analysis).** Robin Nuzzolo-Gomez, HEATHER GREEN, and R. Douglas Greer (Columbia University Teachers College)
33. **Treatment of Self-Injury Maintained by Positive Reinforcement: Integration of FCT with Alternative Communication Modalities (DDA; Applied Behavior Analysis).** Robert LaRue, KATE FISKE, David Fischer, Diana Antinoro, Aurelie Welterlin, Karen Lenard, Karitssa Fernandez, and Todd Frischmann (Douglass Developmental Disabilities Center, Rutgers University)

#400 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

BPH

34. **Food Deprivation and Oral Nicotine Effects on Mult FR Behavior (EAB; Experimental Analysis).** DOUGLAS BOE and Debra Spear (South Dakota State University)
35. **Changes in Social Status During Direct DA Agonist Exposure: Effects on Individual and Group Matching in an Optimal Foraging Paradigm (EAB; Experimental Analysis).** ELSA KRISHNASWAMY, George Mucher, William Thompson, William Higgins, Thomas Malcyk, and Valeri Farmer-Dougan (Illinois State University)
36. **Changes in Sensitivity to Reward During DA D1, D2 and D3 Receptor Agonist Exposure: Differential Effects of DA Receptor Subtypes (EAB; Experimental Analysis).** VALERI FARMER-DOUGAN, Rachel Knight, Michelle Toelle, Thomas Lynch, Elsa Krishnaswamy, and Sesha Chandrashekar (Illinois State University)
37. **Reinforcement Schedules Modulate Discriminative Stimulus Properties of 3,4-Methylenedioxymethamphetamine and Cocaine (EAB; Experimental Analysis).** DANIEL KUEH and Lisa Baker (Western Michigan University)
38. **Effects of Cocaine Under a Response-Initiated fixed-Interval Schedule (EAB; Experimental Analysis).** MATTHEW T. WEAVER and Marc N. Branch (University of Florida)
39. **Stereoselective Behavioral Effects of NMDA and NMLA in the Rat: Assesment Under an IRT>t Schedule of Water Presentation (EAB; Experimental Analysis).** JOSHUA JOHNSON (Allegheny College)
40. **Reduction of Ethanol Self-Administration by Monoamine Oxidase Inhibitors (EAB; Experimental Analysis).** CHRIS SCHMOUTZ and Rodney Clark (Allegheny College)
41. **Differential Effects of Amphetamine and Ethanol on Variable and Repetitive Behavior (Experimental Analysis).** ERICKA M. BAILEY, Ryan D. Ward, and Amy L. Odum (Utah State University)
42. **Response Acquisition with Delayed Reinforcement in Lewis and Fischer 344 Rats (EAB; Experimental Analysis).** MIRARI ELKORO and Karen G. Anderson (West Virginia University)
43. **Do High Rates of Cigarette Consumption Increase Delay Discounting? A Cross-Sectional Comparison of Adolescent Smokers and Young Adult Smokers and Nonsmokers (EAB; Experimental Analysis).** BRADY REYNOLDS (State University of New York at Buffalo)
44. **Laboratory Analog of Voucher Reinforcement with Smokers (EAB; Experimental Analysis).** BETHANY R. RAIFF and Jesse Dallery (University of Florida)
45. **Using Standard Celeration Charts as Evidence to Support Discontinuing Anti-Psychotic Medications with Individuals with Severe Behavior Disorders in a Residential Facility (Applied Behavior Analysis).** PATRICIA RIVERA, Robert von Heyn, Anthony Joseph, Lisa Northman, and Matthew Israel (Judge Rotenberg Educational Center)
46. **Comparison of the Effects of Nicotine and Non-Pharmacological Manipulations on Repeated Acquisition in Rats (EAB; Experimental Analysis).** KIMBERLY JAREMA and Robert MacPhail (U.S. Environmental Protection Agency)

Monday, May 30

#401 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

CBM

47. **Data Entry Performance of Chronically Unemployed Cocaine-Dependent Adults in a Therapeutic Workplace Business (BPH; Applied Behavior Analysis).** KARLY DIEMER, Carolyn Carpenedo, Todd Knealing, Conrad Wong, and Kenneth Silverman (Johns Hopkins University School of Medicine)
48. **Staff Training and Quality Assurance Procedures for Conducting Quantitative Urinalysis Testing for Cocaine Abstinence Reinforcement Procedures (BPH; Applied Behavior Analysis).** MICK NEEDHAM, Haley Brown, Todd Knealing, Conrad Wong, and Kenneth Silverman (Johns Hopkins University School of Medicine)
49. **Designing Sensitive Abstinence Reinforcement Procedures Based on Analyses of Urinary Benzoyllecognine Concentrations in Regular Cocaine Users (BPH; Applied Behavior Analysis).** TODD KNEALING, Mick Needham, Conrad Wong, and Kenneth Silverman (Johns Hopkins University School of Medicine)
50. **Professional Demeanor of Chronically Unemployed Cocaine-Dependent Methadone Patients in a Therapeutic Workplace (CSE; Applied Behavior Analysis).** CAROLYN CARPENEDO, Mick Needham, Todd Knealing, Conrad Wong, and Kenneth Silverman (Johns Hopkins University School of Medicine)
51. **A Treatment for Chronic Alcohol and Drug Users in Mexico: A Single Participant Design (Applied Behavior Analysis).** MARÍA JOSÉ MARTÍNEZ, Lydia Barragán, and Héctor Ayala (National Autonomous University of Mexico)
52. **The Use of Correspondence Training as a Treatment for ADHD (Applied Behavior Analysis).** BRIGITTE JOHNSON, John Northup, Terry Falcomata, Kelly Vinqvist, Jason Stricker, Brenda Engebretson, and Amanda Hornaday (University of Iowa)
53. **The Use of Biofeedback in the Treatment of PTSD in a Girl with a Spinal Cord Injury (Applied Behavior Analysis).** JESSICA TISCHNER, Melissa Beck, Deborah Kruglak, and Shannon McIntosh (The Kennedy Krieger Institute)
54. **Diagnosing Depression: The Value of Syndromal Versus Functional Assessment (Applied Behavior Analysis).** SARA LANDES, Laura Dee, Andrew Busch, and Jonathan Kanter (University of Wisconsin, Milwaukee) and Glenn Callaghan (San Jose State University)
55. **Prevalence of Risk of Eating Disorders in Almería, Spain (Applied Behavior Analysis).** INMACULADA GOMEZ BECERRA (University of Almería, Spain), Ramón de las Heras Rodríguez (Fundación Unicodesa, Almería, Spain), and Manuel Martín González (Unidad de Pediatría, Hospital Torrecardenas, Almería, Spain)
56. **Behavior Analytic Understanding of the Cognitive Therapy Rationale and Role of Demand Characteristics in Psychotherapy (Applied Behavior Analysis).** JENNIFER LEONARD, Jordan Bonow, Andrew Busch, and Jonathan Kanter (University of Wisconsin, Milwaukee)
57. **The Effects of the Homi.Info Web-Based Support Service System in Korea (OBM; Service Delivery).** EUNJUNG SEO and Mi-kyung An (Daegu University)
58. **Clinical Intervention in the Age of Managed Care: Implications from a Behavior-Analytic Perspective (Theory).** SIMONE NENO (Universidade Federal do Pará)
59. **A Hard Look at the "Biological Causation" Rhetoric: The Marshall Project One Year Later (TBA; Theory).** Donna Midkiff and JOSEPH WYATT (Marshall University)
60. **Behavioral Relaxation Training and Relaxation States (Applied Behavior Analysis).** NICOLE RIEFESSEL, Michael Buermann, Chris Talley, Amy Sanders, and Duane A. Lundervold (Central Missouri State University)

61. **Comparison of Three Stimulus Preference Assessment Methods in Adults Diagnosed with a Mental Illness (Applied Behavior Analysis).** STACI SAYLORS, Holly White, and Carolyn Kohn (University of the Pacific)
62. **Reducing Anxiety in College Students in Public Speaking Situations (CSE; Applied Behavior Analysis).** Maria Aparecida Oliveira and ANGELA M. M. DUARTE (Universidade Católica de Goiás)

#402 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

DDA

63. **Using Social Stories with Developmentally Disabled Adolescent Sex Offenders (TPC; Service Delivery).** LOUIS VENEZIANO (Woodward Resource Center)
64. **Investigating the Relationship Between Stereotypic Behavior and Learning (EDC; Experimental).** DANIELLE LISO and Mark Wolery (Vanderbilt University)
65. **Evaluating the Long-Term Outcome of DRA in a Classroom Setting (AUT; Service Delivery).** TIFFANY KODAK (Louisiana State University), John Northup (University of Iowa), Laura Grow (The Marcus Institute)
66. **Deducing a Behavioral Function from an Inconclusive Brief Functional Analysis (Applied Behavior Analysis).** JEFFREY R. LUKE and Sean D. Casey (Melmark)
67. **Assessment of Differential Task Preferences (Applied Behavior Analysis).** APRIL KISAMORE, Ashley Glover, and Henry Roane (The Marcus Institute)
68. **Acquisition of Systematic Behavior Relaxation Training (BRT) in Persons with Dual Diagnosis (AUT; Applied Behavior Analysis).** J. HELEN YOO, Theodosia R. Paclawsky, and Julia T. O'Connor (The Kennedy Krieger Institute)
69. **The Use of Competing Items to Decrease Socially Inappropriate Behavior (AUT; Applied Behavior Analysis).** Lynn G. Bowman, MICHELLE FRANK, and Kristie Arnold (The Kennedy Krieger Institute) and Jennifer Bruzek (University of Kansas)
70. **Is Choice a Reinforcer for Non-Verbal Persons with Severe or Profound Developmental Disabilities? (Applied Behavior Analysis)** KRISTEN L. CAMPBELL, Tamara L. Ansons, Toby L. Martin, and Garry L. Martin (University of Manitoba) and Dickie C. T. Yu (St. Amant Centre)
71. **Functional Analysis of Pica Using Non-Toxic Stimuli (Applied Behavior Analysis).** JULIA H. FIEBIG, David E. Kuhn, SungWoo Kahng, Kyong-Mee Chung, Traci Brown, and Kate Gutshall (The Kennedy Krieger Institute)
72. **Informed Functional Analysis and Treatment of a Common Preschool Problem Behavior (EDC; Applied Behavior Analysis).** JEFFREY H. TIGER, Gregory P. Hanley, Kimberly K. Bessette, Einar T. Ingvarsson, and Virginia W. Nodoro (University of Kansas)
73. **Training Parents to Implement Discrete Trial Instruction in Natural Environments (CBM; Service Delivery).** NANCY FOSTER and Stephanie Cooper (Munroe-Meyer Institute)
74. **Fluency Building of Reading for Students with Learning Disabilities (EDC; Applied Behavior Analysis).** HIROSHI SUGASAWARA and Jun'ichi Yamamoto (Keio University, Japan)
75. **Decreasing Job Coach Assistance During Supported Work Routines: An Outcomes Management Approach (OBM; Applied Behavior Analysis).** LEAH BRACKETT (J. Iverson Riddle Developmental Center), Dennis Reid (Carolina Behavior Analysis and Support Center), and Carolyn Green (J. Iverson Riddle Developmental Center)
76. **Using Competing Stimulus Assessments to Direct Treatment Using Noncontingent Reinforcement with Blocking. (Applied Behavior Analysis).** KELLY VINQUIST, Wendy Berg, Joel Ringdahl, David Wacker, and Jason Stricker (University of Iowa)

77. **The Effects of a Multi-component Program and Elimination of Stimulant Medication on the Reduction of Profanity (Service Delivery).** SHARON K. KELL and Jerre R. Brimer (The Learning Tree, Inc.), Robert W. Montgomery (Reinforcement Unlimited), Ellen Taylor (The Learning Tree, Inc.), Robert A. Babcock (Auburn University), and Melonie Davis, Howard McPhail, and James Kelly (The Learning Tree, Inc.)
78. **The Effects of Providing Choice on the Consumption of Food in Children Exhibiting Food Selectivity (CBM; Applied Behavior Analysis).** Paula Tokar, MERRILL BERKOWITZ, and Veronica Armellino (St. Joseph's Children's Hospital)
79. **The Effectiveness of Intense Positive Programming and Supplemental Contingent Skin Shock in Reducing the Frequency of Severe Maladaptive Behaviors for Individuals in a Residential Treatment Center (AUT; Applied Behavior Analysis).** Matthew L. Israel, Robert von Heyn, PATRICIA RIVERA, Ed Langford, Robert W. Worsham, and Robert Kalinowski (Judge Rotenberg Educational Center)
80. **Analysis of Idiosyncratic Variables During Functional Analysis (AUT; Applied Behavior Analysis).** LAURA GROW, Tracy Kettering, Michael Kelley, Wayne Fisher and Kelly Bouxsein (The Marcus Institute)
81. **The Use of Competing Items to Decrease Socially Inappropriate Behavior Maintained by Social Attention (Applied Behavior Analysis).** Lynn G. Bowman, APRIL M. STACHELSKI, and Katharine A. Gutshall (The Kennedy Krieger Institute) and Jennifer Bruzek (University of Kansas)
82. **An Evaluation of Liquid and Food Quantity Intake on Automatically Maintained Rumination and Vomiting (Applied Behavior Analysis).** JANET HUNTER, Dynata Funderburg, and Yemonja Smalls (W. A. Howe Center)
83. **The Use of Video Modeling to Increase Social Interaction Between Two Preschool Children with Developmental Disabilities (EDC; Applied Behavior Analysis).** ABIGAL FERGUSON and Darci Fischer (Hawthorne Country Day School)
84. **A Method for Identifying the Reinforcing Efficacy of Tokens (Applied Behavior Analysis).** STACIE L. FITCH and Jason Bourret (The New England Center for Children)
85. **Fading of Protective Equipment in the Treatment of Self-Injurious Behavior (AUT; Applied Behavior Analysis).** ATLI MAGNUSSON, Eileen Roscoe, D. Daniel Gould, and Allen Karsina (The New England Center for Children)

#403 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

EAB

86. **Vicarious Trial-and-Error Behavior in Hamsters Foraging for Food (Experimental Analysis).** FELIPE CABRERA and Francois Tonneau (University of Guadalajara)
87. **Effects of Free Access to Water and Food on Body Weight and Food and Water Intake Under a Partial Food Deprivation Schedule (Experimental Analysis).** ANTONIO LOPEZ-ESPINOZA, Hector Martinez, and Alejandra Marquez (Universidad de Guadalajara, Mexico)
88. **A Comparison of Two Discrimination Training Procedures: An Application of a Multiple-Sequence Variation of the Multiple Baseline Design (AUT; Applied Behavior Analysis).** DEREK D. REED, Florence D. DiGennaro, and Laura Lee McIntyre (Syracuse University)
89. **Treatment Integrity Failures in Fixed Time Schedules: An Analysis of Two Failure Types (Experimental Analysis).** KRISTIN FARR and David Wilder (Florida Institute of Technology) and Claire St. Peter (University of Florida)
90. **Evaluative Conditioning: Timing and Salience of Stimuli (Experimental Analysis).** ANNE MACASKILL, Maree J. Hunt, David N. Harper, and Marc Wilson (Victoria University of Wellington, New Zealand)

91. **Within-Subject, Within-Session Yoked VR/VI Schedules with Rats: Extending Catania et al. (1977) (TPC; Experimental Analysis).** PAUL A. ROKOSZ and Matthew E. Andrzejewski (University of Wisconsin, Madison)
92. **Differential Resurgence and Response Elimination (DDA; Experimental Analysis).** Adam H. Doughty (University of Kansas, Parsons) and STEPHANIE P. DA SILVA and Kennon A. Latta (West Virginia University)
93. **The Effects of Stimulus Range on the Central Tendency Effect in Stimulus Generalization (Experimental Analysis).** CHRISTINE WEGNER and Adam Derenne (University of North Dakota)
94. **From Rags to Riches: Rich Schedule of Reinforcement Affects Fixed-Ratio Response Rate Function (Experimental Analysis).** CHRIS MAZZARA, Drew Fox, and Mark P. Reilly (Central Michigan University)
95. **Discounting of Delayed Hypothetical Food and Monetary Outcomes: Effects of Amount (BPH; Experimental Analysis).** ANA A. BAUMANN, Delores Dorton, Megan T. Ryan, and Amy Odum (Utah State University)
96. **Choice, Token Reinforcement, and Sensitivity to Remote Consequences (EAB; Experimental Analysis).** RACHELLE L. YANKELEVITZ and Timothy Hackenberg (University of Florida)
97. **Effects of Response Cost in a Time-Place Learning Paradigm (Experimental Analysis).** JACOB NORRIS (Texas Christian University) and Natalie Bruner and James D. Dougan (Illinois Wesleyan University)
98. **Catania & Reynolds (1968) Versus Fleshler & Hoffmann (1962): Log Survivor Analyses of Rats Responding on Constant Probability Variable Interval Schedules (Experimental Analysis).** BLAKE HUTSELL and Eric Jacobs (Southern Illinois University, Carbondale)
99. **Integrating Behavioural and Neurological Evidence in a Computational Model of Habituation and Sensitization (TPC; Theory).** OSCAR GARCÍA-LEAL (Universidad de Guadalajara, México) and Pablo Adarraga Morales (Universidad Autónoma de Madrid, Spain)
100. **An Exploration of the Dimensions of Context in Intermingled Concurrent and Concurrent-Chains Choice Situations (TPC; Experimental Analysis).** PAUL ROMANOWICH, Shawn R. Charlton, and Edmund J. Fantino (University of California, San Diego)
101. **The Effects of Yoking Caloric Intake to Decrease Biting (AUT; Applied Behavior Analysis).** Robin Nuzzolo-Gomez, Rebecca Roderick, and ANA PALACIOS (Columbia University Teachers College)
102. **Effects of Sharing and Not Sharing Non-differential Consequences on the Choice Between Individual and Social Contingencies in Partial Altruism in Adults (Experimental Analysis).** Emilio Ribes-Iñesta, NORA RANGEL, Alejandra Zaragoza, Claudia Magaña, and Ana Georgina López (University of Guadalajara)
103. **Delay Discounting of College Students with and Without Bulimic Symptoms (CBM; Applied Behavior Analysis).** ANDREA BEGOTKA, Joanna R. H. Thompson, and Douglas Woods (University of Wisconsin-Milwaukee)
104. **Promoting Self-Control and Increased Engagement in Physical Therapy Tasks in Individuals with Acquired Brain Injury (Experimental Analysis).** DONNA DELIA and Mark R. Dixon (Southern Illinois University)
105. **Examining the Verbal Behavior and Response Allocation After Delivery of Inaccurate and Accurate Rules During Video Poker Playing (VRB; Experimental Analysis).** Jennifer A. Delaney, BETHANY HOLTON, Ashton J. Robinson, and Mark R. Dixon (Southern Illinois University)
106. **EAHB-SIG Student Paper Award Winner: Functional Interdependence of Mands and Tacts in Preschool Children (VRB; Experimental Analysis).** ANNA INGEBORG PETURSDOTTIR (Western Michigan University)

107. **Comparison of Speed of Acquisition of Response Differentiation and Stimulus Discrimination in Adult Humans (Experimental Analysis).** MANISH VAIDYA and Yusuke Hayashi (University of North Texas)
108. **The Manipulation of Hues, Cues, and Physiological Arousal in Persons with Acquired Brain Injury (EAB; Experimental Analysis).** Ashton J. Robinson, Jennifer A. Delaney, Kimberly Moore, Jeffrey E. Dillen, and HOLLY L. BIHLER (Southern Illinois University) and John M. Guercio (Center for Comprehensive Services)
109. **Seeing Learning Change on the Standard Celeration Chart: The Effects of Visual Feedback on the Learning of Fluent Letter Sound and Number Discriminations (CSE; Applied Behavior Analysis).** SARAH LAW, Kathyne Balch Schooley, and Jesus Rosales-Ruiz (University of North Texas)
110. **A Heart Rate Model of Visual Discrimination Learning (TPC; Experimental Analysis).** D. WAYNE MITCHELL (Southwest Missouri State University)
111. **Shaping Simple Tactile Discriminations in Individuals with Developmental Disabilities (DDA; Experimental Analysis).** JEREMY BIESBROUCK, Larry Williams, and Marianne Jackson (University of Nevada Reno)
112. **The Role of Training Structures in Stimulus Equivalence Research (Experimental Analysis).** MEDEA RAWLS and Manish Vaidya (University of North Texas)
113. **Differential Reinforcement and Negative Punishment of Responding to a Response-Driven Stimulus in Pigeons (Experimental Analysis).** ROBERT W. ALLAN and Lisa Hudak (Lafayette College)

#404 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

EDC

114. **Evidence-Based Interventions for Students with Severe Social, Emotional, and Behavioral Problems in School Settings (Service Delivery).** FRANK M. GRESHAM, Kristy J Rutherford, S. Dean Crews, Clayton Cook, Kellie Butkiewicz, and Ramon Barreras (University of California, Riverside)
115. **Privatizing Emotional Support: A Next Generation Classroom with Behavior Analysis at the Core (CBM; Applied Behavior Analysis).** ILEANA HELWIG, Joseph Cautilli, Nadine Harrington, and Todd Mitchell (Children Crisis Treatment Center)
116. **Research on Behavioral Interventions in Schools at Individual, Classroom, School System, and District Levels (OBM; Applied Behavior Analysis).** TARY J. TOBIN (University of Oregon)
117. **A Technical Assistance Model for Providing Behavioral Consultation to Schools: An Analysis of Treatment Efficacy (TBA; Service Delivery).** BOB BAGGETT, Morgan Chitiyo, and John Wheeler (Tennessee Technological University)
118. **An Examination of Variables Surrounding Use of Functional Assessment in Schools: A Meta-analytic Review (TPC; Applied Behavior Analysis).** FLORENCE D DIGENNARO, Derek D. Reed, and Laura Lee McIntyre (Syracuse University)
119. **The Effects of Instructional Directives and Strategies on Compliance (EDC; Applied Behavior Analysis).** TODD KOPELMAN and David Wacker (University of Iowa Hospitals and Clinics)
120. **Effects of Matching Intervention to Problem of Stealing in Single Subject Case Study (Applied Behavior Analysis).** DANA WAGNER and Jennifer J. McComas (University of Minnesota)
121. **Functional Analysis in a Public School Setting with an Adolescent Boy with Mental Retardation and Autism (DDA; Service Delivery).** D. REED BECHTEL (Bechtel Behavioral Services) and Sue Heatter (Sue Heatter & Associates)

122. **An Antecedent Experimental Analysis to Reduce Self-Injury in a School Setting (DDA; Applied Behavior Analysis).** JOHN HOCH and Ellie C. Mauel (University of Minnesota), Michelle Rennie (Minneapolis Public Schools), and Jennifer J. McComas (University of Minnesota)
123. **Extinction of Screaming Maintained by Escape with and Without the Use of a Token Economy (AUT; Applied Behavior Analysis).** CRYSTAL BROOKE ALLEN (Northeastern University)
124. **Use of Functional Communication Training as Treatment for Eloping Behavior of a Child that is Emotionally Disturbed (CBM; Applied Behavior Analysis).** ANTONIO CONTRERAS, JR. (California State University, Sacramento)
125. **A Comparison of Multiple-Schedule Arrangements to Teach Children to Recruit Attention at Appropriate Times (EAB; Applied Behavior Analysis).** NICOLE HEAL, Jeffrey Tiger, Gregory P. Hanley, and Jill M. White (University of Kansas)
126. **Concurrent Schedules: Using Immediacy of Reinforcement to Bias Responding Towards Use of a Communicative Device (CBM; Applied Behavior Analysis).** ANNA-LIND PETURSDOTTIR, Jennifer J. McComas, Joe Reichle, Tracy Morgan, and Frank J. Symons (University of Minnesota)
127. **Helping Behavior and Matching Law Among Elementary-Aged Children (Applied Behavior Analysis).** TAWNIA MEADOWS (Munroe-Meyer Institute), James Meadows (Private Practice), and Nancy Foster (Munroe-Meyer Institute)
128. **Performance Patterns of High, Medium, and Low Performers During and Following a Reward Versus Non-Reward Contingency Phase (Applied Behavior Analysis).** RENEE OLIVER, Robert Williams, Beth Winn, and Elizabeth Benhayon (University of Tennessee)
129. **Effects of Reward Contingencies on Performance and Intrinsic Motivation Depend on Interpersonal Context (OBM; Experimental Analysis).** KATHERINE BANKO, W. David Pierce, and Judy Cameron (University of Alberta)
130. **A Procedure-Based on the Premack Principle to Condition Books as a Preferred Activity (Applied Behavior Analysis).** Dana Visalli-Gold and PAUL R. JOHNSON (Columbia University Teachers College)
131. **The Effects of a Book Conditioning Procedure on Stereotypy or Passivity in a Free-Play Setting (AUT; Applied Behavior Analysis).** Jo Ann Pereira Delgado, SAMANTHA SOLOW, and R. Douglas Greer (Columbia University, Teachers College)
132. **Teacher Report Versus Systematic Preference Assessment in the Identification of Reinforcers for Young Children (DEV; Applied Behavior Analysis).** CATHERINE COTE, Rachel Thompson, Gregory Hanley, and Paige McKerchar (University of Kansas)
133. **An Evaluation of the Effects of Different Levels of Medication on Preference and Reinforcer Assessment Outcomes for Children with ADHD (CBM; Applied Behavior Analysis).** CARRIE ELLSWORTH and Michele D. Wallace (University of Nevada, Reno)

#405 International Poster Session

5:30 PM - 7:00 PM

Southwest Exhibit Hall (Lower Level)

TBA

134. **Using the Ideal-free Distribution to Describe Human Group Behaviour: A Laboratory Demonstration (EAB; Experimental Analysis).** MAREE J. HUNT, Natasha A. Buist, Anne Macaskill, Lincoln S. Hely, and David N. Harper (Victoria University of Wellington, New Zealand)
135. **The Effects of a 'Game' Format on Optional Study Group Attendance and Quiz Performance in a College Course (EDC; Applied Behavior Analysis).** TRACI CIRON, Gwen Dwiggin, and Nancy Neef (The Ohio State University)
136. **Differential Effects of Terminology on Caregiver Acceptability Rating: Conversational Versus Technical Explanations (Applied Behavior Analysis).** KELLI WHEELER, Tina Sidener, Peter Girolami, and Kellie Hilker (The Kennedy Krieger Institute)

137. **SIDD Training: Behavioral Deficits and Excesses on Pre- and Post-Tests (DDA; Applied Behavior Analysis).** DARLENE E. CRONE-TODD and Alicia Satterfield (Delta State University), and Marcie Desrochers (State University of New York, Brockport)
 138. **Utilizing a Competency Validation System to Enhance the Performance of Practicum Students towards Temporary Limited Licensure to Practice Psychology (Applied Behavior Analysis).** JESSICA M. NORRIS, Megan Coatley, Alyssa Warshay, David Eisenhart, and James Kaye (Western Michigan University)
 139. **Teacher as Student: Self-Counts of a Student Teacher (EDC; Applied Behavior Analysis).** ELIZABETH SWATSKY (The Pennsylvania State University)
 140. **The Use of Structured Observation in Feedback in Training Graduate Students (EDC; Service Delivery).** JOHN RANDAL (Charles River Industries) and John Stokes (Melmark New England)
 141. **Helping Students Study for the GRE and Apply to Graduate School (Applied Behavior Analysis).** JODYLEE MILLER, Cortney Osborn, Nicole Metzke, and Richard Malott (Western Michigan University)
 142. **360 Honors, Super A (Applied Behavior Analysis).** ALLYSON HECK, Emily Helt, Amanda Norton, Lori Schroedter, and Richard Malott (Western Michigan University)
 143. **BACC: Behavioral Academic and Career Counseling; a Supplemental Advisory System that Aids Undergraduates in Preparing for Future Academic and Career Goals (OBM; Applied Behavior Analysis).** ERIN ANDRES, Alison M. Betz, Katie Larkin, Morgan Aue, and Richard Malott (Western Michigan University)
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#406 Business Meeting

7:00 PM - 7:50 PM

Private Dining Room 2 (3rd floor)

BACB Certificant Meeting and Update

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

The presentation will provide an overview of the current status of the BACB® and its certificants. It will cover important developments within the BACB over the past year relating to growth and changes in the BACB including: continuing education, recertification, professional experience, university coursework approval, examination administration, ethics, and disciplinary standards. The presentation also will offer projections for development of the BACB for the following year. Time will be provided for participant questions and discussion with presenter. This presentation is intended for BACB certificants (BCBAs® and BCABAs®), and individuals who are interested in the current status and future directions of the BACB.

OBJECTIVES: The participant will be able to: 1) state three new developments within the BACB over the past year; 2) describe the current status of the BACB, including the number of certificants, number of approved university course sequences, and members of the Board of Directors; and 3) describe projections for development of the BACB for the upcoming year.

#407 Business Meeting

7:00 PM - 7:50 PM

Lake Erie (8th floor)

Hawaiian Association for Behavior Analysis

Chair: Kimberly Smalley (HABA)

This is our quarterly business meeting to discuss planning and activities for the upcoming year.

#408 Business Meeting

7:00 PM - 7:50 PM

Private Dining Room 1 (3rd floor)

Health, Sports & Fitness Special Interest Group

Chair: Michael A. Kirkpatrick (Wesley College)

The purpose of the meeting is to conduct HSF-SIG related business, including the election of SIG officers, in addition to the discussion of members' common interests, activities and possible areas of future research.

#409 Business Meeting

7:00 PM - 7:50 PM

Joliet (3rd floor)

OBM Network

Chair: Angela Lebbon (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.

#410 Business Meeting

7:00 PM - 9:00 PM

Private Dining Room 3 (3rd floor)

Looking Back 40 Years: Sample of Students and Faculty in Behavior Analysis Programs at St. Cloud State University #3

Chair: Kimberly A. Schulze (St. Cloud State University)

Presentation will be given by students and faculty from the past 40 years; they will be commenting on their careers and relationship to St. Cloud State and ABA:

Tami McDowell, The Columbus Organization, Ft. Wayne, IN; Mathew Miller, Psychologist at Pfizer Pharmacological Company, Kalamazoo, Michigan; Kim Schulze, Psychologist Faculty Community Psych. Dept. at St. Cloud State University; Paul J. Thinesen, Program Director/QMRP, AME Community Services, Inc., Cokato, MN; Melinda Sota, Ph.D. student in Instructional Systems Design at Florida State University; Erin Van De Hey, private practice in treatment of people called autistic in Philadelphia, PA; Jen Wosmek, a Psychology Tour member, Ph.D. student at U. of Kansas at Lawrence, KS; Current SCSU undergraduate students with an interest in Behavior Analysis: Meggan Jordan, Aaron Nystedt, Nikki Otto, Scott Schneider, Tom Siewert, Greg Swanson, and James Tabatt.

#411 Special Event

9:00 PM - 1:00 AM

Grand Ballroom (2nd floor)

ABA Social

Come to the ABA Social for an evening of music, dancing, and socializing! All are welcome to attend this event, which will be held in the luxurious Grand Ballroom on the second floor of the Hilton Chicago.



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Since 1883, Bancroft NeuroHealth has been providing quality services to children and adults with developmental disabilities, brain injuries and other neurological impairments.

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- Early Intervention
- Home-based Services
- Autism Services
- Neurobehavioral Stabilization Unit
- School Consultation
- Family Support and Education

To discuss professional opportunities or available internships at Bancroft NeuroHealth, please contact:

Terry Page, Ph.D., Executive Vice President of Clinical Services

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Chicago

Tuesday, May 31

**Day Schedule
Sessions**

Tuesday, May 31

		7 AM :00 :30		8 AM :00 :30		9 AM :00 :30		10 AM :00 :30		11 AM :00 :30		12 PM :00 :30		1 PM :00 :30	
Lower Level - Exhibit Halls	SW Exhibit Hall					ABA Exhibitors									
	SW Exhibit Hall	<div><div></div> = Special and Invited Events</div> CE = Session available for BACB CE (for certified behavior analysts) Ch: = Chair LEGEND			Service to Apply, Recruit, and Train (START)										
	SW Exhibit Hall														
	SE Exhibit Hall		ABA Cooperative Bookstore												
	Stevens #1		#424 DDA CE Ch: Roscoe			#442 DDA CE Ch: Olive			#466 DDA CE Ch: Bourret						
	Stevens #2		#423 DDA Ch: Selnes			#439 DDA Ch: Kurtz			#460 DDA Ch: Spooner						
First Floor	Stevens #3			#417 VRB Ch: Nuzzolo-Gomez			#450 VRB Ch: Hawkins			#465 AUT Ch: Washio					
	Stevens #4			#419 AUT Ch: Donlin			#451 AUT Ch: Benedetto-Nasho			#464 AUT Ch: Kraskey					
	Stevens #5			#415 AUT Ch: Hammond			#437 AUT Ch: Lesko			#459 AUT Ch: Williamson					
	8th Street Registration			Pre- and On-Site Registration											
	8th Street Registration			Continuing Education											
	Continental A				#420 AUT CE Ch: Bird			#449 AUT Ch: Miracolo			#469 AUT Ch: Openden				
	Continental B				#421 AUT CE Ch: Perrin			#446 AUT CE Ch: Harris			#468 AUT CE Ch: MacKay				
	Continental C				#430 AUT Ch: Leader					#463 AUT Ch: Sze					
	Second Floor	Grand Ballroom													
		International North													
International South					#427 EAB Ch: DeFulio			#440 EAB Ch: McComas			#458 EAB Ch: Shaphan				
Boulevard A					#422 EAB Ch: Doughty			#444 EAB Ch: Miller			#461 EAB Ch: Shapiro				
Boulevard B					#425 EAB Ch: Vreeland			#443 EAB Ch: Galuska			#457 EAB Ch: Harmon				
Boulevard C					#416 EAB Ch: Abreu-Rodriguez			#447 EAB Ch: Derenne			#455 EAB Ch: Cobane		#470 EAB Ch: Schlund		
Williford A					#418 CBM Ch: Balazs			#448 CBM CE Ch: Anderson			#467 CBM Ch: Axelrod				
Williford B					#429 EDC Ch: Ely			#436 EDC Ch: Kercood		#453 EDC Ch: Sweeney					
Williford C					#428 EDC Ch: Shapiro			#434 EDC CE WHITEHURST		#452 EDC CE ODOM					
Waldorf					#426 VRB Ch: Bach										
Third Floor	Astoria														
	Private Dining Room 1				#431 CBM Ch: Adcock			#441 CBM Ch: Lundgren			#462 CBM Ch: McGuinness				
	Private Dining Room 2				#412 EDC Ch: Hessler					#454 EDC CE Ch: Dorsey					
	Private Dining Room 3				#413 EAB Ch: Maple			#445 OTH Ch: Romanowich							
	Private Dining Room 4														
	Private Dining Room 5														
	Private Dining Room 6	Speaker-Ready Room													
	Private Dining Room 7	Speaker-Ready Room													
	Joliet					#432 OBM Ch: Marshall			#435 OBM Ch: Waldvogel						
	Marquette					#414 OBM Ch: Van Houten									
Eighth Floor	Lake Erie														
	Lake Huron														
	Lake Michigan														
	Lake Ontario														

#412 Symposium

9:00 AM - 10:20 AM

Private Dining Room 2 (3rd floor)

EDC; Service Delivery

Battling Procrastination: Self-Managing Studying and Writing for Candidacy Exams

Chair: Theresa Hessler (The Ohio State University)

Discussant: William L. Heward (Ohio State University)

Losing the Criteria Battle but Winning the Graphing War. SUMMER FERRERI and Theresa Hessler (The Ohio State University)

Balancing Scholarly Commitments and Still Taking That Much Needed Vacation! NATALIE J. ALLEN and Michele M. Nobel (The Ohio State University)

What I Did Last Summer: Contingency-Based Self-Management Plans for Writing Candidacy Papers. SHOBANA MUSTI-RAO and Mary D. Salmon (The Ohio State University)

#413 Symposium

9:00 AM - 10:20 AM

Private Dining Room 3 (3rd floor)

EAB; Applied Behavior Analysis

Behavior Analysis, Training, and Enrichment in the Zoo

Chair: Terry L. Maple (Georgia Institute of Technology)

The Zoo as a Venue for the Experimental Analysis Course. M. JACKSON MARR and Angela Kelling (Georgia Institute of Technology)

The Use of Technology and Behavior Principles to Enrich Captive Primate Environments. SUMA MALLAVARAPU and Andrea Clay (Georgia Institute of Technology)

Behavioral and Environmental Approaches to Occupying Elephants. MEGAN WILSON (Lincoln Park Zoo) and Stephanie Allard (Georgia Institute of Technology)

Preliminary Evidence for "Rule-of-Thumb" Foraging in Captive Giant Pandas. LORRAINE TAROU (Grand Valley State University) and David Powell and Jessamine Williams (National Zoological Park)

#414 International Paper Session

9:00 AM - 10:20 AM

Marquette (3rd floor)

OBM; Applied Behavior Analysis

Community Safety and Environmental Design

Chair: Ron Van Houten (Mount Saint Vincent University)

A Field Evaluation of the Safe-T Rider School Escalator Safety Program on Children's Escalator Use in the Community. Louis Malenfant (Center for Education and Research in Safety) and RON VAN HOUTEN (Mount Saint Vincent University)

Behavioral Engineering in the Design of Physical Technology: An Opportunity for Dissemination. RON VAN HOUTEN (Mount Saint Vincent University)

A Behavior Analysis of Walking: The Principle of Economy of Effort. STEPHEN BITGOOD, Stephany Dukes, and Jim Shurbutt (Jacksonville State University)

#415 International Paper Session

9:00 AM - 10:20 AM

Stevens #5 (Lower Level)

AUT

Compliance Problems in Autism and Early Intervention

Chair: Tammy Hammond (Effective Interventions Inc.)

Addressing Compliance Problems in Children with Autistic-Spectrum Disorders (Applied Behavior Analysis). TAMMY HAMMOND, Nicole Dibra, and Debora Harris (Effective Interventions Inc.) and Bobby Newman (AMAC)

Public School Commitment in Western Australia to Intensive Early Intervention for Children with ASD (Service Delivery). John Brigg and PATRICIA GRAY (Department of Education and Training Western Australia)

An Exploration of a Suitable Way to Deliver Behavior Analysis Programs to Children with Autism in China (Service Delivery). YANQING GUO, Menglin Sun, Yingchun Yang, Xiaoling Yang, and Meixiang Jia (Institute of Mental Health, Peking University)

#416 International Symposium

9:00 AM - 10:20 AM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Conjunction Fallacy and Base-Rate Error: Are Those Behaviors Controlled by Reinforcement Contingencies?

Chair: Josele Abreu-Rodrigues (Universidade de Brasília)

Discussant: Gregory J. Madden (University of Wisconsin, Eau Claire)

Verbal Relations and the Conjunction Fallacy. JOSELE ABREU-RODRIGUES (Universidade de Brasília), Ana Amélia Baumann (Utah State University), and Pablo C. Souza (Universidade de Brasília)

The Discriminative Function of Simple Stimuli: Does it Affect the Conjunction Fallacy?

LILIAN C. RODRIGUES, Josele Abreu-Rodrigues, Virginia M. D. Fava, and Roberta L. Leonardo (Universidade de Brasília)

Decision Making: Base Rate, Context and Degree of Exposure. ANA AMÉLIA BAUMANN and Amy Odum (Utah State University) and Shawn R. Charlton (University of California, San Diego)

#417 Symposium

9:00 AM - 10:20 AM

Stevens #3 (Lower Level)

VRB; Applied Behavior Analysis

Cultural Selection of Higher Order Verbal Operants

Chair: Robin Nuzzolo-Gomez (Columbia University Teachers College)

Multiple Exemplar Instruction and the Emergence of Novel Production of Suffixes as Autoclitic Frames. JEANNE MARIE SPECKMAN-COLLINS (Fred S. Keller School)

Multiple Exemplar Instruction and Transformation of Stimulus Function from Auditory-Visual Matching to Visual-Visual Matching. HYE-SUK LEE PARK (Fred S. Keller School)

An Experimental Analysis of the Transformation of Stimulus Function from Speaker to Listener and Listener to Speaker. CAROL A. FIORILE (Columbia University Teachers College)

The Bi-directional Relationship in the Development of Naming in Typical Two-Year Old Children. LINA GILLIC (Columbia University Teachers College)

#418 International Paper Session

9:00 AM - 10:20 AM
Williford A (3rd floor)
CBM

Delivering Home-Based Behavioral Services

Chair: Tony Balazs (ABA Consultant)

Power to the People: Delivery of ABA Services to Individual Consumers over the World Wide Web (Service Delivery). CRIS T. CLAY (University of the Pacific) and Peter C. Patch (Northeast Behavioral Associates)

Applied Behavior Analysis in Home Settings (Applied Behavior Analysis). DAVID COLEMAN (ML Services)

Home Programs for Developmental Disabilities: Interventions to Support Parents and Other Family Members (Service Delivery). TONY BALAZS (ABA Consultant)

#419 Panel Discussion

9:00 AM - 10:20 AM
Stevens #4 (Lower Level)
AUT/EDC; Service Delivery

Escaping the Blame Game: Making the Most of Parent/Professional Collaborations

Chair: Ruth Donlin (Private Practice)

RUTH M. DONLIN (Private Practice)

DAVID A. CELIBERTI (Private Practice)

ROBERT LARUE (Douglass Developmental Disabilities Center, Rutgers University)

SUSAN BUCHANAN (Center for Outreach and Services for the Autism Community)

#420 Symposium

9:00 AM - 10:20 AM
Continental A (1st floor)
AUT; Applied Behavior Analysis
BACB CE (CE Instructor: Frank Bird, M.Ed., BCBA)

Functional Analysis and Assessment of Behavior in the Natural Setting

Chair: Frank Bird (Melmark New England)

Reduction of Challenging Behavior and Intrusiveness of Treatment Thought Descriptive Analysis and Treatment: A Case Study. LISA DUNN (Melmark New England)

A Comparison of Functional Analysis in Experimental Versus Applied Setting for a Child with Autism. JOHN STOKES and Frank Bird (Melmark New England)

Expanded Functional Analysis of Aggression Maintained by Positive Reinforcement. John Stokes and FRANK BIRD (Melmark New England)

Analysis of the Effect on Service Environment on Function of Behavior. LISA DUNN and John Stokes (Melmark New England)

#421 Symposium

9:00 AM - 10:20 AM
Continental B (1st floor)
AUT; Service Delivery
BACB CE (CE Instructor: Nanette Perrin, M.A., BCBA)

How Do We Get There from Here: Empirically Supported Interventions for Children with Autism

Chair: Nanette L. Perrin (Early Childhood Autism Program - CLO)

The Effects of Enthusiasm on Responding During Skill Acquisition for Children with Autism. KIMBERLY A. CLAUSEN, Elizabeth Alden-Anderson, Angela M. Mueller, Kasey Stephenson, and Kevin P. Klatt (University of Wisconsin, Eau Claire)

Stimulus Fading to Improve Eating and Language Skills. SHANNON KAY (May Institute)

Parental Implementation of Function-Based Behavioral Support to Decrease Challenging Behaviors in Children with Autism. AMANDA L. TYRRELL, Nanette L. Perrin, and Katie L. Zerr (Community Living Opportunities) and James A. Sherman and Jan B. Sheldon (University of Kansas)

Teaching Caregivers to Shape Vocal Language. KATHRYNE BALCH SCHOOLEY, Shahla S. Ala'i-Rosales, Jesus Rosales-Ruiz, and Kate Laino (University of North Texas)

#422 Symposium

9:00 AM - 10:20 AM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Issues in Aversive Control: Spanning the Basic-to-Applied Continuum

Chair: Adam H. Doughty (University of Kansas-Parsons)

Discussant: Joseph E. Spradlin (University of Kansas)

Aversive Control in the 21st Century: A Case of Arrested Development. THOMAS S. CRITCHFIELD (Illinois State University)

Stimulus Control and Punishment: A Critical Review of the Literature. Jennifer O'Donnell (eCollege), ADAM H. DOUGHTY (University of Kansas, Parsons), Shannon S. Doughty (Parsons State Hospital and Training Center), and Kathryn J. Saunders and Dean C. Williams (University of Kansas, Parsons)

Stimulus Control of Punished Behavior in Applied Settings: Maintenance, Generalization, and Transfer of Treatment Effects. RICHARD G. SMITH (University of North Texas)

#423 Paper Session

9:00 AM - 9:50 AM

Stevens #2 (Lower Level)

DDA; Service Delivery

Organizational Aspects of Service Delivery for People with Developmental Disabilities

Chair: Wendy Selnes (Brih Design, LLC)

The Core Team Process: A Multifaceted Approach Towards Team Collaboration, Self-Governance, and Responsiveness. WENDY SELNES and Janice Ostrom (Brih Design, LLC)

Behavioral Improvements as a Function of the Creation of Age-Appropriate Job Activities. BEVIN CAMPBELL, Bobby Newman, Frederica Blausten, and Christopher D. Nadelbach (AMAC)

#424 Symposium

9:00 AM - 10:20 AM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Eileen Roscoe, Ph.D., BCBA)

Procedural Clarifications and Methodological Innovations in Functional Analysis

Chair: Eileen M. Roscoe (The New England Center for Children)

The Effects of Noncontingent Access to Leisure Items during Functional Analyses. ABBEY B. CARREAU, Eileen M. Roscoe, Jacqueline M. MacDonald, Lindsay C. Peters, and David Reiner (The New England Center for Children)

A Further Analysis of the Conditions of Elopement. PAMELA L. NEIDERT, Brian A. Iwata, Carrie M. Dempsey, and Jessica L. Thomason (University of Florida)

Further Analysis of Response Class Hierarchies. JOSLYN N. CYNKUS, Henry S. Roane, Wayne W. Fisher, and Michael E. Kelley (The Marcus Institute)

An Economic Analysis of Functional Reinforcer Value. NATHAN CALL (Louisiana State University), and Henry S. Roane and Ashley C. Glover (The Marcus Institute)

#425 International Paper Session

9:00 AM - 10:20 AM

Boulevard B (2nd floor)

EAB; Experimental Analysis

Reinforcement Effects

Chair: Robert Vreeland (Behavior Analysis and Intervention Services)

Magnitude of Reinforcement and Variable Reinforcing Environments. CARLOS F. APARICIO (University of Guadalajara) and William M. Baum (University of California, Davis)

Haloperidol, Naltrexone, Travel Requirements, and Type Reinforcer. FRANCISCO VELASCO and Carlos F. Aparicio (University of Guadalajara)

Spatial and Temporal Characteristics of Reinforcement and Behavior. ROBERT VREELAND (Behavior Analysis and Intervention Services)

#426 International Symposium

9:00 AM - 10:20 AM

Waldorf (3rd floor)

VRB; Applied Behavior Analysis

Relational Frame Theory and Perspective-Taking in Human Psychopathology

Chair: Patricia A. Bach (Illinois Institute of Technology)

Discussant: Daniel J. Moran (MidAmerican Psychological Institute)

Investigating the Role of Perspective-Taking in Human Psychopathology: A Relational Frame Analysis. YVONNE BARNES-HOLMES and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

A Relational Frame Analysis of Impaired Perspective-Taking in Persons with Schizophrenia. PATRICIA A. BACH (Illinois Institute of Technology)

Verbal Processes Underlying Some Defusion/Perspective-Taking Methods: Clinical-Experimental Preparation. M. Carmen Luciano and Francisco Molina (University of Almería, Spain), MARIA SONSOLES VALDIVIA SALAS (University of New Mexico), Marisa Páez (University of Almería, Spain), Dermot Barnes-Holmes and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and Olga Gutiérrez and Miguel Rodríguez-Valverde (University of Almería, Spain)

#427 International Symposium

9:00 AM - 10:20 AM

International South (2nd floor)

EAB; Experimental Analysis

Stimulus Control

Chair: Anthony DeFulio (University of Florida)

Counting, Timing, and Stimulus Control: Control of Pigeons' Key Pecking by Numerical Properties of Stimuli. ANTHONY L. DEFULIO and Timothy Hackenberg (University of Florida)

Transposition in Pigeons and People Using Multiple-Pair Discrimination Training. OLGA LAZAREVA, Michelle Miner, and Edward Wasserman (University of Iowa) and Michael E. Young (Southern Illinois University at Carbondale)

Are Extended Observing and Choice-Response Requirements Sufficient for the Development of Generalized Identity Matching in Pigeons? YUSUKE HAYASHI (University of North Texas), Manish Vaidya (University of North Texas)

Can Differential Sample-Response Patterns Become Members of Acquired Equivalence Classes? PETER URCUIOLI (Purdue University) and Karen M. Lionello-DeNolf (University of Massachusetts Medical School, Shriver Center)

#428 Symposium

9:00 AM - 10:20 AM

Williford C (3rd floor)

EDC; Applied Behavior Analysis

Strategies for Improving Accuracy and Retention of Physical Crisis Intervention Techniques

Chair and Discussant: Robert L. Shapiro (Horace Mann Educational Associates, Inc.)

Training Staff in Restraint: A Closer Look at the Accuracy and Latency of Response. LORI J. PINIARSKI (Horace Mann Educational Associates, Inc.)

Improving Retention Rates of Physical Crisis Intervention Strategies Through the Use of Video Self-Modeling. SUSAN O'SHEA (Simmons College) and Robert L. Shapiro (Horace Mann Educational Associates, Inc.)

Using Visual Prompts to Enhance Accuracy in Implementation of Physical Crisis Management Techniques. ROBERT L. SHAPIRO (Horace Mann Educational Associates, Inc.)

#429 Symposium

9:00 AM - 10:20 AM

Williford B (3rd floor)

EDC; Theory

Teaching Contextualism & Contextualistic Teaching: Philosophy, RFT, & ACT in the Teaching of Psychology

Chair: Laura Ely (University of Mississippi)

Discussant: Thomas L. Sharpe, Jr. (University of Nevada, Las Vegas)

A Contextualistic Teaching Strategy: Teaching Psychology Students to Know the Knower. Kelly G. Wilson and LAURA ELY (University of Mississippi)

Acceptance and Commitment Therapy in an Academic Setting. CATHERINE ADAMS and Kelly G. Wilson (University of Mississippi)

Teaching RFT with RFT: Emphasizing Relations Among Abstract Concepts in an Online Tutorial. ERIC J. FOX (Western Michigan University)

#430 International Symposium

9:00 AM - 10:20 AM

Continental C (1st floor)

AUT; Applied Behavior Analysis

Teaching Strategies for Children with Autism

Chair: Geraldine Leader (National University of Ireland, Galway)

Pairing Mand and Tact Operants to Increase Pure Tacts and Autoclitics. OLIVE HEALY (CABAS Ireland), Claire Egan (National University of Ireland, Maynooth), Eva Sheehy-Perera (CABAS Ireland), Geraldine Leader (National University of Ireland, Galway), and Sharon Baxter (CABAS Ireland)

Assessing the Effects of a DRO and Self-Management. CLAIRE EGAN (National University of Ireland, Galway), Olive Healy (CABAS Ireland), Geraldine Leader (National University of Ireland, Galway), and Sharon Baxter (CABAS Ireland)

Teaching Money Skills Using the Matching-to-Sample Training Procedure. Siobhan Dowling and GERALDINE LEADER (National University of Ireland, Galway), Olive Healy (CABAS Ireland), Harry MacKay (Shriver Center), and Claire Egan (National University of Ireland, Maynooth)

Assessing the Effects of a Relaxation Procedure on Assaults. SHARON BAXTER (CABAS Ireland), Claire Egan (National University of Ireland, Maynooth), and Olive Healy (CABAS Ireland)

#431 Symposium

9:00 AM - 10:20 AM

Private Dining Room 1 (3rd floor)

CBM; Applied Behavior Analysis

Technological Advancements in the Research of Repetitive Behavior Disorders: Implications for Treatment

Chair: Amanda C. Adcock (University of Wisconsin, Milwaukee)

Discussant: Micheal Twohig (University of Nevada, Reno)

Antecedent Phenomena Associated with Trichotillomania: Research and Treatment Implications from an Online Study. CHAD WETTERNECK, Doug Woods, Christopher Flessner, Melissa Norberg, and Andrea Bogotka (University of Wisconsin, Milwaukee)

Internet Use and its Implications for the Research of Repetitive Behavior Disorders: Chronic Skin Picking (CSP). CHRISTOPHER FLESSNER and Doug Woods (University of Wisconsin, Milwaukee)

A Negative Reinforcement Model of Delay Discounting: Implications for the Clinical Research of Trichotillomania (TTM) and Chronic Skin Picking (CSP). Christopher Flessner, DOUG WOODS, and Micheal Himle (University of Wisconsin, Milwaukee)

#432 Paper Session

9:00 AM - 10:20 AM

Joliet (3rd floor)

OBM

Theory, Concept, and Data in OBM

Chair: Jeanne Marshall (University of Nevada-Reno)

Everything You Know About OBM Is Wrong: Part II (Applied Behavior Analysis). JASON T. OTTO (Greene Valley Developmental Center) and Richard W. Malott (Western Michigan University)

Effects of Superior's Power Reduction on Superior-Subordinate Interaction Rates: Theory and Data (Theory). THOMAS MAWHINNEY (University of Detroit Mercy)

Self-Monitoring: A Review of the Literature and Critical Analysis of the Issues (Applied Behavior Analysis). JEANNE MARSHALL, Cristin D. Harrison, and Linda J. Hayes (University of Nevada, Reno)

3rd International ABA Conference

Beijing, China

November 25-27, 2005

Kerry Centre Hotel Beijing

Visit the official conference web site:

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#434 Invited Event

10:30 AM - 11:20 AM

Williford C (3rd floor)

EDC; Applied Behavior Analysis

BACB CE (CE Instructor: Daniel Hursh, Ph.D., BCBA)

Arranging Contingencies to Support Important and Useful Research in Education

Chair: Daniel E. Hursh (West Virginia University)

GROVER J. (RUSS) WHITEHURST, Ph.D. (Institute of Education Sciences)



Dr. Grover J. (Russ) Whitehurst was appointed by President George W. Bush as the first Director of the Institute of Education Sciences, established within the U.S. Department of Education by the Education Sciences Reform Act of 2002. The Institute conducts, supports and disseminates research on education practices that improve academic achievement, statistics on the condition of education in the United States, and evaluations of the effectiveness of federal and other education programs.

Whitehurst previously served as assistant secretary for the office of educational research and improvement. In that role he established the What Works Clearinghouse, initiated new programs of research such as those in reading comprehension and preschool curriculum, upgraded the rigor of scientific peer review and promoted the use of scientific evidence throughout the Department.

Just prior to beginning federal service, he was Leading Professor of Psychology and Pediatrics and Chairman of the Department of Psychology at the State University of New York at Stony Brook.

Born and reared in Washington, North Carolina Whitehurst received his undergraduate degree at East Carolina University, and a Ph.D. in experimental child psychology in 1970 from the University of Illinois, Urbana-Champaign. He is married with two children.

Abstract: Education policy and practice are not grounded in evidence. Instead, personal experience, ideology, and social consensus are frequently relied on, and the research base is inadequate and little used. The Institute of Education Sciences within the U.S. Department of Education was established by Congress in 2002 to strengthen research on education, and to disseminate reliable research findings to education practitioners, policy makers, and the general public. This requires transforming education into an evidence-based field. What are the systems that support current behavior? What is the design of a system that would produce wide and deep behavior change among the producers and consumers of education research? How should that system be implemented? This presentation addresses these questions and describes what the Institute is doing to enhance the supply of rigorous and relevant research, to increase demand for that research, and to provide tools that make research findings accessible and useable.

#435 Paper Session

10:30 AM - 11:20 AM

Joliet (3rd floor)

OBM

OBM in Human Service Settings

Chair: Jamie Waldvogel (Southern Illinois University)

Rearranging the Contingencies of Reinforcement in a Shelter Home (Applied Behavior Analysis). ANTHONY STOVER and Stephen Starin (Behavior Analysis & Therapy, Inc.)

Preference and Reinforcer Assessments with Direct Care Staff in a Human Service Agency (Service Delivery). JAMIE WALDVOGEL and Mark R. Dixon (Southern Illinois University)

#436 Paper Session

10:30 AM - 11:20 AM

Williford B (3rd floor)

EDC

Using Physical Activity to Promote Effective Behavior

Chair: Suneeta Kercood (Butler University)

The Effects of Yoga Practice on Motor Planning Ability and on Auditory Processing Skills (Applied Behavior Analysis). LINA SLIM-TOPDJIAN and Anjalee S. Nirgudkar (ASAP - A Step Ahead Program, Child Development Clinic)

The Effects of Fine Motor Tactile Stimulation on the Problem Solving of Students with ADHD in Visual and Auditory Tasks (Experimental Analysis). SUNEETA KERCOOD (Butler University), Janice A. Grskovic (Indiana University Northwest), and Arlene M. Hall (Murry State University)

#437 Symposium

10:30 AM - 11:50 AM

Stevens #5 (Lower Level)

AUT; Service Delivery

One Hundred Eighty-Five Days of Applied Behavior Analysis: Applying the Principles of Behavior Analysis in a Public School Setting

Chair: Leslie Ruhe Lesko (Sussex Consortium, Delaware Autism Program)

Shaping for Success: Teaching Tolerance of Basic Medical Procedures in a Student with Autism. EDEL BLAKE (Sussex Consortium, Delaware Autism Program)

Self-Monitoring for Quality Control: A Community-Based Vocational Program for a Student with Autism. Leslie Ruhe Lesko, SHANNON PALMER, and Marissa Krisak (Sussex Consortium, Delaware Autism Program)

Promoting Compliance Through Reinforcer Selection: A Treatment to Decrease Maladaptive Behavior and Promote Peer Acceptance. HOPE STOECKEL (Sussex Consortium, Delaware Autism Program)

Utilizing Functionally Equivalent Alternative Responses to Decrease Aberrant Behaviors. LINDA ROMANOWSKI, Jo Carol Hawthorne (Sussex Consortium, Delaware Autism Program)

#439 Symposium

10:30 AM - 11:50 AM

Stevens #2 (Lower Level)

DDA; Applied Behavior Analysis

Advances in Behavioral Assessment and Treatment of Severe Problem Behavior in Children with Biologically-Based Disorders

Chair: Patricia F. Kurtz (The Johns Hopkins University School of Medicine)

The Treatment of Automatically-Maintained Self-Injury in a Child with Congenital Sensory Neuropathy. DAVID E. KUHN and Louis P. Hagopian (The Johns Hopkins University School of Medicine) and Cindy Terlonge (Louisiana State University)

Behavioral Treatment of Problem Behaviors in a Child with CHARGE Syndrome. KYONG-MEE CHUNG and SungWoo Kahng (The Johns Hopkins University School of Medicine) and Anna Chirighin and Kate Litman (The Kennedy Krieger Institute)

Behavioral Treatment of an Adolescent Female with Cornelia de Lange Syndrome. MELANIE DUBARD and Louis P. Hagopian (The Johns Hopkins University School of Medicine)

Assessment and Treatment of Aberrant Behaviors in Children with Smith-Lemli-Opitz Syndrome. JULIA T. O'CONNOR (The Johns Hopkins University School of Medicine)

#440 Symposium

10:30 AM - 11:50 AM

International South (2nd floor)

EAB; Experimental Analysis

Behavioral Persistence: Basic Findings and Applied Implications

Chair: Jennifer McComas (University of Minnesota)

Discussant: William V. Dube (University of Massachusetts Medical School)

Resistance to Change and Preference for Fixed Versus Variable Response Sequences.

RANDOLPH GRACE and Dien Le (University of Canterbury)

The Influence of Magnitude of Reinforcement on Behavioral Persistence. Ellie Mauel and Jennifer McComas (University of Minnesota), Angel Jimenez (University of Guadalajara)

The Influence of Stimulus-Reinforcer Relations on Behavioral Persistence. JENNIFER MCCOMAS, Ellie Mauel, Frank Symons, and Joe Reichle (University of Minnesota)

#441 International Paper Session

10:30 AM - 11:50 AM

Private Dining Room 1 (3rd floor)

CBM; Applied Behavior Analysis

Clinical Behavior Analysis and Health Psychology

Chair: Tobias Lundgren (Uppsala University)

Clinical Behavior Analysis of Elevated Blood Pressure. MARTTI T. TUOMISTO, Raimo Lappalainen, and Jyrki Ollikainen (University of Tampere, Finland)

Evaluation of a Brief Acceptance and Commitment-Based Behavior Therapy Model for the Treatment of Refractory Epilepsy in India and South Africa. TOBIAS LUNDGREN and Joanne Dahl (University of Uppsala, Sweden)

Applying Behavior Analysis and Acceptance and Commitment Therapy to Eating Disorders and Obesity. RAIMO LAPPALAINEN (University of Tampere, Finland), Martti Tuomisto (Tampere University Hospital, Finland), and Greta Turunen, Elina Tuomisto, and Markku Ojanen (University of Tampere, Finland)

#442 Symposium

10:30 AM - 11:50 AM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Melissa Olive, Ph.D., BCBA)

Enhanced Milieu Teaching: A Hybrid (and Behavioral) Approach to Communication Intervention

Chair: Melissa L. Olive (University of Texas at Austin)

Critical Review of the Communication Intervention Literature. HSIAO-YING CHEN and Melissa L. Olive (University of Texas at Austin)

The Effects of Training Korean Mothers to Implement Enhanced Milieu Teaching. Melissa L. Olive, Mark O'Reilly, and HYUNG MEE KIM (University of Texas at Austin)

The Effects of Training Child Care Providers to Implement Enhanced Milieu Teaching. NAYOUNG KONG, Melissa Olive, and Mark O'Reilly (University of Texas at Austin)

The Effects of Using Enhanced Milieu Teaching on the Use of a Voice Output Communication Aid. MELISSA OLIVE and Christie Layton (University of Texas at Austin)

#443 Symposium

10:30 AM - 11:50 AM

Boulevard B (2nd floor)

EAB; Experimental Analysis

Extending the Effects of Negative Incentive Shifts: Pausing in Pigeons, Primates, and People

Chair: Chad Galuska (University of Michigan)

Discussant: Gregory J. Madden (University of Wisconsin, Eau Claire)

Fixed-Ratio Schedules of Cocaine Self-Administration in Rhesus Monkeys: Joint Control of Responding by Past and Signaled Upcoming Doses. CHAD M. GALUSKA, Gary B. Duma, Gail Winger, and James H. Woods (University of Michigan)

Pausing in the Transitions Between Simple and Chained Fixed-Interval Schedules: Effects of Segment Length and Reinforcer Magnitude. TAMMY WADE-GALUSKA and Michael Perone (West Virginia University)

Experimenter-Imposed Delays Attenuate Disruptive Effects of Negative-Incentive Shifts in Humans. ADAM H. DOUGHTY and Dean C. Williams (University of Kansas, Parsons) and Michael Perone (West Virginia University)

#444 Symposium

10:30 AM - 11:50 AM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Human Operant Research and Concurrent Schedules in the Lab and the Classroom

Chair: Ami Miller (University of North Texas)

Discussant: Stephanie Peterson (Idaho State University)

Correspondence Between Verbal Behavior About Reinforcers and Performance Under Schedules of Reinforcement. RUTHIE BEKKER, Jesus Rosales-Ruiz, Camille Parsons, Richard Anderson, Yuka Koremura, and Ami Miller (University of North Texas)

Behavioral Assessment of Impulsivity: A Comparison of Children with and Without a Diagnosis of ADHD. NANCY NEEF, Julie Marckel, Summer Ferreri, David Bicard, Sayaka Endo, Michael Aman, Kelly Miller, and Sunhwa Jung (The Ohio State University)

The Effects of Concurrent Fixed Interval-Fixed Ratio Schedules of Reinforcement on Human Performances. CAMILLE PARSONS, Jesus Rosales-Ruiz, Ruthie Bekker, Richard Anderson, Yuka Koremura, and Ami Miller (University of North Texas)

#445 Panel Discussion

10:30 AM - 11:50 AM

Private Dining Room 3 (3rd floor)

OTH; Theory

Perspectives on the Future of Behavior Analysis

Chair: Paul Romanowich (University of California, San Diego)

SIGRID S. GLENN (University of North Texas)

BETH SULZER-AZAROFF (Browns Group, Naples)

MICHAEL DAVISON (University of Auckland)

JAY MOORE (University of Wisconsin, Milwaukee)

#446 Symposium

10:30 AM - 11:50 AM

Continental B (1st floor)

AUT; Applied Behavior Analysis

BACB CE (CE Instructor: Gerald E. Harris, Ph.D., BCBA)

Social Responsiveness in Children with Autism: Joint Attention, Over-Generalization of Compliance, and Self-Stimulatory Behavior

Chair and Discussant: Gerald E. Harris (University of Houston, Texas Young Autism Project)

The Role of Behavior Modification in the Development of Joint Attention in Children with Autism. TREA DRAKE, Gregory Chasson, Jamie Alleyne, and Gerald Harris (University of Houston, Texas Young Autism Project)

Over-Generalization of Compliance to Strangers in Young Children with Autism. FRANK B. CARLE, Sanjuanita Pedraza, Latrelle Rogers, and Gerald E. Harris (University of Houston, Texas Young Autism Project)

The Relationship Between Adaptive Behavior and Intelligence in Predicting Self-Stimulatory Behavior in Children with Autism. Lauren Harrington, ALLISON TETREAU, Gregory Chasson, and Gerald Harris (University of Houston, Texas Young Autism Project)

#447 International Paper Session

10:30 AM - 11:50 AM

Boulevard C (2nd floor)

EAB; Experimental Analysis

Stimulus Effects

Chair: Adam Derenne (University of North Dakota)

When Studying Humans Fails to Explain Their Behavior: An Example from Pitch Perception. RONALD WEISMAN (Queen's University) and Andrea Friedrich and Thomas Zentall (University of Kentucky)

Behavioral Models of Signal Detection: Punishment for Errors. CELIA LIE and Brent L. Alsop (University of Otago)

Stimulus Generalization Revisited: The Effects of Test Organization on Generalization and Postdiscrimination Gradients. ADAM DERENNE (University of North Dakota)

#448 Symposium

10:30 AM - 11:50 AM

Williford A (3rd floor)

CBM; Applied Behavior Analysis

BACB CE (CE Instructor: Cynthia Anderson, Ph.D.)

Taking it to the Streets: Technology Transfer in Applied Behavior Analysis

Chair: Cynthia M. Anderson (West Virginia University)

Factors Associated with Running away Among Youth in Foster Care. LUANNE WITHERUP, Timothy R. Vollmer, Carole Van Camp, and John C. Borrero (University of Florida)

Comparing Indirect and Experimental Methods of Functional Analysis. JENNIFER R. ZARCON (Life Span Institute), Kathleen M. Hine (Parsons State Hospital), and Rachel L. Freeman, Marie Constance Tieghi-Benet, Christopher Smith, and Pat Kimbrough (University of Kansas)

Evaluating Progress in Behavioral Programs for Children with Pervasive Developmental Disorders: Continuous Versus Intermittent Data Collection. ANNE CUMMINGS and James E. Carr (Western Michigan University)

Evaluating Functional Assessment Outcomes Based on Hand-Scored Data Versus Computerized Data Collection. CYNTHIA M. ANDERSON, Emily O. Garnett, Deanna Perrine, and Ellen J. McCartney (West Virginia University)

#449 Symposium

10:30 AM - 11:50 AM

Continental A (1st floor)

AUT

The Aspen Center for Autism: A Program Description and Report of Outcome Data

Chair: Karen Miracolo (The Aspen Center for Autism)

The Aspen Center for Autism Treatment Model. DIANE OSAKI (The Aspen Center for Autism)

Early Intervention: Our Toddler Program and Preschool Program Descriptions. Diane Osaki, AMANDA BENSON, Karen Miracolo, Rachael Rudeen, and Mindy Cordova (The Aspen Center for Autism)

Kindergarten Preparation and School Aged Program Description and Progress Report. Karen Miracolo, Diane Osaki, JENNIFER HIRNER, Cora Nash, Jennifer Dobson, and Katie Cooper (The Aspen Center for Autism)

The Transition Program: Helping Children Get Back into Their Home Schools. KAREN MIRACOLO, Diane Osaki, Chris Hansen, Jennifer Dobson, Cora Nash, and Jennifer Hirner (The Aspen Center for Autism)

#450 International Symposium

10:30 AM - 11:50 AM

Stevens #3 (Lower Level)

VRB; Applied Behavior Analysis

The Effects of Applied Behaviour Analysis on Increasing the Level of Verbal Behaviour of Children with Autistic Spectrum Disorders

Chair: Emma Hawkins (The Jigsaw CABAS School)

The Effects of Auditory Matching on the Echoic Behaviour of Children with an Autistic Spectrum Disorder. ELIZABETH THEO (The Jigsaw CABAS School), R. Douglas Greer and Mapy Chavez Brown (Columbia University Teacher's College), and Emma Hawkins (Jigsaw CABAS School)

Reinforcer Monitors: Using Establishing Operations to Increase Peer Interaction. EMMA L. HAWKINS (The Jigsaw CABAS School), Katherine Meincke (Columbia University), and Sharon E. Baxter, Rachael Eade, and Elizabeth Theo (The Jigsaw CABAS School)

The Effects of Multiple Exemplar Training on Emerging Repertoires Using a Science Curriculum. EMMA L. HAWKINS (The Jigsaw CABAS School), R. Douglas Greer and Katherine Meincke (Columbia University Teachers College), and Elizabeth Theo (The Jigsaw CABAS School)

Training Perspective-Taking Skills: How to Teach a Theory of Mind. Pedro P. Ochoa, M. CARMEN LUCIANO SORIANO, and Francisco J. Molina-Cobos (University of Almería, Spain)

#451 International Paper Session

10:30 AM - 11:50 AM

Stevens #4 (Lower Level)

AUT; Applied Behavior Analysis

The Standard Celeration Chart and Fluency in Autism Intervention

Chair: Elizabeth Benedetto-Nasho (Step By Step Learning Group)

Integration: Charting Our Way Through the Mainstream. ELIZABETH BENEDETTO-NASHO, Emily Dimer, and Kevin Cauley (Step By Step Learning Group)

A Multi-level Procedure to Increase Oral Reading Fluency for a Child with Autism. KEVIN CAULEY, Kerry-Anne Robinson, and Elizabeth Benedetto-Nasho (Step By Step Learning Group)

Teaching the Bossy Me: A Fluency-Based Approach to Using Transnational Analysis in Autism. KERRY-ANNE ROBINSON, Kevin Cauley, and Elizabeth Benedetto-Nasho (Step By Step Learning Group)

#452 Invited Event

11:30 AM - 12:20 AM

Williford C (3rd floor)

EDC; Applied Behavior Analysis

BACB CE (CE Instructor: Samuel Odom, Ph.D.)

Producing and Identifying Evidence-Based Practices in Special Education

Chair: Tim Slocum (Utah State University)

SAMUEL L. ODOM, Ph.D. (Indiana University)



Dr. Samuel L. Odom is the Otting Professor of Special Education at Indiana University School of Education. He has authored many journal articles and chapters about programs for young children and their families, is the co-editor of six books on early childhood special education, is the former Editor of the *Journal for Early Intervention*, and has been Guest Editor of topical issues of several journals including the *Journal of Applied Behavior Analysis*. He served on the National Academy of Sciences Committee on Educational Interventions for Young Children with Autism in 2001 and was recently the Chair of the Task Force on Quality Indicators of Research Methodology in Special Education, established by the CEC-Division for Research. In 1999, Dr. Odom received the Research in Special Education Award from the Special Education Research SIG of AERA, and he received the Division for Early Childhood Service to the Field Award in 2001. His research

addresses issues related to the inclusion of typically developing children and young children with disabilities in early childhood education settings, intervention to promote the peer-related social competence of young children with autism, and curricula to promote the early school success of preschoolers at risk for school failure.

Abstract: Researchers and scholars in the field of education are being pushed to be more scientific in the research they conduct and the practices they recommend. In an effort to strengthen evidence that underlies the effectiveness of educational practices, the federal government has placed a strong emphasis on conducting experimental research because it can establish a causal relationship between educational practices and outcomes for participants. Experimental research is often defined as randomized experimental group designs. In Special Education, however, single subject designs are another viable experimental methodology that may document the causal link between intervention/instruction and outcomes. In this session, the Dr. Odom will present a set of quality criteria for single subject design methodology established by the CEC Division for Research and compare it with criteria established by other professional organizations. Guidelines for using single subject design to provide causal evidence for the effectiveness of clinical and educational practices will also be presented.

#453 Symposium

11:30 AM - 12:50 PM

Williford B (3rd floor)

EDC; Applied Behavior Analysis

Empirically-Based Intervention Procedures: Research on Improving Students with Disabilities' School Performance in the Areas of Spelling, Reading Fluency, Disruptive, and Off-Task Behavior

Chair: William J. Sweeney (The University of South Dakota)

Discussant: Michael C. Lambert (Western Washington University)

Incorporating a See/Cover/Write/Compare Multi-Sensory Intervention Procedure to Improve the Spelling Performance of Students Who Are Deaf and Exhibit Characteristics of Learning Disabilities. MONICA SOUKUP (Augustana College) and William J. Sweeney (University of South Dakota)

The Use of the Repeated Readings Strategy to Improve the Oral Reading Fluency of Four High School Students with Emotional and Behavior Disorders. ZACHARY J. DEVINE (South Washington County Public Schools) and William J. Sweeney, Paul Malanga, and Patrick Wempe (University of South Dakota)

Token Economies: Decreasing Classroom Disruptions of High School Students with Emotional and Behavioral Disorders. PATRICIA R. WARD (Sioux Falls Public Schools) and William J. Sweeney, Paul Malanga, Patrick Wempe, and Gary Zalud (University of South Dakota)

#454 Symposium

11:30 AM - 12:50 PM

Private Dining Room 2 (3rd floor)

EDC; Service Delivery

BACB CE (CE Instructor: Susan Ainsleigh, Ed.D., BCBA)

Evaluating Behavior Analytic Services: Examining Systems for Program, Teacher, and Consultant Evaluation

Chair: Michael F. Dorsey (Simmons College)

Independent Educational Evaluations and the Behavior Analyst: Objective Measures of Best Practice in Special Education. MICHAEL F. DORSEY (Simmons College)

Evaluating the Behavioral Educator: Objective Measures of Exemplary Teaching. SUSAN AINSLEIGH (Simmons College)

Marketing Behavioral Consultative Services. PETER C. PATCH (Northeast Behavioral Associates)

Selecting a Behavioral Consultant: A Parent's Experience Navigating the Marketing Maze. HOPE COLLEN, Susan Ainsleigh, and Michael Cameron (Simmons College)

#455 International Paper Session

12:00 PM - 12:50 PM

Boulevard C (2nd floor)

EAB

Bereavement

Chair: Emma Cobane (TreeHouse School)

Reducing Bereavement-Related Depressive Behaviours Through the Self-Management of Inner Behaviours (Applied Behavior Analysis). EMMA COBANE (TreeHouse School) and Mickey Keenan (University of Ulster, Coleraine)

Can an Arbitrary Skill be Used to Model the Processes Involved in Bereavement? (Experimental Analysis). EMMA COBANE (TreeHouse School) and Mickey Keenan (University of Ulster, Coleraine)

#457 Paper Session

12:00 PM - 1:20 PM

Boulevard B (2nd floor)

EAB

Application

Chair: D. Austin Harmon (University of North Texas)

Increasing Class Attendance by Utilizing Randomly Administered Extra-Credit Reaction Papers on Course Lectures (Experimental Analysis). DANIEL FUDGE and Robert Williams (The University of Tennessee)

Using Goal Setting and Behavioral Self-Management to Improve Daily Exercise and Health of an Overweight Adult (Applied Behavior Analysis). DENNIS MCDUGALL (University of Hawaii)

From Tracking to Pliance: Effects of Punishment on Non-Compliant Behavior (Experimental Analysis). D. AUSTIN HARMON, Richard Smith, and Manish Vaidya (University of North Texas)

#458 International Symposium

12:00 PM - 1:20 PM

International South (2nd floor)

EAB; Experimental Analysis

Behavioral Momentum: Basic Issues

Chair: Timothy Shahan (Utah State University)

Discussant: Randolph Grace (University of Canterbury)

An Investigation of the Response-Reinforcer Relation in Resistance to Change of Operant Behavior. CHRISTOPHER PODLESNIK and Timothy Shahan (Utah State University)

The Resistance to Change of Unequal Concurrent Operants: More Data. TERRY MUELLER and Philip Himeline (Temple University)

Signal Effects on Preference and Resistance to Change in Concurrent Variable-Interval Schedules. MATTHEW BELL, Kathleen Fitzsimmons, and Miranda Mestas (Santa Clara University)

#459 Symposium

12:00 PM - 1:20 PM

Stevens #5 (Lower Level)

AUT; Applied Behavior Analysis

Center-Based Intervention for Children with Autism Ages 0-12

Chair: Phyllis N. Williamson (Applied Behavior Consultants)

Center-Based Intervention for Infants and Toddlers. MARIDITH RESENDEZ and Jessica Ann Korneder (Applied Behavior Consultants, Inc.)

Positive Behavior Intervention Plans in a Classroom Environment. JESSICA ANN KORNEDER and Maridith Resendez (Applied Behavior Consultants, Inc.)

Parent Involvement and Training in a Non-Public School Environment. MARIDITH RESENDEZ and Jessica Ann Korneder (Applied Behavior Consultants, Inc.)

Transitioning Students From a Non-Public School to a Less Restrictive Environment. JESSICA ANN KORNEDER and Maridith Resendez (Applied Behavior Consultants, Inc.)

#460 Symposium

12:00 PM - 1:20 PM

Stevens #2 (Lower Level)

DDA; Applied Behavior Analysis

Continuing to Access the General Education Curriculum for Students with Significant Disabilities

Chair and Discussant: Fred Spooner (University of North Carolina, Charlotte)

Accessing the General Curriculum: Science and Students with Significant Disabilities. FRED SPOONER, Diane Browder, Lynn Ahlgrim-Dezell, and Annette Ullrich (University of North Carolina, Charlotte)

Access to the General Curriculum for High School Students with Severe Intellectual Disabilities. STACY DYMOND and Adelle Renzaglia (University of Illinois)

Effects of Peer Support Interventions on Students' Access to the General Curriculum and Social Interactions. Erik W. Carter (University of Wisconsin, Madison) and LISA CUSHING, Nitasha M. Clark, and Craig Kennedy (Vanderbilt University)

#461 Paper Session

12:00 PM - 1:20 PM

Boulevard A (2nd floor)

EAB; Experimental Analysis

Data Analysis

Chair: Robert Shapiro (Horace Mann Educational Associates, Inc.)

Using Sonic Feedback to Enhance Task Accuracy and Efficiency: An Application of Data Sonification. ROBERT L. SHAPIRO (Horace Mann Educational Associates, Inc.)

Comparing Response Rate Components of Two Multiple Schedule Arrangements Using a Log Survivor Plot Analysis of Interresponse Times. WENDY DONLIN and M Christopher Newland (Auburn University)

Magnifying Individual Operant Occurrences: A Powerful Tool (Experimental Analysis). FRANCIS MECHNER and Laurilyn Jones (The Mechner Foundation)

#462 International Symposium

12:00 PM - 1:20 PM

Private Dining Room 1 (3rd floor)

CBM; Experimental Analysis

Derived Relational Responding: Implications for Clinically Relevant Behavior

Chair: Roisin McGuinness (National University of Ireland, Maynooth)

Discussant: Sarah Craig (National University of Ireland, Maynooth)

Establishing Flexibility in Responding to Contextually Controlled Symmetry and Asymmetry Tasks in Young Children with Autism. JENNIFER O'CONNOR, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

Using Protocols of Relational Responding to Analyze Perspective-Taking and Related Repertoires in Children with Asperger's Syndrome. ROISIN MCGUINNESS, Yvonne Barnes-Holmes, and Dermot Barnes-Holmes (National University of Ireland, Maynooth)

The Implicit Relational Evaluation Procedure as a Methodology for Examining Self-Related Terms. BREN ROCHE, Dermot Barnes-Holmes, and Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Ian T. Stewart (National University of Ireland, Galway)

#463 Symposium

12:00 PM - 1:20 PM

Continental C (1st floor)

AUT; Service Delivery

Early Identification and Speech Acquisition in Young Children with Autism Spectrum Disorders

Chair and Discussant: Karen M. Sze (University of California, Santa Barbara)

First S.T.E.P.: A Program Description of a Screening, Training, and Education Project for Young Children at Risk for Autism or Developmental Delays. NICOLETTE NEFDT, Robert Koegel, Yvonne Bruinsma, Rosy Fredeen, and Lynn Kern Koegel (University of California, Santa Barbara)

Facilitating Speech in Nonverbal Children with Autism Using Predictable Routines. AMANDA MOSSMAN, Robert Koegel, Yvonne Bruinsma, Karen Sze, and Lynn Kern Koegel (University of California, Santa Barbara)

Using Pre-Treatment Vocalizations to Increase Functional Vocabulary in Nonverbal Children with Autism. KAREN SZE, Robert L. Koegel, Amanda P. Mossman, and Lynn Kern Koegel (University of California, Santa Barbara)

#464 Symposium

12:00 PM - 1:20 PM

Stevens #4 (Lower Level)

AUT; Applied Behavior Analysis

Incorporating Applied Behavior Analysis Techniques into Disciplines Including Special Education, Speech, Physical, and Occupational Therapy

Chair: Laura L. Krosky (Crossroads Center for Children)

Dissemination of Speech Language Therapy Services Utilizing Techniques of Applied Behavior Analysis. MEGAN L. DAIGLE (Crossroads Center for Children)

Providing Occupational Therapy Services Utilizing Methods of Applied Behavior Analysis. JENNIFER WINTERS (Crossroads Center for Children)

Utilizing Applied Behavior Analysis Strategies Through the Provision of Physical Therapy Services. BILLIE JO MCCANN (Crossroads Center for Children)

The Provision of Special Education Services Through the Use of Applied Behavior Analysis. KEVIN HARDY (Crossroads Center for Children New England)

#465 International Symposium

12:00 PM - 1:20 PM

Stevens #3 (Lower Level)

VRB; Theory

Interdisciplinary Approach to Linguistic Topics: How Can Linguists and Behavior Analysts Reciprocate for Improvement of Linguistic Research?

Chair: Yukiko Washio (University of Nevada, Reno)

Discussant: Richard Spates (Western Michigan University)

Analog Demonstration of "Confusion" in Second Language Acquisition. YUKIKO WASHIO, Ramona Houmanfar, and Scott Herbst (University of Nevada, Reno)

Linguistic Perspectives on Behavior-Analytic Approaches to Language. ROBERT DLOUHY (Western Michigan University)

Acquisition Process in Learning Handwriting Chinese Characters to Children with Learning Disorders. MASAKO TSURUMAKI (Fukushima University)

#466 Symposium

12:00 PM - 1:20 PM

Stevens #1 (Lower Level)

DDA; Applied Behavior Analysis

BACB CE (CE Instructor: Richard B. Graff, Ph.D., BCBA)

Preference Assessments in Differing Populations

Chair: Jason Bourret (The New England Center for Children)

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

An Evaluation of a Brief Multiple-Stimulus Preference Assessment with Adolescents with Emotional/Behavioral Disorders (E/BD) in an Educational Setting. THOMAS S. HIGBEE and Nancy W. Paramore (Utah State University)

Assessment of Preference for Olfactory Stimuli in Individuals With Prader-Willi Syndrome. SARAH E. BLOOM and Brian A. Iwata (University of Florida)

Using Free-Operant Preference Assessments to Select Toys for Free Play Between Children with Autism and Their Siblings. RACHAEL A. SAUTTER, Linda A. LeBlanc, and Jill Gillett (Western Michigan University)

#467 Symposium

12:00 PM - 1:20 PM

Williford A (3rd floor)

CBM; Service Delivery

Solving Common Clinical Problems Using Behaviorally-Based Principles

Chair: Michael I. Axelrod (Girls and Boys Town)

Increasing Compliance with Adolescents Using Behavioral Momentum. ALISHA D. DICKENS (Girls and Boys Town), R. Anthony Doggett (Mississippi State University), and Michael I. Axelrod and Renee Oliver (Girls and Boys Town)

Providing Breaks to Increase On-Task Behavior and Productivity During Homework Time. RENEE OLIVER, Michael I. Axelrod, and Alisha Dickens (Girls and Boys Town)

Evaluation of an Exposure-Based Anger Management Intervention for Typically Developing Children. CLINT FIELD (Utah State University) and Nancy L. Foster (Munroe-Meyer Institute)

Evaluating Active Components of a Positive Peer Reporting Intervention for Socially Rejected Adolescents. MICHAEL L. HANDWERK (Girls and Boys Town)

#468 Symposium

12:00 PM - 1:20 PM

Continental B (1st floor)

AUT; Service Delivery

BACB CE (CE Instructor: Robert K. Ross, M.S., BCBA)

Using Choice to Improve Treatment Outcomes with Activity Schedules

Chair: Harry MacKay (Shriver UMMC)

Discussant: Robert K. Ross (BEACON Services)

Reducing the Frequency of Rectal Prolapse: Effects of Initiating Activity Schedule Choices. Harry MacKay (University of Massachusetts Medical School Shriver Center) and Judy Hurlburt and Robert Littleton (Evergreen Center)

Teaching Independent Choice Making Using Activity Schedules. BRIAN JOERGENS and Joe Vedora (BEACON Services) and Robert Stromer (University of Massachusetts Medical School Shriver Center)

Increasing Compliance to Task in Children with Autism Through Choice. ALLISON GAUTHIER and Robert Ross (BEACON Services)

#469 Symposium

12:00 PM - 1:20 PM

Continental A (1st floor)

AUT; Service Delivery

Using Pivotal Responses to Change Symptoms of Autism

Chair and Discussant: Daniel Openden (University of California, Santa Barbara)

Applying Pivotal Response Training to School Assigned Homework for Children with Autism to Improve Performance. QUY TRAN, Robert Koegel, Amanda Mossman, 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 Boettcher, Lauren Brookman-Frazee, and Daniel Openden (University of California, Santa Barbara)

A Systematic Desensitization Paradigm to Treat Hypersensitivity to Auditory Stimuli in Children with Autism in Family Contexts. DANIEL OPENDEN, Robert L. Koegel, and Lynn Kern Koegel (University of California, Santa Barbara)

#470 Paper Session

1:00 PM - 1:50 PM

Boulevard C (2nd floor)

EAB

EAB III

Chair: Michael Schlund (The Kennedy Krieger Institute)

Barholding During Acute Pain in the Laboratory Rat (Experimental Analysis). Stacey Lagraize (University of Maryland) and James Kopp, Perry N. Fuchs, and Denise Arellano (University of Texas at Arlington)

Neuroimaging Gender Differences During Reinforcement and Discriminative Stimulus Presentation (Experimental Analysis). MICHAEL W. SCHLUND and Michael F. Cataldo (The Kennedy Krieger Institute)

#471 Special Event

1:00 PM – 4:00 PM

Chicago School of Professional Psychology

Chair: Charles Merbitz (Chicago School of Professional Psychology)

Goldiamond Collection Dedication and Inscription Festival

All ABA attendees are invited to the Dedication of the Goldiamond Behavior Analysis Special Collection, which was recently donated to the library of the Chicago School of Professional Psychology. This Collection of Israel Goldiamond's personal books and journals, many of which contain his marginal notes and annotations, represents a significant scholarly resource for ABA students at CSOPP as well as for the field at large. On Tuesday May 31, CSOPP will host an Open House for Applied Behavior Analysis at the Chicago School and an Inscription Festival (for authors of ABA books in the library's general collection that are not part of the Goldiamond materials) from 1 to 4pm, with the Dedication ceremony occurring from 1:30 to 2:30 pm. A buffet lunch and transportation to and from the Hilton will be provided. CSOPP is located at 325 N. Wells, approximately 1.5 miles NW of the Hilton. Please RSVP to Chrystal Maxwell at cmawell@csopp.edu or 312-329-6672 by May 26, 2005 if you are able to join us for all or part of the celebration.



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Through their contributions, sustaining and supporting members help build the ABA endowment fund and support the growth, development and vitality of behavior analysis. The following ABA members provided this support during the 2004 membership year.

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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, Denmark, Finland, Germany, Guam, Hong Kong, Iceland, Ireland, Israel, Japan, 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: **Cyprus, France, Italy, New Zealand, Saudi Arabia, Singapore, and Spain, and United Arab Emirates.** 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, Chile, China, Colombia, Costa Rica, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Paraguay, Peru, Philippines, Poland, Portugal, Russia, Sierra Leone, 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 on ABA business matters and to participate in the nominations and election of officers. Full member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirement: A master's degree in experimental or applied behavior analysis or contributions to the field of behavior analysis; Send vita and course records when requesting this status for the first time.

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 2005 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 2005 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 **Cyprus, France, Italy, New Zealand, Saudi Arabia, Singapore, Spain, and United Arab Emirates**

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, Chile, China, Colombia, Costa Rica, Georgia, India, Jordan, Malaysia, 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 #: _____

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JOURNAL SUBSCRIPTIONS

Journal **Student** **Individual**

ANALYSIS OF VERBAL BEHAVIOR ☐ \$19 ☐ \$26

THE BEHAVIOR ANALYST*** ☐ \$18 ☐ \$41

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 DOCTORAL MASTERS 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**During the past 12 months did you receive funding for behavioral research?**

- ☐ Yes ☐ No

If so, what source provided the funding? _____

What was the amount of funding?

\$ _____ over _____ year(s)

During the past 12 months have you served as a member of a grant review committee?

- ☐ Yes ☐ No

ABA SIGs of which you are a member (M) or about which you would like information (I).

- ☐ Applied Animal Behavior
- ☐ 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)
- ☐ Health, Sports, & Fitness
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Positive Behavior Support SIG
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analyses of Behavior (SQAB)
- ☐ Spanish Speaking
- ☐ Standard Celeration Charts
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

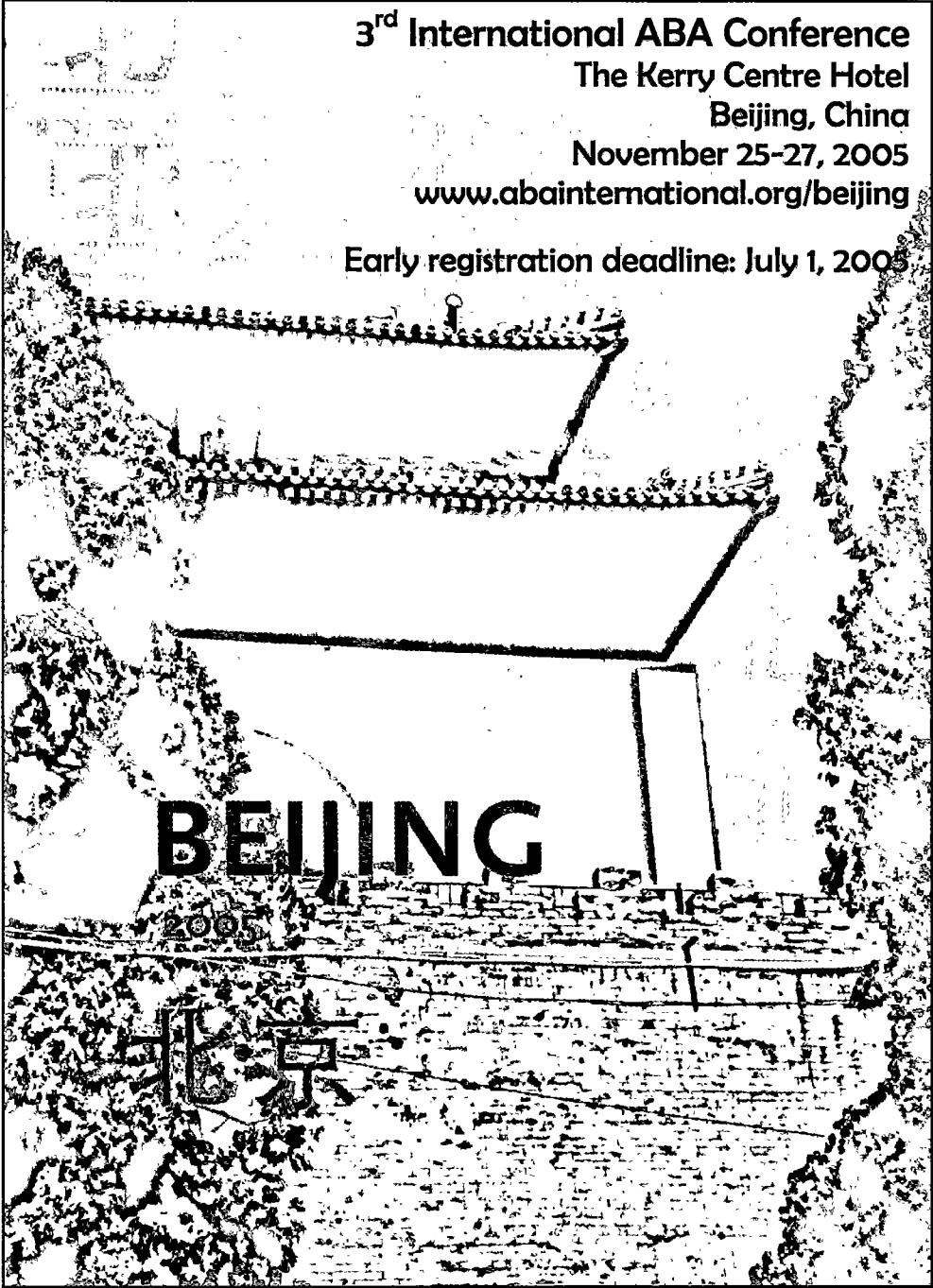
Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ ABA of Brazil (ABAB)
- ☐ 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
- ☐ Israel ABA
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Korean ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Middle East Arab 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
- ☐ Norwegian ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Philippines ABA
- ☐ Polish ABA
- ☐ Polish Association for Behavior Therapy
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA
- ☐ Vermont ABA
- ☐ Virginia ABA
- ☐ Wisconsin ABA

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



3rd International ABA Conference
The Kerry Centre Hotel
Beijing, China
November 25-27, 2005
www.abainternational.org/beijing

Early registration deadline: July 1, 2005

BEIJING

2008

北京

3rd International ABA Conference in Beijing 2005 Registration Form

November 25-27, 2005

Mail form and payment to:
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1219 S. Park St., Kalamazoo, MI 49001
Telephone: (269) 492-9310. Fax: (269) 492-9310

Personal Information

NAME (Last, first, middle)

ADDRESS

ADDRESS

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

WORK TELEPHONE # (please include area/country codes)

HOME TELEPHONE # (please include area/country codes)

WORK FAX # (please include area/country codes)

E-MAIL

Conference Name Badge

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

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

Program

The Beijing conference program will be available on the ABA website in April. Visit the conference page at www.abainternational.org/beijing for details.

Cancellation

A processing fee of \$105 will be charged for registration refunds requested prior to October 10, 2005. After this date, no refunds will be granted.

Conference Registration

A discount of \$40 is available for early payment, if you register before July 1, 2005. *Discounts that are not taken will be considered donations to ABA unless a written request is submitted.*

Pre-registration will end November 11, 2005. After this date, you must register on-site at the conference.

Conference Registration

(Friday, Nov. 25 - Sunday, Nov. 27, 2005)

Registration fee includes opening reception on Friday evening, lunch on Saturday and Sunday, coffee breaks during sessions, and admission to evening social events.

Register by July 1, 2005: ☐ \$350.00

Register after July 1, 2005: ☐ \$390.00

Registration Fee \$ _____

Method of Payment

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

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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 2005-2006 the Fellowship will provide a grant of \$2,000. The recipient may apply for renewal of the Fellowship for one additional year.

International Endowment Fund

Further contributions will go to support the International 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: _____

Telephone: _____

Email: _____

Area to which you wish to contribute:

- ☐ International Endowment Fund \$ _____
☐ Student Presenters' Fund \$ _____
☐ Unrestricted Donations \$ _____

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

☐ Amex ☐ MC ☐ Visa ☐ Discover

Name as it appears on your card: _____

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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.

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Program Area Index

Autism (AUT)

Primary Area:

#13, #24, #25, #27, #41, #45, #46, #52, #65, #75, #77, #78, #83, #133, #135, #149, #150, #151, #159, #162, #172, #176, #177, #183, #191, #210, #213, #214, #215, #219, #237, #238, #240, #241, #246, #249, #286, #300, #307, #308, #309, #320, #324, #330, #333, #335, #338, #359, #362, #366, #367, #387, #392, #393, #394, #399, #415, #419, #420, #421, #430, #437, #446, #449, #451, #459, #463, #464, #468, #469

Secondary Area:

#42, #48, #85, #86, #87, #88, #90, #140, #146, #167, #187, #188, #189, #224, #251, #253, #254, #256, #305, #326, #341, #342, #343, #344, #402, #403, #404, #450, #454

BPH: Behavioral Pharmacology

Primary Area:

#15, #43, #62, #130, #157, #184, #190, #217, #247, #288, #314, #355, #379, #400

Secondary Area:

#28, #84, #185, #186, #231, #250, #339, #340, #401

CBM: Clinical; Family; Behavioral Medicine

Primary Area:

#12, #18, #39, #50, #66, #68, #84, #134, #138, #164, #171, #185, #193, #211, #218, #243, #250, #296, #302, #323, #328, #339, #346, #372, #374, #396, #401, #418, #431, #441, #448, #462, #467

Secondary Area:

#161, #184, #290, #330, #382, #400, #424, #426, #439, #440

CSE: Community Interventions; Social and Ethical Issues

Primary Area:

#8, #34, #60, #126, #154, #181, #186, #206, #225, #306, #319, #340, #351, #380

Secondary Area:

#68, #79, #83, #89, #136, #164, #183, #223, #249, #252, #255, #292, #328, #338, #399, #405

DDA: Developmental Disabilities

Primary Area:

#10, #11, #26, #40, #42, #48, #63, #69, #73, #85, #131, #132, #167, #169, #187, #201, #203, #228, #229, #251, #291, #299, #301, #316, #326, #327, #341, #352, #353, #369, #388, #389, #402, #423, #424, #439, #442, #460, #466

Secondary Area:

#13, #21, #27, #44, #45, #60, #65, #78, #80, #133, #134, #135, #159, #162, #199, #211, #215, #308, #324, #366, #393, #420, #422, #446, #448, #463, #468

DEV: Human Development; Gerontology

Primary Area:

#29, #35, #61, #147, #161, #196, #221, #252, #349, #373

Secondary Area:

#72, #149, #368

EAB: Experimental Analysis of Behavior

Primary Area:

#23, #28, #30, #36, #38, #53, #67, #70, #79, #86, #141, #142, #148, #158, #165, #168, #173, #188, #197, #200, #207, #208, #216, #230, #231, #242, #253, #289, #290, #292, #293, #294, #310, #315, #318, #325, #329, #336, #342, #354, #361, #368, #370, #378, #382, #385, #391, #395, #403, #413, #416, #422, #425, #427, #440, #443, #444, #447, #455, #457, #458, #461, #470

Secondary Area:

#139, #152, #157, #228, #233, #314, #315a, #323, #355, #362, #373, #430, #462

EDC: Education

Primary Area:

#16, #17, #19, #37, #44, #47, #57, #80, #81, #82, #87, #137, #140, #143, #160, #174, #178, #189, #199, #204, #205, #234, #235, #239, #254, #285, #297, #303, #311, #317, #331, #334, #343, #347, #357, #364, #371, #381, #386, #397, #404, #412, #428, #429, #434, #436, #452, #453, #454

EDC: Education (continued)

Secondary Area:

#10, #35, #39, #46, #49, #127, #131,
#163, #169, #170, #198, #221, #241,
#316, #384, #416, #419, #442, #459,
#460, #467

INT: International; translated into Spanish

Primary Area:

#128, #155, #180, #194, #222, #244,
#315a

**OBM: Organizational Behavior
Management**

Primary Area:

#20, #21, #33, #58, #59, #88, #144,
#145, #163, #175, #192, #223, #224,
#295, #298, #332, #344, #360, #365,
#377, #414, #432, #433, #435

Secondary Area:

#47, #57, #394

OTH: Other

Primary Area:

#22, #49, #74, #136, #139, #179, #209,
#227, #236, #348, #363, #397a, #445

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

Primary Area:

#9, #32, #55, #64

TBA: Teaching Behavior Analysis

Primary Area:

#127, #153, #212, #226, #255, #304,
#321, #350, #384, #405

Secondary Area:

#71, #367, #417

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

Primary Area:

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Personal Planner

	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					
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1:00 PM					
1:30 PM					
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM					
4:00 PM					
4:30 PM					
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5:30 PM					
6:00 PM					
6:30 PM					
7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					
Evening					



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